



Spring General Faculty Meeting
Thursday, May 15, 2014
Minutes

1. Call to order

2:05pm

2. Approval of agenda

Approved.

3. Approval of August 19, 2013 Fall General Faculty Minutes

Approved.

4. Remarks by Jake Myers on behalf of CFA President John Sarraille

When I saw the agenda for today's meeting, I wondered why CFA was put in line first for remarks. Then it occurred to me that maybe that was right – maybe CFA should be first, because it's union workers – faculty and staff – who make this place run.

But even then, I don't know that I should be here making these remarks, because I'm not the union. You are the union. A union is what it is and does what it does because the members are united and active and willing to stick up for themselves and their interests.

Sometimes that's hard to remember, because faculty do most of their work very independently. We don't work side-by-side with each other every day, all day long. Sometimes people only remember they have a union when something goes wrong: when they have a problem in the RPT process, when there's a conflict over the way things are supposed to be done according to our contract. And this year, like every year, we've done some of that: we've worked to protect the rights of faculty; to make sure that we're treated fairly and in accordance with the rules.

But CFA is also there in the bigger picture, negotiating over what those rules will be. We have 46 days left in our current contract. And right now, the CFA statewide bargaining team (including Steve Filling from our own campus) is working to reach an agreement on our next contract. It shouldn't be a surprise that when CFA surveyed the membership about contract bargaining, the two biggest issues on people's minds were salary and workload. And, at this point, even the Chancellor had a hard time denying that wages were too low and workload was too high. Whether they'll do anything about it remains to be seen.

For our part, CFA has put forward proposals calling for a general salary increase for all faculty, for the CSU to go back to paying step increases (which have not been funded in many years, causing the salaries of people hired during those years to fall badly short of market rates), an equity program to address salary inversion and compression, and an effort to ensure that when lecturers are hired, they are put into the appropriate salary range based on their degree and experience.

A lot of the details about what each side is proposing are kept confidential until an agreement is reached and, of course, before an agreement is final, the membership has to vote to accept it. It is very likely that there will be more action around bargaining over the summer, so don't ignore those email updates from CFA. The only way we're going to get a good contract is if the CSU knows that we're united and that we'll do what it takes to make sure we aren't taken advantage

5. Remarks by Provost James Strong

I would like to thank Speaker Garcia for the fine work he has done as Speaker of the Faculty this year. He has worked extremely hard and provided excellent leadership to the faculty, Academic Affairs and the University. I am very appreciative of his efforts. I would also like to thank Bret Carroll for his good work as Speaker-elect, and I look forward to working with him next year in his role as Speaker. I congratulate Mark Thompson on being elected Speaker-elect, and I also look forward to working with Mark next year.

Academic Year 2013-14 has been a good year. We have built upon the progress we made last year, building stronger relations between the faculty and senior administration. This hard work has resulted in "normalcy" where conflict is productive and is resolved constructively and relationships are enhanced rather than diminished. The faculty and administration need strong relationships so that they are able to creatively problem-solve and take advantage of opportunities with integrative methods that rely on information sharing, collaboration, and trust. We will not be able to effectively adapt to the unprecedented challenges and opportunities facing higher education, in general, and this campus, in particular, without the ability to collaborate. Collaboration requires strong relationships which require trust. I believe we are making solid progress in building trust and strong relationships. This process takes time, is difficult, and there will be setbacks. Perceptions of trust, understanding the reasons for differences, and conflict will vary depending on the perspective of the individuals and groups involved. What is said matters. Speaking in ways that the other can hear is important. How one behaves makes a difference. Our ability to listen carefully is critical. Acknowledging the legitimacy of the other's position is crucial to enhance listening by all. Careful listening, critical thinking, diversity of opinion, information gathering, and working to reduce biases and blind spots lead to better decision making.

The senior administration was called upon by the WASC Special Visit Team to model collaborative behavior. I believe that is a highly appropriate charge to any administration or any leadership team, and we are fully committed to meeting that charge. I appreciate the faculty's willingness to also model collaborative behavior. I can think of a number of examples of how improved relationships and improved collaboration have led to improved shared governance and better decision making and ultimately more success for students.

The WASC Special Visit preparation is progressing well. A draft report has been circulated to the campus which reflects significant progress made toward the charge of the Special Visit Team. The specific WASC charges are as follows.

1. Improvement of the working relationship between faculty and upper administration.

- a. Feedback from the WASC Self-Study Team survey indicated significant progress on this charge. Certainly more progress can be made, but there is notable improvement from the November 2011 Special Visit.
 - b. One good example of the benefit of that improved relationship was the transparency and information flow surrounding enrollment management this year. The campus managed very strong undergraduate demand and finished the year 104.25% of the target and did not have to return any funds to the Chancellor's Office. Faculty was kept informed and was tremendously helpful in managing a difficult situation.
 - c. Another good example of this improved relationship was the process of reforming UBAC and the committee's effective functioning to date.
2. Improvement in the practice of shared governance.
- a. The WASC Self-Study Team report notes considerable progress. A number of examples come to mind.
 - i. The flexible workload memo that was crafted and resulted in a Senate resolution on workload. This was the outcome of considerable consultation and give-and-take.
 - ii. The creation of a new department chair workload rubric to address concerns about chair workload.
 - iii. The resolution of concerns about the Ethnic Studies program. My understanding is that we have hired two new tenure-track faculty to lead the program.
 - iv. The concerns about student conduct which lead to dialogue and a recent meeting between faculty and administration.
 - v. The examination of the resolutions passed by the Senate this year that resulted in the exercise of effective shared governance.
3. Improvement in faculty participation in strategic planning and progress on shared roles in strategic planning.
- a. The Strategic Plan Working Group has been busy analyzing a survey, meeting with stakeholder groups and making recommendations for future plans. Two memos from the Group will likely be issued on Monday. One memo will summarize strategic planning activities since 2007. The second memo makes recommendations regarding next steps for strategic planning which includes a new committee to establish five priorities for next year.
 - b. I would like to thank the SPWG (John Garcia, Bret Carroll, Mark Thompson, Suzanne Espinoza, and John Tillman) for their outstanding work over these past three years.
4. Improvement in the formulation of retention, promotion and tenure policies that reflect good practice in higher education.
- a. The RPT Survey Group has been working very diligently analyzing two surveys and plans to issue a report based on these surveys to the campus very soon.
 - b. I would like to thank the RPT Survey Group (John Garcia, Steven Filling, Mark Grobner, Ian Littlewood, Jim Youngblom, and Dennis Shimek) for their hard work over the past three years.

I am very confident that we are extremely well prepared for the WASC Special Visit this October. I would like to thank the WASC Self-Study Team (Chair Marge Jaasma, Scott Davis, Lynn Johnson, Oddmund Myhre, Reza Kamali, and Roxanne Robbin) for their outstanding work.

In my fall 2013 address to the faculty, I discussed at some length the issue of student success measured by retention and graduation rates. We have made outstanding progress regarding student success. I would like to thank the Student Success Committee, the Faculty Mentor Program and all faculty, administrators and staff who have worked so hard this year to enhance student success. Let

me give you a brief run-down of some the accomplishments and activities in which we have engaged to help students succeed.

1. Graduation rate and closing the gap
 - a. The six-year graduation rate increased from 49.3% (2006 cohort) to 51.5% (2007 cohort).
 - b. The URM graduation rate increased by 6% (2006 cohort: 45%; 2007 cohort: 51%), closing the gap between URMs and NURMs from 6% in 2006 to 2% in 2007.
2. Faculty participation in eAcademies: Ten faculty members participated.
 - a. Four faculty members have developed and are offering Supplemental Instruction for Math and Chemistry classes. (We are providing technology for faculty and supporting the SI instructors' salary.)
 - b. One faculty member is redesigning a Logic class in hybrid format. (We are providing assigned time.)
 - c. Three faculty members are redesigning Biology courses. (We are providing summer stipends and assigned time in fall.)
3. Graduation Initiative Projects
 - a. We have increased support for the Faculty Mentor Program Board of Directors' assigned time (\$20,000).
 - b. We are assessing the Early Start English program (\$10,000).
4. Faculty projects to improve graduation rates (each funded for up to \$10,000)
 - a. Student Writing Center Pilot Project
 - b. Mentoring Economics Students for Lifelong Success
 - c. Student Literacy Practices Across the Curriculum
 - d. Retention/Graduation Rate Analysis within the Art Major
 - e. Generation of a Blackboard-Based Homework Machine and a Non-Comprehensive Pre-Lecture Note Set for CHEM 2010 and CHEM 3020
 - f. Advising: The Key to Student Success, Department of Kinesiology
 - g. Marking Your Mark Visible: An Artist-in-Residence
 - h. Graduation Rate/Student Success Initiative: History Department

We will continue to emphasize student success and work to improve retention and graduation rates. The Student Success Committee has been meeting frequently all year and has engaged in the process of updating the 2003 Graduation Initiative Plan with many new interventions designed to help students succeed academically and in life.

Students cannot succeed without able faculty to lead them. By all accounts, we are having an outstanding recruiting class this year. I have interviewed almost every candidate and have been very impressed with the quality of the candidates and their credentials. To date, we have hired 27 tenure track faculty, and there is one offer outstanding and additional searches to be conducted.

Let me remind you that the University is hiring a Dean of UEE and a Dean of Library Services. Wil Weston, Library Dean Candidate, is on campus today, and UEE Dean Candidate Carl Ellis has an Open Forum tomorrow at 4pm.

Let me close by noting the outstanding quality of our faculty. I am so often impressed with the accomplishments of CSU Stanislaus faculty. Recently, I reviewed 34 RPT files and reviewed another six last December, and the good work reflected in these files bodes very well for the future of the University. Faculty award winners Nancy Burroughs, Jesse Wolfe, Donna Andrews, Betsy Eudey, Choong-Min Kang are additional examples of the high quality of faculty here at CSU Stanislaus and the tremendous commitment they have to students, RSCA, and the University. These faculty accomplishments have been achieved in a difficult budgetary environment. Let me take this

moment to thank you for your very good work and let you know how much the President, I, the senior administration, and deans appreciate the faculty's commitment, leadership, and outstanding performance.

Thank you for your attention. I wish you a very productive and enjoyable summer and look forward to working with you in the semesters to come.

6. Remarks by President Joseph F. Sheley

President Sheley thanked the Senate for a good year in the sense of everyone working hard to accomplish trust and solid shared governance processes. He especially thanked Speaker Garcia and Speaker Elect Carroll for meeting with him routinely and for candid discussions about Senate matters.

The President noted that we are doing fine as a faculty committed to its students, most of whom are first-generation college students. We are helping them with their choices within curricular matters and preparing them to make informed choices outside the classroom and after college. We advise them well, as does the advising teams in Student Affairs. But we can do better. We can approach advising differently, and we can work harder to more to make the advising experience more productive.

With this in mind, President Sheley hopes to focus next year on bettering both academic and career advising -- related but not the same. If resources do not permit attention to both, we'll concentrate on academic advising. The President noted that we should be discussing both day-to-day advising efforts and services and longer-term student success. We know that we are doing well in the area of retention and graduation rates, and we are being noticed for this. We were ranked 28th in the nation in this regard recently by Time Magazine. But the notice means that the expectations of students and their families will appropriately increase in this area. And we should be extending our sense of advising beyond retention and graduation to the broader notion of success during and after college.

President Sheley asked that the faculty assume a leadership role in advising for success in post-graduate careers and in everyday life. We do not wish simply to give students a piece of paper that says all boxes have been checked. Rather we wish to be confident that we have prepared our students to hit the ground running, that our students will be in a position to hit doubles and triples, even home runs, when they enter life. The work we are doing to date is good; employers tell us so. But we are not pushing ourselves to do better; we are not talking enough about advising and success. We are not working enough with K-12 and community colleges to assure that students arrive here not just technically ready for college but prepared to succeed in college.

By way of example, President Sheley noted that he had just received a letter from a student who complained that he had not passed the WPST twice though he was a good student, got good grades, often made the Dean's List, and was just three courses shy of graduation. But the quality of the letter made clear why the student was not passing his writing exam. At this point, shouldn't that student be able to write well and to exhibit intellectual depth in his writing? It was clear in the letter that the student had no idea where to turn, nor was he being well-advised. Shouldn't we be talking about this as a faculty? Shouldn't we be trying to better our own advising processes if we wish to better our students' success rates?

President Sheley closed by thanking the faculty, wishing them a good summer, and noting that he looks forward to working with them again next year.

Speaker Garcia thanked both the President and the Provost. They opened their offices and engaged with SEC and he appreciates that in behalf of the faculty. All reports are available on line.

7. Reports and Announcements

a. Faculty Affairs Committee (Stuart Sims)

FAC had an active year and the report is available to you to read. He especially wants to reiterate his thanks to an outstanding committee that dealt with complex concerns with sensitivity and thoughtfulness. He enjoyed working with this committee and with all SEC committees. FAC is very engaged in issues of faculty concerns with real substance and consequence. Service in governance matters a great deal. Don't doubt that. He encourages faculty participation in committee structures because it matters. Governance on this campus this year is working. The administration listened to us and responded to our concerns over multiple meetings and months and then returned and discussed it some more. It was terrific seeing the administration work with the committee, and we appreciated their patience. It's not perfect, but we are working and its valuable work. Thanks to Provost Strong and VP Dennis Shimek for being the other half of governance. The FAC enjoyed a collaborative and respectful relationship with the administration and was able to disagree in meaningful ways. We were able to find common ground, and compromise. A large part is due to Speaker Garcia's leadership.

b. Faculty Budget Advisory Committee (David Lindsay)

The members of the FBAC for 2013-14 included: John Brandt, Chris Boosalis, William Foreman (Chair-Elect), John Garcia (Speaker of the Faculty), Vickie Harvey, Marvin Hooker, Eungsuk Kim, Valerie Leyva, David Lindsay (Chair), Melanie Martin, Greg Morris, Ann Strahm, Provost James Strong, Kim Tan, My Lo Thao, Shradha Tibrewal and Jesse Wolf. Isabel Silveira Pierce was our executive assistant. I am very grateful to the committee members for the collegial approach to our work and the dedication they showed throughout the year. I would especially like to thank Isabel Silveira-Pierce for her note taking support, investigative work, and consistent reminders that kept us on track.

FBAC met bi-monthly during fall and spring semesters. The Committee discussed and acted upon the following items during AY 2013-2014 (in no particular order of importance):

1. **FBAC Template** – The committee investigated the feasibility of using the University's two data warehouses to provide relevant information to the Committee at the beginning of each academic year. After meeting with AVP Carl Whitman, the Committee concluded that this is achievable. This item will be carried forward to next year.
2. **Local Policy Governing Special Sessions Degree and Academic Certificate Programs Offered through University Extended Education** – During AY 2012-2013, FBAC sent a draft of this policy to UEPC for review. This year, UEPC returned it to FBAC with minor modifications. FBAC approved the modifications and forwarded it to the SEC. The policy was subsequently approved by the Academic Senate and signed by the President. This is a good example of shared governance at work.
3. **FBAC Budget Priorities** – This resolution recognizes the primacy of the University's central mission, which is educating the people of our region. It identifies eight budgetary items related to this theme. The resolution also reminds the university community that FBAC

is constitutionally charged to be one of the campus' budget advisory committees. It was passed as a Sense of the Senate resolution in early April. The priorities were presented at the UBAC Open Forum on April 30th.

4. **Assembly Concurrent Resolution No. 73** – The Committee discussed ACR 73, which expresses an aspirational goal that the percentage of FTES instruction delivered by tenured/tenure track faculty be raised to 75 percent. This percentage, for our campus, has most recently been measured at 64.6 percent, which is better than that of many of our sister CSU campuses. This item is being carried forward to next year.
5. **Tenure-Track Psychological Counselors** – While there is agreement across the University that the staffing in Psychological Counseling Services needs to be increased, there is disagreement over the need for tenured-track counselors. Several of the Committees of the Academic Senate, including FBAC discussed this issue this academic year. FBAC supports having tenure-track psychological counselors. This item is being carried forward, and may possibly lead to a joint resolution with the Faculty Affairs Committee.
6. **International Travel Funding** – This issue was raised in the Academic Senate by Paul O'Brien. FBAC invited Paul to one of its meetings to discuss his thoughts. During the subsequent discussion, the Committee learned that if there is an increase in the number of international students coming to our campus, the possibility exists that funds may become available to support international travel funding for faculty. This item is being carried forward.
7. **Review of Kinesiology's Proposed Concentration in Health Promotion** – At the request of UEPC, FBAC reviewed this proposal. Its review was limited to the proposal's budgetary implications. The Committee concluded that the costs of the proposal were justified. The Committee also noted that it had failed to approve a similar proposal from a different department several years ago when the University was in a far more difficult economic environment.
8. **Research Start-Up Funds for New Science Faculty** – The Committee learned that our campus may be funding this item at a lower level than many of our sister institutions in the CSU. If so, this may have an impact on our ability to hire faculty in the sciences. This item is being carried forward to next year.

c. Graduate Council (Anthony Perrello)

As Graduate Council Chair, I neglected to put two carryover items on the annual report I submitted last week, and I'd like to report out on those now:

One, the ad hoc subcommittee of Graduate Council, SAGE (the Subcommittee for the Assessment of Graduate Education) was established a year ago and has been about its work of gathering assessment data to help us develop a strategic plan. In fall, we must review the effectiveness of SAGE and decide if it should become a standing Subcommittee of Graduate Council, which would require a change in the constitution of the general faculty.

Two, one of the functions of Graduate Council is to oversee the programs beneath its umbrella; as such, it conducts reviews as part of the APR process. This spring, questions emerged about the role Graduate Council should play in the reviewing of its programs. Questions were also raised about the

timeline for reviews and our placement in the stream of the review process. In fall, we will assemble a subcommittee or workgroup to explore these issues and report back to Graduate Council. These two items, now on the to-do list of incoming Chair Greg Morris, represent for me an aspect of Graduate Council that I am proud of, and that made my tenure as Chair an enjoyable one: Graduate Council is invested in making itself better and to raising its profile and effectiveness in the region.

To this end I just want to mention two items that we worked to reify in the coming year: One, the Graduate School lost its Dean several years ago, and more recently, has lost the space and support personnel that once comprised “The Graduate School” as a physical entity. The lack of a Dean of graduate school has been a lack of real leadership and representation. This past year we worked closely with Provost Strong to reinstate leadership for the Graduate School. We drafted a position description and a detailed implementation plan that promises to restore leadership and viability for Graduate School, and that will ensure the cohesiveness, effectiveness, and reach of our programs.

Two, for the past four years, the Graduate School has enjoyed the support of a massive Title Five Grant that has allowed for the creation of what we call CEGE—the Center for Excellence in Graduate Education. Operating under the capable leadership of Shawna Young, CEGE sponsors several activities and workshops that offer support and growth opportunities for students and professors. CEGE provides funding for travel and Graduate Assistantships, sponsors Colloquia and Workshops, provides support for graduate students on a walk-in basis, and is situated in a physical space in the Administration Building. CEGE is entering its fifth and final year. But, far from merely rueing the loss such a boon as this grant has been, Graduate Council has worked to prioritize and institutionalize those aspects of CEGE that we hope to carry forward into perpetuity. We crafted language that was included in FBAC’s Budget Priorities Statement for the coming academic year, and Graduate Council is hopeful that it will have resources to continue its work into the future, providing support and flexibility for Professors and Graduate Students alike, as we strive to raise the profile of our University and forge connections in the surrounding region and in the world of academe at large.

d. University Educational Policies Committee (Kenneth Schoenly)

I am pleased to begin my report by offering a deep-felt thanks and admiration to my fellow committee members for their conscientious and substantial service to this committee. They are: Granger Dinwiddie, John Garcia, Maryann Hight, Mark Grobner, Marge Jaasma, Valerie Leyva, Ian Littlewood, Jasmine Page, Julia Sankey, Ann Strahm, Miriam Salameh, Robert Werling, and Sophie Zong. The committee also wishes to thank Lisa Bernardo, who serves as a permanent guest on the committee, and is occasionally asked to data-mine enrollment records to inform our decision making. This year, we called on her several times and we sincerely appreciate her time and unique perspective. As always, Randi Esau, provided herculean support, institutional memory, and advice, especially to the chair, and kept the committee on track and informed so that we could complete our work. I am deeply thankful to Ann Strahm, who served as an exemplary chair-elect this year, and who I know will ably and diligently lead the committee in its mission next year. I also thank John Garcia for his wise counsel and for bringing a campus-wide perspective to our committee meetings.

The University Educational Policies Committee had both an eventful and demanding year. As the university-wide committee charged to formulate, review, and recommend undergraduate curricular policy to the Academic Senate (undertaken in conjunction with College curricular committees), we began the year with 15 carryover items, and received 21 other action items, for a total of 36 agenda items. Although this number is close to the UEPC average, most items on our agenda demanded

multiple meetings, guest appointments, and data requests that resulted in revising existing policies and as well as drafting new policies that were often returned for revision.

Unlike other standing committees which meet monthly or seasonally, UEPC meets twice each month, every month of the academic calendar (except January), for a total of 14-15 meetings. Given our high volume of meetings and agenda items, collaboration with four standing subcommittees under our charge, and the time sensitivity of many action items, such as new programs and concentrations, and new policies and policy revisions, the chair receives only 4 WTU's or 2 units each semester. As has become the case for many of our standing committees in recent years, it becoming difficult to find persons willing to serve on our important committees, much less chair them. After discussion of this issue at our last 8 May meeting, the committee urges that reassigned time for the chair be increased to 6 WTU's each year to compensate our high workload.

Student Internships and Service Learning Policies

Among the carryover items this year that provoked much discussion and resulted in draft policies being returned to UEPC for multiple revisions, were the policies on Student Internships and Service Learning. Our deliberations included consideration of how much up-front documentation in form of MOU's would be required, who would complete assessments, and questions of liability and mitigation when recognizing potential risks. As with the Field Trips policy which was approved the previous year, the committee is concerned about the amount of additional preparatory work faculty and staff (in the Service Learning office) will need to do to offer these experiences to our students. Consequently, the committee urges that the administration find additional resources (i.e., reassigned time, mileage reimbursement) to compensate faculty and staff for the expanded workload. Without such support, we worry that such valuable off-campus experiences will become a thing of the past, eroding the educational experience we provide to our students.

Two-Pass Registration System

This year, a two-pass registration was approved as a one-year pilot for Spring and Fall 2014. President Sheley signed the two-pass registration resolution, but indicated that it would only apply to those two registration cycles, and asked that a joint review of the two cycles be undertaken by UEPC and VPESF by December 31, 2014. Results of the review conducted for Spring 2014, prepared by the Office of Institutional Research, showed that a large majority of students who responded were satisfied with registering with 12 units in the 1st pass and preferred priority registration during both passes. However, a majority of students also reported that classes required for their major (that they intended to take) were closed during both passes, mostly due to course sections being full. A resolution to make permanent the two-pass registration system was passed at AS this week. UEPC also deliberated on several other issues including drafting a syllabus policy that requires that all courses shall have a syllabus and what items are required in a syllabus. That policy was approved by AS earlier this year. Also, the committee revised an Instructor Withdrawal policy that gives faculty greater flexibility to IW students in both online and face-to-face classes. This policy was also passed by AS earlier this year. The committee also approved a new concentration in Health Promotion that will lead to the B.A. in Kinesiology that will offer a transfer major for the hundreds of "pre-Nursing" students who are denied admission to the Nursing program but who wish to pursue an alternative career in the health field.

UEPC Subcommittees

The diligence and dedication of the General Education (GE), University Writing (UW), Assessment of Student Learning (ASL), and Technology and Learning (TL) Subcommittees of UEPC are gratefully acknowledged.

The GE subcommittee approved four courses for GE, but several others remain unapproved pending revisions from various departments. Also, the committee noted that efforts in previous and current years to implement changes to GE through consensus (i.e. developing an assessment plan) proved, once again, to be a daunting and elusive task. Consequently, this item will carryover next AY.

The UW subcommittee reviewed 18 courses for continued WP standing, requested assessment materials on four courses for review, and reviewed one proposal for a new WP course. The subcommittee also met with the Director of International Studies to discuss strategies to foster successful completion of the GWAR by international students. The committee also increased student awareness of the WPST, reminding them of the appropriate time they need to take this test during their college career.

The ASL subcommittee provides guidance on the extent and type of academic assessment initiatives, but recent budget cuts have changed the charge of this subcommittee to take on more work. Specifically, this committee was asked to perform some of the duties done by Program Assessment Coordinators (PACs), including the review of Annual Program Reports. The subcommittee met seven times to address several dimensions of their new charge and offered several recommendations to UEPC that could promote university-level assessment and improve program assessment needs.

The TL subcommittee reviewed services OIT provides to faculty to support the teaching mission and recommended that they disseminate to all faculty the extensive help systems and services that are available to them (e.g., Blackboard, Moodle, and captioning services). TL sub also reviewed the PeopleSoft roster reporting system and met with OIT to co-develop a Qualtrics survey to query faculty on what additional fields (columns) they would want to print out on their class rosters. Results of the survey yielded the addition of three new columns on student rosters: WPST status, pre-requisites completed, and course repeats. The subcommittee asked that OIT and Enrollment Services add these columns as a test run in Fall 2014.

| Yours sincerely,
Ken Schoenly, UEPC Chair

Kenneth Schoenly 6/2/14 10:00 AM

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e. GE Ad Hoc Committee: Academic Year 2013-2014 (Susan Marshall)

After getting started in late fall, the committee decided that we would approach our charge to get a campus-wide conversation about GE going by working on several fronts:
Spring 2014 meetings with departments

We decided that we would go in pairs to talk with department faculty members at department meetings, starting with the College of the Arts, Humanities and Social Sciences.

Prior to the meetings, the department chair received reference materials (a copy of the latest revision of the goals and mission statement, "Meaning of the Baccalaureate," and LEAP outcomes) and a list of the questions we would ask.

Many of the departments in this college have been visited, and summaries are being compiled in order to facilitate a far-ranging conversation about GE.

Faculty members responded to questions about the meaning of GE, the important goals for students, and the relationship of GE to the majors and college identity. Just a sample of responses:

- Across the board, faculty feel that GE should help students develop intellectual curiosity, the ability to think critically and creatively, and the capacity to understand that all thinking is connected. Empathy and intercultural competence are also seen as crucial goals.
- Some faculty members saw the relationship between GE and the major as problematic, and many argued forcefully that the GE mission statement should be revised to be more inspirational.
- While some recommended that students need to learn to understand their freedom and responsibility as citizens, others felt that the capacity to grow as a person should be the focus of all general education. Some felt that developing skills need to be our focus, while others worried about the current focus on skills. The current goals and the proposed revised ones have their supporters and their critics.
- Some of the most interesting comments concerned student and campus identity, with some urging that we accept and appreciate the rural, place-bound students we have, and others arguing that students need to become more globally focused. Still others feel that the university itself needs to work on its identity or branding.

In short, there was a stimulating, wide variety of opinion on every aspect of general education. We are encouraged with the thoughtfulness of the participation and look forward to going to other college's department meetings in the fall.

We have also started Facebook/twitter campaign to gather informal comments from students themselves about what they think about GE. The responses are coming in and we hope to continue this campaign in the fall.

GE Pathways

Several members of the committee attended a conference at Cal State Northridge on their GE pathways program. A couple of weeks ago we hosted an open meeting with a Northridge administrator and faculty member to learn more about Pathways, a voluntary program for faculty and students that allows students to follow a themed group of 6 courses like "Global Issues," "Sustainability" or "Culture and Media" for partial fulfillment of their GE requirement. Northridge partners with Pierce College, a local feeder community college, to offer the already existing courses that focus on a given theme. We are beginning work with Modesto Junior College faculty members to pilot a GE pathway or two on this campus.

A written report on all of our activities will be available to the campus community later this summer.

f. WASC Update (Marge Jaasma)

On behalf of the WASC Special Visit Team, thanks for completing surveys, inviting us to meetings and providing feedback to our draft document. An email was sent today with the final draft document. We will polish it up and send it to WASC in the summer. WASC is coming Oct. 1-3, and we will prepare with you during early fall semester to get ready for their visit. Thanks to the committee members: Scott Davis, Roxanne Robbin, Lynn Johnson, Reza Kamali, Oddmund Myhre, Susan Clapper, and Erin Littlepage.

8. Remarks by Speaker John Garcia

Good afternoon everyone,

It seems like just yesterday I was standing before you welcoming you back to campus and confiding in you that it was also my son's first day as a college student at Arizona State University. Where did the time go? My son is home for the summer, and our academic year is coming to a close.

It is custom on this campus that the outgoing Speaker offer some closing comments. As I probed my colleagues for advice and suggestions on the focus of my comments and what was customary, I quickly learned that there was no standard template... One suggestion I received was, "just don't bore us!" The only universal theme offered by my colleagues was a resounding "keep it short."

As I thought about my task and the sage advice I received, I was immediately brought back to my 6th grade classroom.

For better or worse, in 1976 there was no such thing as common core. I am convinced that my sixth grade teacher took upon herself the task of teaching a group of squirrely 12 year olds how to deliver a speech—I think she was tired of watching us flounder as we stood before our classmates.

My 6th grade teacher at Martin Luther King Elementary School was adamant that she had studied the matter long and hard and uncovered the three critical ingredients necessary for delivering a quality speech. She challenged us to look back in history to what we consider to be the most powerful speeches, and she was insistent that we would find these ingredients. I do not know if her recipe is correct—however, her words have stuck with me.

Consistent with my colleagues' advice, Ms. Hutchison started by explaining the first ingredient that is common among the greatest speeches is that they are all **concise**. Right away, I knew I was in trouble: I had no idea what the word concise meant. I didn't bother listening to her explanation of concise, because I was too wrapped up in the fact that I was going to fail the assignment.

That evening I went to my mother and asked her for a definition. She told me to "look it up." Clearly, she had no idea what it meant either. Rather than looking it up, I went to the expert—my seventh grade brother. He taught me all the important words! His definition really helped. He told me that concise meant "to be short." I was thrilled with this answer. This speech business was going to be easy because I knew what it meant to be short—correct....I was the shortest kid in the sixth grade.

My excitement was short lived, as I realized that the second ingredient was a bit more perplexing. While I had drifted off from Ms. Hutchison's explanation for concise, my attention had returned for her second ingredient for a quality speech: she emphatically expressed (as she pounded on my desk) the greatest speeches in history are all "passionate." This made me cringe.

This was NOT the first time in the day that I had been told to be passionate. In PE class, we were being taught ballroom dancing. We were paired with a person of the opposite sex--in my case Rhonda Black—Rhonda and I had mutual feeling for one another: we absolutely despised one another. We were required to hold hands, and we had to pretend like we were having fun. My PE teacher kept clamoring, "Mr. Garcia, show some passion." As she tightened her grip in my hand, Ms. Black took pleasure in following up, sarcastically saying "Yeah, Mr. Garcia show some passion." What was this passion business all about, and why was it so important?

All I could think was, "maybe I can address two of the three ingredients and salvage a passing grade"—by the way, as you can tell, my sixth grade math skills were not particularly good.

While I squirmed in my chair, Ms. Hutchison expressed that the greatest speeches had one more thing in common: they all conveyed **a sense of hope**. At that moment, I know things were **hopeless**. Passion and hope, these concepts were beyond my 6th grade skill set. Passion and hope, this sounded too lovey-dovey for me.

Fortunately, however, all was not lost. I knew I had an expert I could call on. No...not my 7th grade brother. These were areas where my 16 year old sister was extremely knowledgeable. In my sixth grade eyes, my sister was an expert on passion and hope because she loved...soap operas—General Hospital was her favorite: all the kissing, romance, and prospects for a better day...she loved this mushy stuff—she would be the one to explain what my teacher was talking about—or so I thought.

My conversation with my sister did not go well. She told me I was too young and immature to understand passion and hope and that I needed to focus my speech on things that I actually knew—she recommended talking about being a pain in the neck, obnoxious noises, OR immature friends.

Needless to say, I did not do well on my speech. I should point out that I somewhat followed my sister's advice and talked about something I knew. I delivered an argumentative piece on why ballroom dancing should not be part of the sixth grade PE curriculum: I tried to be concise (I did it in two minutes); I thought I was passionate (I illustrated a dance move as I exited the stage); and I was certainly "hopeful" as I pleaded on behalf of future generations for the subject to be banned from the PE curriculum). Unfortunately, my teacher felt I was missing some key ingredients: I received a 66% and a **concise** note that told me that...passion and mockery are not the same.

I share with you my sixth grade experience, because over time I have come to realize that Ms. Hutchison was not just talking about delivering a speech--she was talking about life. In her role as an **educator**, I think her ideas are relevant to all of us and what we do.

The recommendation to be concise is critical: If we, as faculty members, are doing all the talking, we are denying others (namely our students) the opportunity to offer an answer, form an alternative question, or articulate a novel idea. It is ironic that, as the Speaker of the Faculty, the most important lesson I have learned over the course of the year is that the best thing the Speaker can do...is listen.

Regarding the matter of being passionate--this also is not specific to a speech. How we engage our students is critical. Students must know that we are excited about our subject matter. Students must feel and sense that we love what we do. We must help students see That.... What THEY are engaged in....matters. As I told you, my son just arrived home from his first year at college. He is so excited about what he is doing—I am convinced his excitement stems largely from the passion that is expressed by his professors.

When I think about it, I am so fortunate that Ms. Hutchison was my sixth grade teacher. She was the first adult to directly speak to me about the concept of hope. I think this concept of hope has relevance to all members of the academy. As faculty members we must understand that while our subject matter is vitally important, we must also help foster hope in our students. We must realize that given the environment in which we teach, where under-education, poverty, and racism are ever present conditions, it is easy to lose hope or to simply settle for good enough.

In all that we do, through our actions and words, we must let our students know that we hold them to a high standard because we believe in their abilities. In the end, when students exit our classrooms, they must depart believing that they will make a difference in the world.

As I stand here now as the “lame duck” Speaker of the Faculty, I am incredibly passionate and hopeful. As the Speaker, I have had the privilege of working with colleagues from across the campus from all disciplines. I am SO incredibly impressed by all that you do and how you do it, that I leave this position knowing that you are instilling hope in those who are fortunate to cross your path and that you possess deep passion for what you do. In essence, your passion inspires me. Thank you!

Before I turn over the turkey leg, I want to devote attention to what I believe is most important thing I will say today.... I want to thank those individuals who have been critical to me in attempting to fulfill my duties as the Speaker of the faculty. As is appropriate for the Speaker, when I thank these individuals, I am not simply thanking them on my behalf, but rather on behalf of the entire faculty. Do not feel compelled to hold your applause until the end. Cheer early and often: these people deserve public recognition and so much more.

First and most importantly, I think we all know that Isabel Pierce is the glue that holds this operation together. I want to thank her for her hard work and dedication to governance and to the University. I also want to thank her for her gracious and caring personality. She is truly a pleasure to work with.

Next, I want to turn my attention to those people who are responsible for facilitating governance work and who make the job of the Speaker easy.

As the Chair of UEPC, Ken Schoenly has done an amazing job. Chairing UEPC is a monumental task. Ken has managed to lead the committee in addressing a laundry list of issues, and his leadership has been masterful.

As Chair of the GC, Tony Perrello has also done a wonderful job. Tony led the members of the council through a number of complex discussions that have helped to promote and strengthen Graduate education on this campus. As a faculty member in a graduate program, I truly appreciate his work.

Our Chair of the Faculty Affairs Committee, Stuart Sims has been brilliant. His leadership style, personality, and preparedness are models for shared governance and collegiality. If you have not had a chance to work with Stuart, I encourage you to do so. I promise that you will not be disappointed: his passion is contagious.

Our Chair of FBAC is a legend on this campus. David Lindsay, as always, did an amazing job this year. I have to confess that at times I found myself not paying attention to the discussion about the budget issue that was being discussed at FBAC, simply because I was enthralled by the manner in which Dave was facilitating the meeting. He does everything with grace, respect, and a deep knowledge of the subject. I have truly enjoyed learning from his example.

Betsy Eudey and Steve Filling have served this year as our statewide representatives. For me, the two of them win the prize for their deep commitment to faculty governance. I am not overstating this...I do not know how they do it. They always do their homework, and they are always prepared.

They are on top of everything that concerns faculty and the University. They should be honored each and every year for their hard work and dedication.

Similarly, Mark Thompson served as our clerk this year, and (as expected) his minutes were impeccable. To be clear, while Mark did an amazing job capturing the content of all that was SEC and Academic Senate, he should be recognized and applauded for so much more. I want to personally thank Mark. The reason I am involved with governance is that I truly enjoy working with colleagues from across campus, and I learn so much from these interactions. I put Mark at the top of my list of mentors. Over the years, I have learned so much from Mark about shared governance and the role of faculty in the academy.

Finally, I have to thank Dr. Bret Carroll who has served as the Speaker-Elect. Last year, as he was passing the Turkey Leg to me, Dr. Grobner wanted to give me some sage advice: he told me, “John, in the history of this campus there has never been a Speaker who has been impeached”—his advice to me, “Don’t be the first.”

Bret has done an amazing job this year, keeping me focused and out of trouble. I do not feel that I need to pass the impeachment advice on to Bret, as I am confident in his skills and abilities. As I pass the leg, I know I am giving it to someone who is fully prepared to speak (and listen) on behalf of the faculty.

Over the course of the year, I realized that Bret and I have lots in common. We are both great sports fans, and we both cherish spending time with our children. To this end, in thanking Bret for all that he has done, I am giving him a gift to be shared with his son.

9. Passing of the Turkey Leg

10. Remarks and introduction of new faculty officers by Speaker Bret Carroll

Thanks to you all. I intend to keep my remarks very brief. Before I say anything else, I'd like to acknowledge and thank outgoing speaker Garcia for his work on behalf of the faculty this year, and for being a model of tact, decency, and articulateness in the performance of his duties – characteristics that serve all of us well as we continue to restore a climate of trust and genuine discussion. To that end, I'd like to present him with this formal (if partially lighthearted) commendation.

1/GF/14/SEC



Commendation for Speaker García

Whereas, Professor John Garcia has served and led the faculty as speaker with the utmost tact, grace, and commitment to rebuilding a culture of trust; and

Whereas Speaker García has dutifully compensated for time spent away from his children by talking frequently and endearingly about them at every opportunity the

the speakership affords; and

Whereas, Dr. García has followed the example of past Speaker Jasek-Rysdahl and has and has foregone his preferred pastime of chasing little white balls across pastoral pastoral swaths of greenery, and has instead devoted himself to spending prodigious amounts of time in every conference room on the campus, and

Whereas, Speaker Garcia wrestled with issues crucial to the faculty and exerted himself himself tirelessly to hold campus administration to our academic traditions without without resorting to flying cross head scissors or his signature bridging double chicken wing hold; and

Whereas, Speaker García brought to his duties his training in Social Work, using Work, using data analysis and his participant action research perspective to perspective to help his colleagues less versed in such methods to identify issues and work toward solutions; and

Whereas, Speaker García has presided over an unprecedented number of Academic Senate meetings that completed business efficiently and ended early; be it therefore

Resolved, that the General Faculty express its heartfelt THANK YOU to Speaker John García; and be it, further

Resolved, that the Faculty wish Speaker John García all the best in his future endeavors endeavors on behalf of California State University Stanislaus – and the Chicago Cubs Cubs all the best in their quest of that elusive World series title.

Additionally, I'd like to thank Speaker Garcia more personally by offering him a gift. I thought a great deal about what that gift would be, and was for a time stumped; after all, could one realistically aspire to top the stuffed turkey that he gave to outgoing speaker Grobner last year? But then I got to thinking about a conversation he and I had before one of our April Senate meetings, in which he told me that he has been a Chicago Cubs fan since his Colorado childhood. My first reaction was one of pity, but it's since occurred to me that the eternal optimism and sense of hope that it must take to remain a Cubs fan for so long jibes well with the mood on our campus as we move from a troubled recent past to a more hopeful future. So in that spirit I present him with this Warrior-red Cubs cap as a symbol of his dedication to our university and its future.

I'd also like to thank the general faculty for electing me to the speakership. I'm both honored and humbled to be representing such an outstanding group of faculty, even if I ran unopposed. I'll do my best to justify and maintain the confidence that my colleagues have placed in me and will be mindful that the speaker of the faculty is the speaker for the faculty. As I look forward to my year as speaker, I see that, as always, there is much work to do, many important conversations to be had – and many meetings to attend. Meetings and all, I'm excited about what lay ahead. In keeping with the mood of the day, I'll hold off on discussing what I take to be the key issues before us – that can

wait until the fall general faculty meeting. I'll close by saying that I'm looking forward to working and sharing open, collegial conversations next year with President Sheley and Provost Strong, and by introducing and thanking in advance the faculty and who have agreed to work with me on next year's Senate Executive Committee. They are (please stand as I introduce you):

Mark Thompson, Speaker-Elect

Betsy Eudey, Clerk

Lynn Johnson, Chair of FAC

Ann Strahm, Chair of UEPC

Bill Foreman, Chair of FBAC

Greg Morris, Chair of GC

Steve Filling, SWAS

Betsy Eudey, SWAS

And of course, I'd like to thank Isabel Pierce in advance for keeping me organized. She may not yet realize the challenge before her.

11. Open Forum/Questions

John Mayer: Do you have a sense of negotiations with this new administration compared to in the past?

Jake Myers heard that the mood in bargaining has been a bit different and bit more positive, but it's just rumors as he was not in the room. He doesn't want to place too much weight on that.

Ann Strahm: We have the impending FERPing of our lovely counselor Renae Floyd, and Strahm hopes that we'll have a big conversation of tenure track counselors next year. It bodes very ill to not have tenure track positions in that our students rely on these counselors. Students need continuity and need to trust these people for their advice. She hopes that we'll have a serious conversation and work to develop tenure track lines in the counseling area.

12. Adjournment

3:36pm