



**Fall General Faculty Meeting  
Monday, August 18, 2014  
Minutes**

**1. Call to order by Speaker Bret Carroll**

Good morning, everyone. I would like to call the first General Faculty Meeting of the academic year 2014-15 to order. I am Bret Carroll, this year's Speaker of the Faculty. We have much to do this morning, but before we begin the day's business, I want to welcome all of you, with a special welcome to our new faculty, whom we'll be meeting one by one shortly. I hope you've all enjoyed your summer, with just that balance of personal refreshment and academic work that you aimed for. I'll have a bit more to say later in the meeting; for now, let's move ahead. Speaker Carroll thanked Isabel Pierce for keeping him organized, and also thanked President Sheley for providing the refreshments that will be available after the meeting.

**2. Approval of Agenda**

The Speaker moved the President's remarks up above CFA remarks. Approved.

**3. Approval of May 15, 2014 Spring General Faculty Meeting Minutes**

Approved.

**4. Introduction of New Faculty and Administrators (Provost Strong)**

Good morning! It is my pleasure to introduce you to the new Academic Affairs administrators. In a few minutes, the Deans and Chairs will introduce you to the new faculty.

Several talented and experienced administrators joined the CSU Stanislaus community during the past year.

Mr. Ronald Rodriguez  
Dean of Library Services

Mr. Ronald Rodriguez began his appointment as the Dean of Library Services on August 1st, 2014. He has a wealth of library and administrative experience and comes to CSU Stanislaus from Pollack Library at CSU Fullerton where he served for the last eight years as Access Services Unit Head and Coordinator of Library Development. Prior to his service as CSU Fullerton, Mr. Rodriguez served for seven years as Associate Dean of the Leatherby Library at Chapman University, and he has extensive experience at Rio Hondo Community College in Whittier, CA. I am looking forward to the leadership Mr. Rodriguez will bring to the Library and the University as we plan for the evolving role of the Library.

Dr. David Lindsay  
Interim Dean of the College of Business Administration

Dr. David Lindsay began his role as the Interim Dean of the College of Business Administration on June 9th, 2014. He has served CSU Stanislaus since 1991, when he joined our campus community as an assistant professor. He has had an exemplary record in teaching, research, and service, and prior to his appointment as Interim Dean, Dr. Lindsay served as Chair of the Department of Accounting and Finance for many years. Dr. Lindsay has contributed to CSU Stanislaus in many ways, including his role in a faculty leadership position in the development of the Online MBA Program, including voluntarily completing the rigorous Sloan-C certification and developing a new course for the program. He also leads the college's faculty AACSB accreditation team, and his contributions were critical to the most recent successful five-year review. He is actively involved with regional accounting firms, the California Society of CPAs, the Institute of Management Accountants, and the American Accounting Association. He has been instrumental in revitalizing the accounting program at the Stockton Campus. Dr. Lindsay also has an exemplary record of University service, serving as Chair of FBAC and as a member of UBAC. I have enjoyed working with Dr. Lindsay in his role as department chair and look forward to his contributions during his appointment as interim dean.

Ms. Juanita Cruthird-Billups  
Director of STEM

Ms. Juanita Cruthird-Billups joined the Science, Technology, Engineering and Math program as Director last fall. She has oversight of the STEM grant programming on our campus and at the grants' partnering community colleges. Ms. Cruthird-Billups has more than 12 years of student services experience and has been a part of the CSU Stanislaus community for the past 8 years. Her experience at CSU Stanislaus includes working for the Program for Academic and Career Excellence, Career Services, and the Educational Opportunity Program. She has experience with diverse student groups as well as campus and community stakeholders. Her educational background encompasses the areas of public administration, economics, computer science, and mathematics.

Mr. Stan Trevena  
Interim Associate Vice President

Mr. Stan Trevena began his appointment as Interim Associate Vice President of the Office of Information Technology a few weeks ago following the departure of Carl Whitman. Stan and his family are products of the California State University system. Stan graduated from Cal Poly San Luis Obispo in 1986, and his wife also graduated from Cal Poly SLO and works as a microbiologist in Stockton. Currently, two of Stan's triplet sons are students here at CSU Stanislaus, the third applying as a transfer student this spring. His youngest son is in a four year Japanese program in Lodi. Stan has held a number of increasingly responsible management positions in information technology. His most recent position was with the Modesto City Schools, where he served for 10 years as Director of Information and Technology Services. He managed an IT operation comparable to OIT, but with 36 campuses. While he was there, he opened two new high schools and oversaw the transformation of the school system's infrastructure and IT organization. Aside from IT, Stan has worked with our English/TESOL program to develop a partnership where our students can teach a summer ESL class at Turlock High School to students visiting from Kyoto, Japan. These students can later apply after graduation to teach English to Japanese students at a private High School in Kyoto. Two graduates have taken jobs over in Kyoto in the past three years.

Please join me in welcoming all of these new administrators to the CSU Stanislaus community!

The following new faculty members were recognized by their College Deans.

Renato Alvin, Philosophy/Modern & Languages	Ritin Bhaduri, Biological Sciences
Jeffrey Bernard, Kinesiology	Sarah Chan, Music

Neelam Chanda, Nursing  
Sriram Chintakrindi, Criminal Justice  
Christopher Claus, Communication Studies  
Kelly Cotter, Psychology  
Rashaan DeShay, Criminal Justice  
Daniel Edwards, Art  
Kristina Fortes, Nursing  
Laura French, Library Services  
Jeffrey Frost, Anthropology, Geography and  
Ethnic Studies  
Katie Galvin, Social Work  
Aletha Harven, Psychology/Child Development  
Andrew Hinrichs, Management, Operations and  
Marketing  
Meggan Jordan, Sociology  
Jeong Youn Kim, Accounting/Finance  
Jessica Lambert, Psychology/Child Development  
Bao Lo, Ethnic Studies

Anysia Mayer, Advanced Studies  
Mark McCoy, Chemistry  
Alison McNally, Geography  
Dana Nakano, Sociology  
Oluwarotimi Odeh, Ag. Studies  
Anita Pedersen, Psychology/Child Development  
Abigail Rosas, Ethnic Studies  
Jane Rousseau, Social Work  
Brian Sardella, Biological Sciences  
Rebekah Shrader, Economics  
Shannon Stevens, Communication Studies  
Jennifer Strangfeld, Sociology  
Michael Tumolo, Communication Studies  
Kate Weber, English  
Bethney Wilson, Communication Studies  
Brandon Wolfe-Hunnicut, History  
Liangmin Zhang, Physics

Welcome to all the new faculty. Applause.

### **5. Faculty Governance Participation**

Speaker Elect Mark Thompson will give a brief talk on Faculty Governance.

Good morning and welcome. I want to speak especially to new colleagues about how we make academic policy. I have come to appreciate the long history of the California State University system and in the belief of facilitating and protecting the work of our colleagues so we can continue to work as professionals.

Thompson reviewed the definitions for Shared Responsibility, Joint Decision-making, and Collegiality. This is shared power and authority vested between colleagues.

Please view the presentation at this link:

[http://prezi.com/vl7nqawbeuef/sharedgovernancef14/?utm\\_campaign=share&utm\\_medium=copy](http://prezi.com/vl7nqawbeuef/sharedgovernancef14/?utm_campaign=share&utm_medium=copy)

At the same time the Statewide Academic Senate asserts that the faculty should have primacy and the major voice in curriculum and policy creation.

Board of Trustees of the CSU Quote: “Collegial governance assigns primary responsibility to the faculty for educational functions of the institutions in accordance with basic policy as determined by the board of trustees.”

Locally the CSU Stanislaus Constitution of the General Faculty recognizes that it is not only our duty but also our responsibility “Successful faculty-administration relationships and the ultimate value of the contributions made by the faculty in policy areas require that Senate recommendations be accepted by the University whenever there is no compelling reason to reject them. “ The CSU Stanislaus general faculty constitution as well asserts the authority that the Senate recommendations be accepted by the University and if it is not accepted that an explanation will be provided by the President for rejecting the policy.

***Section 5.0** The President of the University shall take action on policy recommendations of the General Faculty under Article III., Sections 3.3 and 4.0, or Article V., Section 5.2, within thirty calendar days of proper notification of such recommendations. Should the President of the University decline to concur in such policy recommendations of the General Faculty, it shall be the responsibility of the President to explain the reasons in writing to all members of the General Faculty or to present the President's position in person to the Academic Senate within a reasonable time. The President of the University shall have final authority and responsibility for the operation of the University.*

We are professionals; we know our field and our students. We have a long history on this campus of good relations between CFA and Shared Governance and this is entirely appropriate. We're both here to support the faculty. We think of this branching out to the departments and university committees. Governance is something that we do together as a faculty. This structure is to meet our responsibilities as noted in the Constitution of the General Faculty.

***Section 1.0** It shall be the duty and responsibility of the General Faculty to formulate, recommend, review and revise all academic, personnel, and professional policies pertaining to its members, including fiscal policies related thereto, broadly and liberally defined.*

***Section 2.0** It shall be the duty and responsibility of the General Faculty to assure through well-established and well-defined channels of communication the maximum cooperation between teaching and administrative members in order that policy and administrative implementation shall be consonant.*

***Section 3.0** It shall be the duty and the responsibility of the General Faculty to present through proper channels to the Trustees of The California State University and/or the Academic Senate of The California State University any appropriate recommendation relating to, but not limited to, those policy matters enumerated in Article II, Section 1.0.*

I'm happy to chat with any of you at more length about these topics. Thank you.

**2014-15 Senate Executive Committee**

**Bret Carroll, Speaker**

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

**2014/15 Faculty Affairs Committee**

**Lynn Johnson, Chair**

Nancy Burroughs, Chair-Elect  
Stuart Sims, CAHSS  
Heather Deaner, COEKSW  
Koni Stone, COS  
Drew Wagner, CBA  
Renaey Floyd, Counseling

**2014/15 Faculty Budget Advisory Committee**

**Bill Foreman, Chair**

Elaine Peterson, Chair-Elect  
John Brandt, Library  
Christopher Vang, COEKSW  
Cenap Ilter, (fall) CBA  
My Lo Thao, COS  
Vickie Harvey, CAHSS  
Kim Tan, (fall) Accounting Representative  
Bret Carroll, Speaker  
Provost James T. Strong, Executive Secretary  
Koni Stone, Chair-elect UEPC, ex-officio  
Robin Ringstad, Chair-elect GC, ex-officio  
Walter Juarez, ASI Student Rep.

**2014/15 Graduate Council**

**Gregory Morris, Chair**

Robin Ringstad, Chair-Elect  
Kurt Baker, Psychology  
Randy Brown, MBA  
Katrina Kidd, Executive and Online MBA  
Matthew Cover, Biological Sciences

Molly Crumpton Winter, Interdisciplinary Studies  
Amanda Matravers, Criminal Justice  
Susan Neufeld, Advanced Studies  
Robin Ringstad, Social Work  
Kathryn McKenzie, Ed.D.  
Philip Garone, History  
David Colnic, Public Administration  
Carolyn Martin, Nursing  
Joshua Palmer, ASI Senator  
Vacant, Kinesiology  
James Tuedio, Executive Secretary

Ex-Officio Members

James T. Strong, Provost/VPAA  
Bret Carroll, Academic Senate Speaker  
Ron Rodriguez, Dean/Library  
Reza Kamali, Dean, COS  
Linda Nowak, Dean, CBA  
Oddmund Myhre, Interim Dean COEKSW

Jim Tuedio, Dean, CAHSS  
Shawna Young, Interim Director,  
Research and Sponsored Programs

**2014/15 University Educational Policies  
Committee**

**Ann Strahm, Chair**

Koni Stone, Chair-elect  
Robert Werling, CAHSS  
Lee Bettencourt, Counseling  
Valerie Leyva, COEKSW  
Laura French, Library  
Sophie Zong, CBA  
Julia Sankey, COS  
Mark Grobner, At Large  
Bret Carroll, Speaker of the Faculty  
Marge Jaasma, Executive Secretary  
Mariam Salameh, Student Rep.

If you're in the room on any of those committees please stand to be recognized. Applause.

**6. CFA President John Sarraille**

Hi, I'm John Sarraille, Stanislaus Chapter President of the California Faculty Association (CFA)

The CFA is an organization that represents the 23,000 California State University faculty unit employees statewide, which includes all tenured and tenure-track faculty, all faculty with temporary appointments (lecturers), coaches, librarians, and counselors.

The main job of the CFA is to serve our profession, notably by negotiating the Collective Bargaining Agreement (aka the CBA) with CSU management, and also defending the rights that faculty have under the CBA.

The CBA has many important provisions, and faculty have important rights under those provisions, for example relating to:

- \* Appointment and Retention
- \* Probation and Tenure
- \* Promotion
- \* Evaluation
- \* Discipline
- \* Workload
- \* Leaves
- \* Retirement
- \* Salary
- \* Health, Dental, Vision, and other benefits
- \* Layoff, and
- \* Intellectual Property Rights

You can find out all there is to know about the contract, and much more at the CFA website, which is [www.calfac.org](http://www.calfac.org)

If you ever have a concern that perhaps a right to which you are entitled under the CBA is not being respected, then you can contact a CFA representative on campus to help you look into the matter.

Introductions:

Jake Myers (please stand) is the chapter Vice President, the chair of the campus Professional Rights Committee, and a member of the faculty of the Politics and Public Administration Department. As Chair of the Professional Rights Committee, Jake coordinates all chapter activities pertaining to defending rights under the CBA. You can contact him if you have a question or concern about your rights under the CBA, or you can contact any member of the Professional Rights Committee.

I'm a member of the Committee. So are:

Chris Nagel (please stand) Chris is our chapter Lecturer Representative, and member of the faculty of the Philosophy Department

Steve Filling (please stand) Steve is our chapter Tenure Track Faculty Representative, A member of the CFA bargaining team, and member of the faculty of the Accounting and Finance Department. Steve is also serving as the Chair of the statewide CSU Academic Senate this year.

The other elected Chapter Officers are:

Vickie Harvey (please stand) chapter Affirmative Action Representative and member of the faculty of the Communications Studies Department

Ann Strahm (please stand) Chapter Treasurer, and member of the faculty of the Sociology Department  
and

Dave Colnic (please stand) chapter Secretary, and member of the faculty of the Politics and Public Administration Department

As I mentioned earlier: CFA represents all the faculty unit employees. The permanent faculty and the lecturers, the coaches, the librarians, and the counselors. People in the faculty unit want and need improvements to salary and working conditions, so they can have a decent life, and make a decent living, and also because faculty working conditions are student learning conditions, and we care deeply about students.

The California Faculty Association is at work right now to win such improvements, always relying on the collective support and direction of the faculty unit employees. Most of us are members of CFA. If you haven't joined, I urge you to do that. You can do it without paying anything extra. You'll get more of a say in the organization, and you will truly make CFA stronger. It will help CFA get what you want.

Allow me to tell you a bit about what's currently at stake and at issue at the bargaining table. The California state fiscal situation is improving and the CSU is receiving a modest increase in state funding this year, after many years of deep cuts, and tuition increases. We have an opportunity now to negotiate an agreement with the CSU that brings us closer to receiving fair pay and reasonable work assignments.

Our collective bargaining agreement with the CSU was scheduled to expire on June 30, 2013. It has been extended to expire this coming Wednesday, August 20, 2013. We have been negotiating for a new contract with CSU management on a recurring basis since January of this this year (2014).

Negotiations have thus far resulted in agreement on many no-cost and low-cost items. Important Salary issues remain to be resolved. Our major concerns about salary fall into four categories. First) There is stagnation - which is the failure of our pay to keep up with the cost of living; Second) there is lack of progression from the time of hire - the lack of what we have called salary step increases in

the past - meaning the failure (for seven years now) to give raises based on time and satisfactory performance in-rank or in-range; Third) experience penalties - which means cases in which newer faculty are paid more than senior faculty; and Fourth) misclassification - cases of lecturers who are not placed in the proper pay range, commensurate with their degrees and professional preparation.

Some workload issues under consideration in bargaining are increasing class sizes, growing advising loads, and demand for faculty to be available via e-mail outside of normal work hours. There are also important issues around Extended Education - whether teaching a for-credit course under state support or for-profit Extended Education, faculty should receive the same fair compensation and working conditions. The CSU has made proposals that CFA regards as steps in the right direction, but which, in sum, are not adequate. Negotiations are continuing.

Your chapter representatives will be sending you messages from time to time throughout the academic year to keep you informed on the issues I've mentioned, and other things as well. Please give us a read when you see something from us. With your support we'll remain strong and effective. That's about all I have to say. If there's time for questions, I could take a couple. Have a great year!!

### 7. WASC Update (Scott Davis)

Thank you Mr. Speaker, members of the Senate Executive Committee, Mr. President, members of the Senior Staff, members of the General Faculty, friends, for allowing me five minutes to make a reminder and a plea.

Last year at this time I predicted I would be here, today, reminding you all that we would be hosting a special visit from WASC to address some final lingering issues. This is the final stage in a long process stretching back over a dozen years.

## WASC Special Visit

- 1 { • Shared Governance
- 2 { • Shared Roles in Strategic Planning
- 3 { • Shared Roles in RPT
- 4 { • Campus Climate

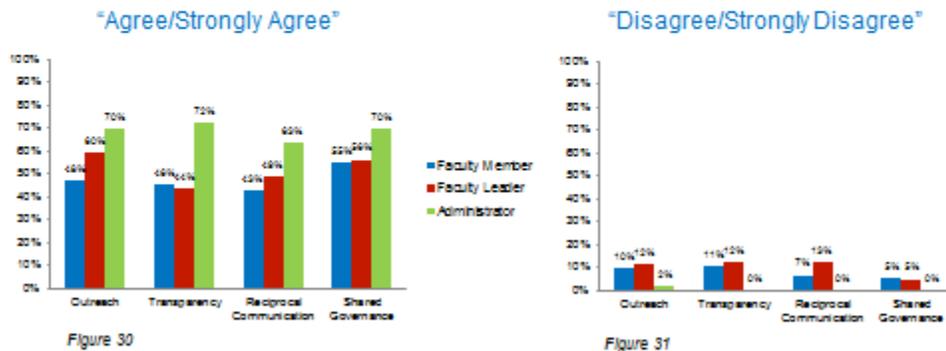
This particular follow-up, requested back in 2012, had a narrow focus on four related areas:

Shared Governance  
 Roles in Strategic Planning  
 Roles in the formulation of RPT policy and decisions  
 Campus climate more generally

We conducted a two-part study over spring 2013 and fall 2013 and spent last year analyzing the results, meeting with various groups, drafting a formal report for the accreditors.

# WASC Special Visit

*Actions to Advance [Action Theme] had a positive impact on Shared Governance*



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This chart is a good general representation of the overall findings of the two-part study. In each of four Action Themes, actions to improve shared governance made a difference. This chart is a fairly dramatic reduction of the study, of course, and I welcome you to review the entire report, available on the campus WASC website. But it is also a dramatic reversal of opinion from the prior year (2011-12), when faculty and administrator opinion was much more generally divided, and the outlook much more uniformly bleak.

We presented some features of our study at a conference last April. Our campus reviewed the draft report last spring. We met with a number of campus groups, including an RPT Survey Group, Faculty Affairs Committee, and Academic Senate. We received very some useful feedback, which we incorporated, as appropriate, and shipped it off a month ago. Now comes the plea.

The Special Visit Team arrives here for two days in October, as you can see. They will meet with folks on Thursday, write it up and share with us on Friday. The one-day tour will thus be crucial for the visiting team to get a fair understanding of what's going on here. My plea is for you to participate in the process. Review the material. Attend as you are requested, or as the opportunity arises. Be collegial; be open; be engaged.

The Special Visit is an episode, not an o-going condition. I think we all are interested in closing the episode and moving forward. In their review, WASC watches how we watch ourselves. The process

itself often reveals the level of institutional commitment to the process and to the terms of the review. The process itself of self-study and reflection becomes an example of collegial and collaborative work. As engaged professoriate, as I know you all to be, is crucial to this end.

# WASC Special Visit

## Fall 2014 Visit



SAVE THE DATE: **October 2, 2014**

California State University | Stanislaus

# WASC Special Visit

**Self-Study Team**

<b>Scott Davis,</b> ENGL, Principal Writer	<b>Marjorie Jaasma,</b> AVPAPA & ALO, Chair
<b>Lynn Johnson,</b> ACCT & FIN	<b>Reza Kamali,</b> Dean COS
<b>Roxanne Robbin,</b> ART	<b>Oddmund Myrhe,</b> Interim Dean COEKSW

The background of this section features the seal of Stanislaus University, which includes the text "CALIFORNIA STATE UNIVERSITY STANISLAUS" and "VOX VERITAS".

California State University | Stanislaus

Additional details will be forthcoming about your opportunities to contact the Visiting Team and to participate in the visit. In the meantime, if you have questions or comments, please feel free to contact any member of the Self Study Team:

Marge Jaasma, Lynn Johnson, Reza Kamali, Oddmund Myhre, Roxanne Robbin, and Scott Davis.

On behalf of the team, I'd like to thank all the faculty and administrators who participated in either of the 2 phases of the study, those who met with us, and those who provided feedback. Your work mattered. Thank you for your time and best wishes for the coming year.

## **8. Remarks from Executives**

### **a. President Joseph F. Sheley**

President Sheley thanked those in attendance for their willingness to alter the agenda so that he could speak and still make it to Long Beach for an important budget meeting.

He noted how pleased he was to see new people joining the faculty and bringing their expertise to our curriculum and scholarly profile. He said too that we must make certain, through such vehicles as the general faculty meeting, that our new faculty members understand both the structure and the culture of shared governance in academia. The scale of our campus, relatively small as it is, carries benefits and challenges. On the one hand, it promotes interaction and community. On the other hand, it asks much of a fairly small faculty population. Unlike larger universities where the numbers permit relatively easy staffing of committees, our university's numbers mean that we depend on nearly every faculty member to participate in governance and service activities. President Sheley thanked everyone in the room for their willingness to serve and to encourage others to join their ranks.

President Sheley then reviewed the challenges posed by our budget situation. He noted that we are in relatively flat budget times and that Proposition 30, which gave us a reprieve two years ago, is scheduled to sunset in just a few more years. He feels that we need to approach budgeting quite conservatively. He thanked the members of UBAC and FBAC, as well as ASI directors and members who put so much of their time into crafting recommendations regarding the campus budget. This is especially true given that so much of our financial situation depends upon new enrollment for our campus. We should know soon what the CSU system is allocating to our campus. With this in mind, we can focus on priorities and needs, including those in Stockton. Our developing strategic planning efforts will help us with identifying our priorities. The president is appreciative of everyone's efforts in this regard.

Another issue of significant importance to the campus community, the president said, is commitment to keeping everyone healthy and safe. Most obvious in this vein is our engagement in Title IX responsibilities and attendant mandates in the Violence Against Women Act. This is important in the sense that most universities are not where they should be regarding the manner and degree to which they deal with sexual assault. We need to go beyond "keeping up with the law" and attempt to create a culture that radically reduces the likelihood, not just the detection and prosecution, of sexual assault in our campus community. No parent should ever cringe at the thought of sending his or her child to our campus.

President Sheley then stated that a key component of academic success for our students is strong advising and counseling services. Our goal must be commitment to helping students get the most out of their education here.

The president closed by noting that we have a big challenge in stabilizing enrollment. We aspire to provide a college education to all eligible students in the region. There are a large number of them. We also face limits on the size of our enrollment target. Part of the answer lies in seeking balance between what the region needs in terms of admissions to college and what individual continuing

students need and desire while they are in college here. We need to work together for the common good. We finally are being noticed for the good things we are doing. We need to keep being noticed. The role we play in the region depends upon it.

President Sheley concluded with thanks to everyone for their hard work and, again, for accommodating his need to speak earlier than planned at the general faculty meeting.

**b. Provost/VPAA James T. Strong**

I am very pleased to welcome everyone back for a new semester. We have the great pleasure to welcome new students, faculty, administrators and staff to the University. We just introduced many new faculty who have joined the University today, and I know that they will make a positive difference in our ability to serve students, the University and the region. I want to thank the faculty for all the good work you do for students and the University. You change students' lives for the better.

I would like to talk about five areas of activity that will garner much of our attention in Academic Affairs this fall. Initiatives in these areas will build on foundations already laid and utilize recent good work. The activity areas I am referring to are strategic planning, student success, academic advising, the work of the RPT Survey Group and the current enrollment environment.

**The first activity is strategic planning.** SPWG was created by the University in 2008 and consists of the Speaker, Speaker-elect, a faculty representative, the VP of Enrollment and Student Affairs, the Director of Institutional Research, and is led by the Provost. The SPWG wrote two memos to President Sheley on May 19th of this year summarizing planning progress to date from 2007 and recommending next steps. President Sheley has accepted these recommendations and provided counsel and further instructions to those implementing the WG's recommendations. The process of implementing the recommendations will begin immediately.

The recommendations are as follows.

1. The Work Group (WG) does not believe that the campus should attempt to develop a "new" Strategic Plan. The WG recommendations focus on creating a plan to "operationalize" the existing Strategic Plan. The most pressing needs are updating and/or creating long-range goals, updating priorities, and improving implementation. The University should reaffirm the key three themes of the Strategic Plan, which are:
  1. Student engagement, development and student achievement
  2. Teaching and learning, scholarship and service
  3. The University and the community

President Sheley believes this focus is appropriate but provisional to allow for the campus community to weigh in on the matter of whether there should be a revision to these three key themes.

The second recommendation is to -

1. Create the Committee to Implement and Prioritize the Strategic Plan (CIPSP – which I will refer to as the Implementation and Prioritization Committee for simplicity's sake). This Committee should execute the following charge.
2. The operationalization of the Strategic Plan (2007) and the Implementation document (May 2008) should be improved in the following ways.
  - a. Identify the campus's top five priorities for the next two years, including for each:

- i. Why the priority is important.
- ii. How progress toward the priority will be measured, including targets where appropriate.
- b. Develop “action plans” for the five priorities selected. The Implementation and Prioritization Committee will prepare action plans for the priorities selected so that planning is integrative and implementation measures are specified. The Implementation and Prioritization Committee will create broad action plans and ask divisions, colleges, departments and other units to provide more specific action plans congruent with the Implementation document (May 2008), instructions cited above or new instructions recommended by the committee. It may be that specific action plans and results already exist in these organizational units, and the committee led process will provide an integration of action plans at the University level.
- c. Reach out to on-campus and off-campus stakeholder groups for expertise and input to execute the charge.

The structure and operation of the Implementation and Prioritization Committee will be as follows:

The committee will execute the charge above and will be a permanent University committee. This committee will be led by the Provost and be comprised of campus leaders as follows.

- a. Provost - Chair of the Committee to Implement and Prioritize the Strategic Plan (CIPSP)
- b. Two vice presidents (in addition to the Provost)
- c. Two deans
- d. Five faculty members
- e. Two students
- f. Two staff members

The Implementation and Prioritization Committee will execute the charge above and:

- a. Be selected as soon as practical and begin work as soon as possible at the start of the fall semester;
- b. Review draft recommendations with appropriate administrative and shared governance bodies and SPWG before making a final recommendation to the President.

In his acceptance memo, President Sheley offers the following wise counsel and instructions.

“I urge caution regarding the implementation plans asked of campus units. Few priorities will impact each campus unit equally (some, possibly, not at all), and the most effective manner by which to alienate people from strategic planning is to have them create implementation plans and collect data concerning matters peripheral to their daily charge.”

“I am adding to the proposed creation of the Implementation and Prioritization Committee a mandatory review of its efficiency and effectiveness every five years, with recommendations in this regard made to the President.”

“. . . My only request is that membership and activity signal quickly to the general campus community that the planning process is interest-free, i.e., focused upon the best outcomes for the University rather than for a given unit within it, including administration.”

“Finally, the most serious challenge will be holding the set of priorities to five doable objectives without making them so ambitious, ambiguous, or multifaceted that implementation will be virtually impossible. Nor can we permit newly stated priorities to automatically displace contemporarily necessary objectives and activities on campus. Most of what we do is both necessary and underfunded. While we cannot simply limit new priorities to the precious little “new” money we receive presently, neither can we permit strategic planning to pit important elements of campus structure and culture against each other.”

**The second activity area is student success** and the University is making good progress on this goal. This goal remains at the forefront of Higher Education nationwide. At the spring faculty meeting I cited the following statistics.

1. CSU Stanislaus graduation rates and closing the gap performance were as follows.
  - 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% for the 2006 cohort to 2% for the 2007 cohort.

What I did not know last spring was that for the 2006 and 2007 cohorts of first-time freshmen, six year graduation rates, the system wide average gap between URMs versus non-URMs was 14 percentage points compared to 2 percentage points for CSU Stanislaus. I would assume Stanislaus has one of the lowest achievement gaps in the system. The challenge for this campus is to continue to raise our overall first time freshman graduation rate to 60 percent and eliminate the achievement gap over the next few years. I would like to see CSU Stanislaus become one of the best, if we are not already, Hispanic Serving Institutions in the country for student success especially as measured by graduation rates.

Our faculty are dedicated to student success. The Student Success committee has done outstanding work. The Faculty Mentor Program is dedicated to helping students succeed. We have put out calls for grants, workshops, conferences and related activities and the faculty response has been outstanding.

We are following the best practices of student success as discussed in the literature. These best practices are listed as follows.

1. “Find ways to inspire a sense of belonging among first-year students and transfer students.” The CSU Stanislaus faculty mentor program, PACE, CEGE, and the DOE Stem grant all have specific programs to create a sense of community among students. We also have four different learning communities that are building cohesion among students and a sense of belonging.
2. “Student academic performance is ‘the single most important factor in predicting persistence in college.’” (p. 9)
  - a. “to reduce attrition develop strategies to identify struggling students early on and respond to poor academic performance promptly.” (p. 9). This past semester we sent a list of all students with lower than a 2.0 GPA for the semester to deans and ARC so that these students would be contacted and asked what difficulties they are having and if we are able to assist. These students might not yet be on probation. But this is an early warning system to get to students before they have dug themselves a hole of poor performance that is impossible to recover from. Early warning systems are important and we should grow this area.
  - b. Students who perceive that their major provides valuable course content are more likely to stay at their original institution.” (p. 9). Here is what are we doing. Eleven faculty have attended eAcademies sponsored by the CO. Nine departments are engaged in funded faculty projects to promote student success. We have 14 senior capstone or culminating experiences in majors across the university. 130 Service Learning courses were offered in 2013-14, 2,623 students enrolled in these courses and an estimated 39,345 service learning hours were provided to the community from CSU Stanislaus students in 2013-14.
  - c. “Research shows that effective advising and support services are particularly effective at retaining second- and third-year students.” (p. 10). We implemented “course

scheduler” for fall semester 2014. This is scheduling software that enables students to select courses in preferred days and times in an automated fashion similar to an online shopping cart approach. This provides more service to students and will result in more efficient schedules. The University just received a \$100,000 award from the CO to implement an e-advising program that will further automate and streamline the information flow needed to support good advising.

Other best practices in advising are -

- i. Intrusive advising where - “Advisors identify at-risk students and deliberately make contact” (p. 10)
- ii. Mentoring which pair’s students with more experienced members of the institution’s community” such as faculty members, staff members, or older students. (p. 11). I already mentioned the Faculty Mentor Program, PACE, and CECE, and the DOE Stem grant who all have excellent mentoring programs.
- iii. Career advising “improves students’ understanding of the path on which their major choice will lead them” (p. 11). I am very pleased that ARC has hired Meg Lewis who is SSPII with the title of Career and Academic Advisor who will focus on providing career services to students.

**Advising is the third area of activity that I want to focus extra attention on this semester.** In order to build on the good work in advising, Vice President Espinosa and I are asking that an advising task force be formed at the start of this fall semester charged to assess, solidify and expand best practices in advising on the campus. This will build on work previous committees and groups have done.

Learning communities is another best practice for improving student success. As I mentioned we are utilizing four learning communities which improve academic performance as well as student engagement.

The final category for best practices is tutoring and supplemental instruction. As I described earlier we are heavily engaged in both. We have recently implemented supplemental instruction for ten courses. Additionally, we have redesigned four courses.

**The fourth activity I want to mention is the work of the RPT Survey Group.** In late spring, the RPT Survey Group issued its report, which was sent to the faculty. This was a comprehensive report based on thorough research and it will be very useful to the academic enterprise. Given that the link to the report was sent to the faculty on June 9th and some may have missed it, I will re-send the June 9th memo.

**The fifth and final activity I want to comment on is enrollment.** My view is that we are in a reasonably comfortable place relative to resident FTES enrollment. Resident FTES enrollment for fall 2014 is estimated at this time to be 7,601. Coupled with the very small summer state-side enrollment and projected spring enrollments, this will place the University at 102.5% of the annual target. Our upward limit before the campus would have to pay a fine is 103.5% of the target. So, we are feeling reasonably comfortable that the University will not have to take any special measures, as we did last year, to limit enrollment to stay under the upper limit. At this time, the same penalties are in place if we exceed the upper limit as were in place last year. The penalty is almost \$7,000 for each FTES over the upper limit. Please drop students from your sections if they do not attend class following University procedure. We have a new procedure, which allows more flexibility in dropping students who do not attend. This spring we will be open for admission to graduate students and non-resident students only.

Thank you for your attention and I wish you the very best this semester. If there is anything I can do to assist you please let me know.

**c. Speaker of the Faculty Bret Carroll**

As I opened the meeting this morning and looked around the room, I felt both proud and humbled, for my 16 years here, including service on the university's tenure and promotion committee, have made me profoundly aware of just how special a place this is and how outstanding, how talented, a faculty we have in terms of commitment to teaching our students, dedication to scholarship and creative activity, and drive for service to our community and our region. CSUS serves a very large region, and there can be no doubt that in myriad ways we make it a better place. Frankly, I'm awed by my colleagues and thrilled to be in their company. To represent such a group is an honor, and I'll spend the coming year working to live up to that charge. As academics, many of us are type A personalities; we expect a lot of ourselves. That means that as your speaker, I'll be expecting a lot of myself. And I'm stoked.

I hope you all are, too, because as important as my charge as speaker – more important – is the charge that all of us have as faculty to be educators, to be engaged in doing those things, advancing those things, and when necessary protecting those things, that have helped earn our university the national accolades it has received. Not that those accolades owe to faculty alone – our administration, staff, and students themselves all join us in contributing to that; it takes a village, as they say – but insofar as the advancement and diffusion of knowledge are at the heart of our university's mission, then we faculty are a decidedly important part of this village.

As dedicated educators and scholars, we have a responsibility to our university: to participate meaningfully and consistently in its operations, to bring our expertise as educators to bear on university-wide conversations (not to mention those that go on in our respective colleges and departments) about how we can maintain that high level of performance, and, indeed, strive to do what we do even better. (The type A personality is never satisfied!)

It's the importance of the faculty voice that underlies governance on our campus. I urge all of you – all of us—to help keep it alive, well, and vigorous, to recognize that it makes a real difference, not to take it for granted, not to leave it to others. As educators, we make our living and take great pleasure in sharing our knowledge and our opinions; all I ask is that all of us do in the university at large, in exchange with each other and with other campus constituencies, what we do in the classroom. Nothing truly meaningful comes or stays easily – it takes work and vigilance. Our Senate, various governance committees, and ultimately, I hope, all of us will be engaging in discussion of some fundamental issues this year – issues that are being addressed nationally, issues that profoundly affect the quality of higher education, issues that are germane to the academic mission of our university, issues about which we'll need to demonstrate, vocally and insistently if necessary, our abiding concern.

We've already heard about advising and strategic planning from the president and provost. In addition to these topics, there are three issues, currently or soon to be under discussion, that I wish to emphasize as places where the faculty voice is particularly key:

(1) *The importance of maintaining – and whenever possible, expanding – the tenure-track faculty.* It's in this context, nationally and on our own campus, that I'm so happy to welcome our new faculty. Yet this year's hires, as wonderful a thing as they are, do not eliminate the problem – certainly not nationally, and certainly not on our campus. Perennial budgetary uncertainties will likely continue to keep it alive for the foreseeable future, and Prop 30 will be expiring soon. Yet the prospect of tenure is one of the things that makes our employment in academe so attractive, and allows us to continue to recruit the high-quality people that occupy this room. One of the great things about tenure is its function in keeping the faculty voice strong and our pursuit of knowledge free and vibrant. Issues of tenure and tenure-track lines are taking their most visible local form this year in counseling services. Among the hot topics for discussion this year will be the place of tenure and tenure-track faculty in that component of the university. Decisions about the future of counseling services are ultimately not ours as faculty to make, but our concern about tenure and tenure-track faculty more broadly – as well as for our students – compel us to advocate for counseling faculty with the freedom and time to conduct research and engage fully in university governance, in which activities our counseling program can serve our students and their needs in other ways than the obvious ones of counseling sessions. What university counselors can do for students outside of their one-on-one sessions through research and unfettered participation in governance is as important as what other faculty can do in those capacities to advance their teaching. The structure of counseling services on our campus is in an unusually fluid state at the moment, and a strong faculty voice on this matter now is therefore especially crucial.

(2) *The strength of the retention-promotion-tenure (RPT) process.* Last year, a task force of faculty and administrators conducted a series of campus surveys and, on the basis of those surveys, prepared a report about the workings of our RPT process. That report was released over the summer – and will be re-released in the next week or two for those who missed it – and will be discussed during the coming year at every level from departmentally to university-wide. The most important discussions are those that occur at the department level. Time does not permit me to lay out the details of the report, but I'll quickly highlight two of its major points. First, and this ought to be a comfort to all of us, especially our new and junior faculty, the report confirms that we have in place a highly functional set of RPT policies and procedures – highly functional because it involves multiple levels of review and because it is grounded in disciplinary expertise. Second, the report emphasizes the central importance of departmental RPT elaborations—both (1) because those elaborations grow out of and reflect the particular disciplinary expertise of departmental faculty, who are best qualified to determine standards by which faculty should be evaluated, and (2) because those elaborations are

the basis for communication within and among different levels of RPT review. To the new faculty among us in particular, I cannot emphasize enough the importance of reading the elaborations, and raising questions about them when a felt need arises. To all of us, I cannot emphasize enough the importance of making sure that our departmental elaborations do what we want them to do; that they acknowledge and accommodate the variety of ways in which we practice our crafts; that they reflect changes over time in our respective disciplines; that they make our own disciplinary standards legible to those in other disciplines; that they reflect both the university mission and resource realities; and above all, that RPT policies are implemented fairly and transparently, that considerations and standards outside of those elaborations are not brought to bear on RPT decisions.

- (3) *The primacy of faculty in matters regarding the curriculum.* Those who know me know that this is an issue about which I have been particularly passionate, but this is OUR issue. I cannot emphasize enough how important this is, and how crucial our voice is in this matter. If there is any single matter on which the faculty voice needs to be the loudest and most consequential one in the village, this is the one. The curriculum is at the heart of our academic mission, and it is the product of our disciplinary expertise, our creativity, and our commitment to educating. Our primary responsibility is to be educators of our students; our professional training and ongoing development are geared primarily toward that responsibility; and our disciplinary expertise qualifies us above all others to determine precisely how that responsibility is best met in our respective disciplinary contexts. Particularly during times of budgetary uncertainty – and again, we may well move toward such times after the coming expiration of Prop 30 – outside pressures on the faculty and the curriculum, which courses we teach and which not, and the methods and formats we use to do it, can become intense, as they did in the years preceding Prop 30. While budgetary matters will obviously impact the schedule during tough times, it should never become a deciding factor in making judgments about pedagogy, and permitted to become a justification for overruling the considered pedagogical judgments emerging from faculty disciplinary expertise. Faculty authority over the curriculum is a perennial issue, but it stands prominently among the particular matters that will be addressed in governance this year.

Through all of these discussions, and those others that will inevitably arise, I'll work to help make sure the conversations are productive, to keep the university's academic mission and our pedagogical responsibilities to our students at the forefront of those conversations, to ensure that the faculty voice resonates. In doing that, I'll need behind me need a strong and committed faculty – committed to higher education generally and to our university in particular. For me, that means keeping my ears and door open *always*, and my mouth open *when appropriate*. For you, that means calling on me if and when you need me, and not

being shy about sharing your opinions, particularly through the governance process. Have a great year and rev your pedagogical engines. Thank you

### **9. Other Announcements**

Renae Floyd is grateful for the Speaker's remarks. She notes that she is the last tenured faculty member to serve in Psychological Counseling Services and she is concerned that after she retires, the voice of the counseling faculty will be silenced. She is hopeful that there will be continued efforts by faculty leadership to advocate for restoration of the counseling faculty tenure/track positions.

Over the past year, PCS has hired three excellent clinicians in temporary faculty appointments. She thinks it is important for you to meet them:

Amelia Comstock-Skipp, LMFT, came to us from the Santa Barbara area and did her graduate work at Antioch University.

Martha Cuan, LCSW, did both her undergraduate and graduate work (MSW) here at CSU, Stanislaus.

Elizabeth Shiveley, LMFT, did her graduate work at CSU, Sacramento and was also working in private practice in the Sacramento area.

As always, you can call on us anytime and use us to consult as to how to intervene with students. We are still housed in MSR suite 210 and can be reached at 667-3381. Thanks very much for your time and for your ongoing support of the counseling faculty.

The Student Housing Faculty In Residence program is planning an amazing year of events for this fall and spring. Next week, on August 27<sup>th</sup> we will have dinner with the FIRS and Friends, and you're welcome to come and to have dinner and dialogue with the students. Thank you.

Viji Sundar announced that California Math Project will be offering a Spring Math Camp in April during the Spring break open to children in grades 2-5. This may be of interest to young faculty with elementary school age children. There is also yearlong Saturday STEM Academy – called HiMAP - open to all students in grades 6-12. There will be a total of 24 sessions during the year meeting from 9:30 to 12:15pm. For additional information go to the campus website under the Math Grants or Math Department. Thank you.

John Mayer, Department Chair of Theater noted that he is the faculty athletic representative, so if you have any questions or issues about student athletes you can contact him at 209-667-3452. There are two events coming up. On September 24<sup>th</sup> and 25<sup>th</sup> the Spoken Word Artist Taylor Mali. Also, the Shakespeare Production will star with Professor O'Donnell.

Brian Duggan, Director of Learning Services, asked that you Save the Date for the 11th annual Technology Fair scheduled for October 1st from 10am-2pm in the Library building. There will be examples of cool technology, and door prizes will be given away. This event is brought to you by the Office of Information Technology. This event will give the University community a chance to see innovative, new technology for teaching and learning. The Learning Services staff are there to help faculty with teaching and technology. Get in touch with him or his staff.

### **10. Adjournment**

11:30am