**For**

**Academic Senate**

**February 28, 2017**

**Present:** Alvim, Azevedo, Bettencourt, Bice, Carroll, Chan, Crayton, C. Davis, Demers, Dyre, Espinoza, Eudey, Filling, Garcia, Garone, Gerson, Gonzalez, Guichard, Hight, Nagel, McNally, Nainby, Petratos, Petrosky, Renning, Sarraille, Sims, Strahm, Strangfeld, Strickland, M. Thomas, Thompson, Wagner, Webster, Wellman, Williams, Wood, and Wooley.

**Excused**: Advanced Studies, Bernard, Broadwater, Geer, Greer, Odeh, Stessman, Strickland and Zhang.

**Proxies:** Elaine Peterson for Odeh.

**Guests:** Scott Davis, Dave Evans, Jake Myers, Faimous Harrison, Oddmund Myhre, Nancy Burroughs, Darrel Haydon, Kristin Dias (Signal), Stan Trevena, Sarah Schraeder, Amanda Theis Shawna Young, David Lindsay, Helene Caudill, Harold Stanislaw, Jim Tuedio, Lauren Byerly.

 Isabel Pierce, Recording Secretary

Discussions:

UEPC draft 2020/201 Calendar

Resolution reaffirming equal access to Quantitative Literacy for ALL CA. children enrolled in high school

Next Academic Senate Meeting:

March 14, 2017

2:00-4:00pm, JSRFDC Reference Room 118

Minutes submitted by:

Betsy Eudey, Clerk

1. **Call to order**

2:05pm

1. **Approval of Agenda**

Approved.

1. **Approval of Academic Senate Minutes of February 14, 2017 (**distributed electronically)

Caudill noted that two weeks ago it was mentioned that UEE might not be reimbursing academic departments for work being performed in winter and summer. According to the Stanislaus State Cost Allocation Policy, it is the responsibility of the Department of Business and Finance (VP for Business and Finance) to oversee this policy. UEE is one of the units that must reimburse the General Fund because we receive materials, facilities (such as offices and classrooms), and/or services (such as assistance with winter and summer schedules).  For fiscal year 2016-17, UEE reimbursed the General Fund a total of $1,419,034. It is not just UEE but auxiliaries who are required to reimburse the university. UEE has reimbursed = $1.4 million plus including winter and summer.

Sims said to follow up on that, Sims and Cathlin Davis met with Provost Greer and AVP Jake Myers recently to make sure that the dollars UEE contributes that go back to the general fund are going back to the right place. We are trying to get more detail on what they heard and will follow up on that.

1. **Introductions**

Scott Davis, Dave Evans, Jake Myers, Faimous Harrison, Oddmund Myhre, Nancy Burroughs, Darrel Haydon, Kristin Dias (Signal), Stan Trevena, Sarah Schraeder, Amanda Theis Shawna Young, David Lindsay, Helene Caudill, Harold Stanislaw, Jim Tuedio, Lauren Byerly.

1. **Announcements**

Strahm announced that today at 9am Steven Filling, Ellen Junn and others signed the Campus Cares memorandum, and the CFA gave $35,000 to help our students. We are putting our money where our mouth is. Ovation.

S. Davis noted the FDALC and FDGE invite you if you’re involved in any first year cohort, cluster or exploratory emphasis grouping of courses to join us Friday, March 3rd, from 9-11am to share information and clarify the roles we play on campus as we do our work. This event will be held here in the FDC 118.

Garone noted that those who worked here before 2010 might remember Dr. Nancy Taniguchi from the History department. On Wednesday, March 1st, at 7pm, Taniguchi will present a special reading that highlights a pivotal moment in the life of America’s largest (6,000 member) vigilance committee, when a woman played a major role. Dr. Taniguchi will be reading from her newest book, Dirty Deeds: Land, Violence, and the 1856 San Francisco Vigilance Committee. After her presentation, she will happily answer questions about the vigilantes, what started her on this topic, and what previously secret sources aided her in her quest.

Gerson noted that if you missed John Mayer’s discussion of his *Steppenwolf Theater Company of Chicago* book, it will be featured today at the non-fiction book club meeting right after the Senate meeting. Whether you read it or not, please come by. The following is a link to the fiction/non-fiction book club.

<https://www.csustan.edu/faculty-center/fiction-and-non-fiction-book-club>

Gerson also reminded everyone about the Affordable Learning Solutions (ALS) speed lessons Breakfast information sessions in FDC 118. They will have different tables with information about how faculty are implementing ALS in classrooms. This event is scheduled for Tuesday, March 14, from 7:45-9:00pm and again on Wednesday, March 15th at the same time. Breakfast will be provided.

Would you like to make your course materials more affordable and accessible to your students, but feel as if you lack the time and expertise to find and evaluate alternatives to expensive textbooks? The Faculty Development Center, the Library, and OIT are here to help! ***Join us for breakfast and a Speed-Info Session on March 14 or 15 at 7:45am at the FDC*** to learn about the online workshop for faculty which explores more affordable or even free class materials.

Faculty who have completed the online workshop will join the facilitators to talk about the class and the successes and challenges of incorporating these materials into their course design

For more information about the online class or about this Speed-Info session, contact Maryann Hight, Librarian, at mhight@csustan.edu

RSVP appreciated (to Maryann or Marina - facultycenter@csustan.edu) but not required.

Thompson noted that a survey on information literacy was sent out from the Information Literacy Faculty Learning Community at Stanislaus (FLC). They have received over 400 responses already, but are requesting if you haven’t responded yet, please do so. He believes the deadline is March 10th. The time to take the survey varies depending on what you answer about courses, but it took about 10 minutes to do the longest string of questions. Sims noted that we are looking for robust responses and information to all of our FLCs. Please take the time to do this. Your responses are anonymous. Upon completing the survey, you will be directed to a different site to enter your email address for a chance at a**$50 Amazon gift card or a $25 Barnes & Noble gift card. A** reminder will be sent out on March 6th.

C. Davis is on the Board of Directors for Habitat for Humanity Stanislaus. Two events are coming up with ways to help Habitat and have fun. On March 25th is the Bike Crawl in Modesto, starting and ending at a brewery. Snacks and drinks will be provided at other restaurants, followed by dinner and a silent auction. The other event is on May 12th and 13th, a Women’s Build fundraiser. Women are the primary people on the construction site doing the work on this day. The day includes breakfast and lunch with a $25 registration. To learn more, ask C. Davis or visit the website: [stanislaushabitat.org](http://stanislaushabitat.org)

Tuedio reminded us that Laura Rendon will speak tomorrow at 1:30pm in Snider Hall, presenting her work on validation and contemplating pedagogies and fostering achievement in college-aged students from unfortunate circumstances. We have many such students in our student body. Tomorrow will be lived streamed, there is a live stream link on the email sent out.

Tuedio also noted that next Tuesday, March 7th at 5:30pm in Snider Recital Hall there will be a follow-up talk by Dr. DeLeone Gray from North Carolina State University. He will focus on how we work with younger adolescents in the same context who often fail to get to college. An email will be sent out about this. This will also be live streamed.

Byerly noted there is a concert on Sunday at 4pm at the First United Methodist Church in Modesto. The Ecumenical choir concert will benefit Habitat for Humanity.

Tuedio said that the Jazz festival is this weekend Friday and Saturday. If you are a fan of innovative forward-looking jazz. Come out for the Stan State Jazz Festival this weekend. There are two nights of great performances. Friday night is Brian Kendrick Big Band with guest Vance Thompson. Saturday night it's the Stan State Jazz Ensemble featuring Stefon Harris, a vibraphonist. Stefon Harris is "one of the most important young artists in jazz" who is "at the forefront of New York music". He is truly phenomenal. The Friday concert will be here in Snider Recital Hall.

The Yerma production is in the Black Box and starts on Thursday.

**6. Committee Reports/Questions (FAC, FBAC, GC, SWAS, UEPC, other)**

C. Davis gave a preview of the coming proposed changes to the faculty constitution. The first change is to simply fix the way they describe committee membership so it’s parallel from committee to committee. Sometimes the writing and clauses are different. We aren’t changing anything, just moving phrases around.

The second and third changes connect to who is a member of the general faculty and what it means to be able to vote on committee membership – the chairs and members of committees and the speaker elect. It also means being eligible to serve on committees given the membership requirement of that committee. i.e. for URPTC all members have to be full professors.

As we start delving into the nitty-gritty, read the constitution so you are aware of how it reads now and where it is already restricted. All full time faculty are already members of the general faculty and are eligible for all things as described, whether tenure track or not.

Third, if part time faculty are given membership, they can serve on any committee that doesn’t specifically exclude them. FAC has made a few small changes to some committees. This will be shared as a discussion item at the next Senate meeting. Changes so far are based on FAC discussion and discussions with committees. The big change is bringing part time faculty into the general faculty. Remember that last year we voted on one potential option, part time are full members from the very beginning. Any change to the constitution needs 66% to pass, and last year we got 64%, so we viewed this as a definite maybe, not a no. We did consultation, including consultation with speakers at other campuses.

Davis noted there will be more information to share in two weeks as information is compiled. FAC is proposing the following for discussion next time. Part time faculty after teaching two consecutive years, will be members of the General Faculty any year in which they teach 12 WTUs or more. After it comes to the Senate, it will be sent to the faculty for a vote. We will have more time to talk about it. We have been discussing this for 2.5 years. She hopes that we can take another step toward including part time faculty into the governance structure.

Carroll asked to repeat what is being proposed. Davis noted that after 2 years of consecutive service, and any year in which they are teaching at least 12 WTUs they will have a vote. We already have a list generated of those people because they qualify for benefits. One problem is logistics, to determine who is eligible. That list exists, and it should be easy to work with.

Sims noted that nothing is proposed, that is an option FAC has settled on to offer as a starting point for discussion at the Senate. FAC is responding to feedback. C. Davis has received comments that there is a desire to account for time in service and the amount of teaching load so that is where FAC is settling, after crossing a time in service, then calculating the teaching load.

Sarraille noted that since we’re considering changes to the constitution, he has a question regarding membership of the General Faculty. The President is a member, but that’s not the main part of his question. In scanning the constitution, he couldn’t find who was eligible to run for what office, so we assume by default that any member of the General Faculty can run for any office. C. Davis said that membership is specific by the committee. Every one of the committees are specific about membership. It is not a general statement. Sarraille said to keep in mind the speaker position. Sims said that any member of the General Faculty can run for an office of the Academic Senate. So then could the President run for the Speaker? Tuedio would assume that we would look at faculty in active status, but the constitution is not clear.

Thompson to follow up, last year part of the discussion was the tie in to Unit 3, which would exclude academic administrators. Is that not part of the discussion brought by FAC? C. Davis said that last year the proposal also removed the president from the list and brought in part time faculty. FAC didn’t discuss that recently. We will need to go back to FAC and discuss if we want to make additional changes to that. We didn’t think about that. If anyone in here knows why historically the President is a member of the GF, please let her know.

Thompson asked if we can ask who votes in most elections. Pierce said all members of the General Faculty, all full time faculty. Full time lecturers, and tenure track. Part time faculty vote for the lecturer rep. on the Academic Senate and the lecturer rep. on the Faculty Development Committee. MPPs with retreat rights vote on everything except LAC and URPTC.

FBAC – Wooley – There is nothing to report from the committee.

GC – Garone noted an item of interest to those teaching in graduate programs. For the past year, programs have had access to graduate equity fellowships with funding at about $1K. We have put together a system where smaller programs get one fellowship per year, and larger programs get two. They are working on formalizing and standardizing how students will apply for the fellowships and how the depts. will make their choices. Equity fellowships are meant for those who have faced challenges and disadvantages, racial/ethnic background, economic class, or a combination of things. They are for those who have overcome challenges. They are working on the language for students to draft essays and laying out a procedure for selection. They hope to have a call for those go out later this spring, with awarding for next year. This is in progress.

ASCSU – Filling said that yesterday we got the Chancellor’s Office responses to ASCSU statements. They are in support of the summer teaching institutes and we appreciate the support. They will take the suggestions under consideration when the next institute is scheduled. Regarding opposition to the tuition increase, they note that with full funding, there is no need for one. If funding falls short, a tuition increase may be necessary. They continue to face the bleak wall of the general counsel’s intransigence on academic freedom and intellectual property and a wide array of other issues including tenure density. Now they are claiming these are all bargaining issues, and that it’s violating HERRA to discuss this with ASCSU. This perspective is not shared by CFA or ASCSU. In better news, the ASCSU is convening a task force on GE in the CSU in large part as a result of current and continuing interest by the Governor and legislators on GE patterns. ASCSU is working through pending legislation, struggling to parse through it to see what colleagues in Sacramento might direct the CSU to do with regard to education.

UEPC – Thomas – Some of what UEPC did is up for a discussion item, including questions for the college year 2020 calendar. They also discussed changing the BA in Ag Studies to a BS in Agriculture. Absent any opposition, they approved discontinuation of the Center for Direct Instruction.

Sims followed up on Sarraille’s question about the membership of the General Faculty, citing article 3, section 1-2 of the constitution. It reads:

ARTICLE III. ORGANIZATION OF THE GENERAL FACULTY

Section 1.0 Membership of the General Faculty of California State University, Stanislaus, is defined to include the President of the University and all full-time academic and academic-closely related employees. Academic closely-related employees include librarians, counselors, and employees with academic rank. In general, membership in the General Faculty shall be limited to professional employees whose duties pertain to instruction, instructional support, and student counseling.

1.1 Associate membership in the General Faculty shall include academic and academic-closely related personnel employed less than full time. They shall have the privilege of debate, but shall have no vote.

Section 2.0 Officers of the General Faculty shall be the Speaker, Speaker Elect and the Clerk. 2.1 Election of the Speaker Elect and Clerk shall be conducted by the Committee on Committees, according to the procedures in Article VI., Section 3.2. 2.2 The Speaker Elect shall succeed to the office of Speaker. 2.3 Terms of office for the Speaker, Speaker Elect and Clerk shall be for one year commencing with the final day of scheduled classes for the academic year.

Sims noted that by the structure in the document, yes the President probably could run for speaker. Sarraille would like a revision of the wording to be considered. It does not seem that everything follows easily by inference. Sims said that this goes to Thompson’s point to clarify this issue.

Sims noted that FT lecturers are members of the general faculty and can serve as officers. Nagel has been Clerk. It is surprising to some that our constitution has long enfranchised non-tenure track full time lecturers. The constitution lists roles that must be tenure-track, but most are not restricted in that way.

Sims noted that the committee preference forms are due tomorrow at 5pm for university governance service. Be sure you and your colleagues turn your forms in. It is good to have the list of who is possibly interested in serving.

7. **Information Items**

a. GREAT Team & Graduation Initiative update (M. Gunn, S. Young)

On Friday, February 24th we submitted our mandatory preliminary Graduation Initiation 2025 report to the Chancellor’s Office. We highlighted some early outcomes and shared some promising projections.

We have been sharing specifics related to these early outcomes of the project along the way here in Senate and other venues: increased number of graduation applications; more robust course schedules to meet the needs of our students; increased enrollments in winter intersession due to the waiver program; and increased average unit load carried by our students during the fall and spring semesters.

And while we’ve observed some very positive early outcomes, we also have some very promising projections, which we included in our report.

We asked our intrusive advisors to project who of our 298 on-the-cusp students would cross the finish line this year instead of next, based on performance through winter intersession and spring enrollment. The advisors projected that 191 of our 298 on-the-cusp students who received our interventions will graduate this year, which our Institutional Research office projects will yield a 5.5 percentage point increase in our 4-year Freshmen graduation rate, and a 14.9 percentage point increase in our 2-year Transfer graduation rate, which are pretty significant figures.

A lot of people (advisors, department chairs, and deans out in the colleges; and staff and administrators centrally), dedicated a lot of time and effort into helping position our students to be able to graduate this year instead of next. So, beyond helping us make strides toward our Graduation Initiative goals, more importantly, we have impacted students’ lives in what I hope is a positive way. These are some significant numbers.

Strahm says we have this increase in graduation, which will be fantastic. Is there a possibility that next year there will be a dip because we got so many out this year? Young doesn’t know how to answer that. She has been thinking about that as well and anticipating the question. Here’s how she thinks of it. These students we identified as on the cusp for this year’s efforts were from specific cohorts, fall 2013 Freshmen and Fall 2015 transfers. This next fall, we’ll be doing a sweep for the next year’s cohort, provided we repeat this effort in a more efficient way. We will be identifying from the next year’s cohorts. So next year we’ll be compacting rates of a whole new class.

Young said we anticipate the collection of all of our services and strategies will have an impact. As the unit load and culture continues to shift, if the waiver program is institutionalized, we will look at that closely.

Betsy asked about running the numbers now instead of waiting till fall. One of the challenges to engaging in intrusive advising this past fall was that students were already in their fall classes so we didn’t have much time to make an impact. Is there any way to run those numbers for students who are close to graduating before spring advising instead of running the numbers in the fall? This would give us two semesters, two summers and a winter term to get them enrolled in the courses they need, and we might be able to catch something earlier than we did this time.

Junn said this is good to do.

Tuedio said it would enhance year two by starting earlier. We are cannibalizing our five-year growth rate by taking more from four years. There may be a dip but because of success with other cohorts.

Stanislaw said that having done this intrusive advising, students are not likely to finish in four years when they are double-majoring or minors. Maybe we should filter those folks out and look at those with a single major first.

Sims says as we move forward that feedback from the department level is very helpful. This is a giant long-term initiative. There are lots of moving parts not just through the GREAT team. All SSC, HIPs, advising efforts, etc. He is hoping we’ll set a new normal for us to not have a dip. Having watched the moving parts, he is tremendously impressed how folks dove in, made decisions, made changes, and are being responsive to feedback through the process. If we keep that going we’ll find a way on the right time line, it was messier on the front end as we figured that out.

b. WASC update (H. Stanislaw)

As many of you know, the Launch Event we recently held was widely attended. A good time was had by all. Lots of people signed up for the workgroups that will help create the essays for our self-study. However, we were less successful at obtaining signups for the three Faculty Learning Communities we are forming. These will focus on three core competencies we expect all of our undergraduates to master: critical thinking, oral communication, and written communication. (There are two other core competencies – information literacy and quantitative reasoning – for which we already have Faculty Learning Communities in place.)

So, I’m appealing to the senators, and to the faculty in their departments, to consider joining a Faculty Learning Community. Don’t think of these as existing solely because of WASC. Members of each Faculty Learning Community will also receive 3-5 days of special consultant pay, depending upon their role in the Community. To sign up, just email Isabel Pierce a letter expressing your interest.

Mark Thompson sent an email yesterday regarding the importance of the FLCs, so I’ll turn the floor over to him to explain why participation is so critical.

Thompson said that there was a lot of response on the information literacy survey, which shows we are interested in this topic. On the information literacy FLC there are two faculty from English, and one each from Psychology Accounting, and Library on the team now. They are focused on information literacy that all think is very important, as there is a lot of value in it. This is a way for people who are interested to try to push something along. He’s been interested in this for a long time, and with projects like this a door opens to make progress in the curriculum. There is support and compensation, and there will be a long time window for working on these things, to allow time for surveys, forums, meetings, and tying directly to governance with curricular innovations we might want to propose. It is great to be working on something that you are interested in.

Sims said if you’ve ever thought as a teacher, that you wanted time carved out to talk about these issues, this is the time. You know the macro-outcomes we like to try to cultivate and experience, this is one of those opportunities to work with our colleagues, with compensation no less, to pick one of these skill sets and figure out what is. Compensation is for 3-5 days of special consultant pay each year for three years. Again, the areas are Critical Thinking, Oral Communication, Written Communication. You should have received an email with the CFP, that includes more information about the expectations. This was technically due today, but since we suspect a lower than desired number of applicants, we will discuss how to move this forward.

Thompson said if they’re not already populated, he would sign up for Critical Thinking and Written Communication, and you don’t want that.

Eudey noted it was a great launch party.

c. Strategic Plan update (K. Greer, S. Sims)

Sims noted that there are no new developments. They are reviewing data. They’re still trying to identify what the feedback has told us our pillars are on which to build the plan. These are the 4-7 headline goals with objectives and strategies. They had a terrific meeting talking about how to articulate goals that cut across units, so it’s not siloed, or no large chunk is the purview of any one major unit. We need to organize an institution, but the institutional organization is the biggest thing that organizes how it works. We are looking at a huge amount of feedback, and the conversation on Monday was fascinating. For more details, see your faculty rep. or Sims. He is happy to talk to you about that more.

**8. Discussion Items**

a. XX/17/AS/SEC Resolution Reaffirming Equal Access to Quantitative Literacy for ALL California Children Enrolled in High School (opposition to ASCSU 3244-16-APEP)

This is a draft of a resolution brought forward by SEC. To frame it, this is in response to a ASCSU resolution from last spring 3244-16-APEP advocating the importance of quantitative learning and placing it front and center among other competencies, encouraging a fourth year for any high school graduate to be admitted in the CSU. Students will need four years total of QR while in high school. Three years was required previously, and it was math specific. Now, the fourth year would not be math specific, but must be QR. This draft resolution is to say that we support the spirit of the resolution and what it is trying to do, but that a requirement for a fourth year for high school students is problematic because not all public high schools are created equal, and that raised some concerns.

Strahm would change the wording in the title from opposition to affirmation or that it would be desired. The rationale is where you’ll find the concerns. The concerns are that in this state our High Schools and K-12 overall are segregated. In the 1970s, Rodriguez vs San Antonio’s school board went to the Supreme Court. Families in poorer areas of San Antonio received only the property tax revenue from their location, and the same with wealthier districts. This led to disparate resources and outcomes. Rodriquez sued to say that he would like the money disbursed equitably among schools. Some in the wealthy schools fought back. The Supreme Court undermined Brown vs Topeka, noting that all have a right to an education, but not the right to an equal education. Fast forward to now, we are seeing that property values are what is determining our K-12 and community college’s revenues. If you are in a school within an area with lower property values, you will receive fewer resources in schools. There is not enough equipment, instability of teachers or qualified teachers, etc. Effectively, this is a mini-apartheid, students of color, working and poverty class students, and immigrant students are segregated in schools with fewer resources. Our concern is not that it’s a good idea to have a fourth year of QR, just like writing or arts or critical thinking. If your school does not provide each student an equal opportunity to have access to these classes, effectively you take that mini-apartheid K-12 system and bring it to the CSU. We affirm that 4 years of QR is a good idea, but are cognizant of the disparate impact it could have, and call upon K-12 to make sure all have access, and we ask the CSU system to keep track of this.

Filling adds that the K-12 is not opposed to this. All want to be sure schools have resources, and he spoke to the State Board of Education who is in favor of implementing this. We thought it would be useful if we reminded the intersegmental system that this is important.

Sims noted a counterpoint that it could be that the requirement cuts the other way – it may be that this fourth-year requirement is what makes the schools provide more QT courses. This brings resources when there are requirements to provide this. Strahm said we require three years to enter the CSU, but students only need two years to graduate. Otherwise, she would agree with Sims. So far there is not a push for the third year, so it’s not just the fourth year.

Sims said for those faculty in programs with heavy QR in courses, are there any ideas you can suggest or consider?

Garcia will take it a different direction. Before we support this, we need clarity about what we mean by QR and what we’re doing. What are we asking them to do in the fourth year?

Filling said it’s laid out as explicitly as they could make it in the QR Task Force report. They did their best to connect to Common Core Learning standards in CA without using buzzwords. Sims noted that we can include that in the rationale. There is a working definition from the QR Task Force.

Sarraille is torn. He teaches computer science, and his background is in mathematics. He is enthusiastic about students being better prepared for his classes. He also is a bit dubious as to what can likely happen if this could be another clog across the road preventing people from getting into the institution. Sims said the issue is the skills we want them to have versus access and opportunity. The CSU charter is very idealistic and direct in language. This is the people’s university.

Filling read the definition from the QRTF Report:

The Task Force proposes this general definition for quantitative reasoning: The ability to reason quantitatively is a stable combination of skills and practices involving:(i) the ability to read, comprehend, interpret, and communicate quantitative information in various contexts in a variety of formats;(ii) the ability to reason with and make inferences from quantitative information in order to solve problems arising in personal, civic, and professional contexts;(iii) the ability to use quantitative methods to assess the reasonableness of proposed solutions to quantitative problems; and(iv) the ability to recognize the limits of quantitative methods.Quantitative reasoning depends on the methods of computation, logic, mathematics,and statistics. [p 9]

This gets fleshed out with regard to specific skill sets in other parts of the report. The following is the link to the QR Task Force Report:

<http://www.calstate.edu/AcadSen/Records/Reports/documents/QRTF.FinalReport.KSSF.pdf>

Sims said these are the moments when we can have a good intention, but bad policy or implementation can have consequences that impact thousands of people. Whether our resolution sways the ASCSU or not, it is good to be on the record. If they revisit the situation, we want our contribution to be on record. What you have is what is written down. This is something we think is important enough to contribute to the conversation. Strahm or Filling will follow up on this.

Carroll noted that the name of the UCLA project is misspelled. He also asked why we are separating out QR from other types of reasoning. Sims said one of the core competencies that our own FLCs are arranged around is QR. These are mapping to core competencies. As much as we have worried about literacy overall, numerously and low QR skills are vastly worse. We see evidence of large scale issues with QR.

Filling said that this is leveraging work with GWAR courses and we are working with others being developed to help K12 to do things that work for us.

Eudey said that we will also be watching impacts at our own campus. The key is as a campus that we are responding to the ASCSU task force report specifically and if other issues come up we will raise them. SEC has brought this to the Student Success Committee so they can help us identify ways to monitor if they see different trends after this gets implemented. Hopefully we’ll see more students coming in prepared and passing our math classes, but we might also see trends in greater or fewer students from a school or region applying or getting accepted. As soon as this becomes real, we’ll need to monitor our student body. When we are asking others to pay attention, we’ll also need to be tackling this data for ourselves.

Thompson noted that if we think about most students who come here, the minimum path of resistance is to meet the QR requirement. If it’s four years at their high school, would it be preparation beyond our minimum requirements? Filling said that is at the heart of the QR Task Force’s recommendation. We are not piling more math on top of one another. You can give equivalent practice at playing tennis. You build muscle memory through practice. In a worst case scenario, a student takes Math 1, 2, Algebra, and retakes Algebra during a fourth year because of a bad junior year. There is not a requirement for a specific set of courses, but to practice skills every year at a level appropriate to them.

b. UEPC draft 2020-2021 calendar – feedback

Thomas said that this is mainly for feedback. Questions, concerns, debates.

Wagner asked about the policy on spring break. Thomas said where it is possible we will follow the Turlock Unified School District (TUSD) to allow faculty and staff with children to not leave their children running around the streets. It is up to UEPC to decide if it’s a good choice or not.

Petrosky said we changed the policy two years ago, the policy doesn’t appear online any more. We agreed we would follow as well as possible with TUSD if it weren’t more than two weeks later than the middle of the semester. In this calendar the break is more than 2/3 of the way into the semester. Halfway would be March 22-26. This is two weeks later than the middle.

Eudey said that the Spring break concern is one we want to bring back and concurs with Petrosky as it may be very late in the semester if we follow TUSD.

Thompson said we should focus on policy and what is meant by best effort. Four instructional days’ difference. The calendar is so hard in spring, as we come back with 2.5/3 weeks left. This is not the kind of calendar that’s sketched out here.

Junn said her office received an inquiry from somebody that asked why the campus is closed on Cesar Chavez day but not President’s Day. Every campus develops their own calendar. Usually, we’re open on the actual day so we can have celebrations on the day. Otherwise, it would be a holiday and students will not be on campus that day. This is just an observation and question.

Thomas said the rules for UEPC is that Cesar Chaves Day will be observed on the day it occurs, March 31. Period.

Sims read the policy for 2013 at this link:

<https://www.csustan.edu/faculty-handbook/policies-faculty-student>

1. The following holidays shall be taken on the days they occur (or on Friday if the actual holiday occurs on Saturday; on Monday if the actual holiday occurs on a Sunday): the first Monday in September (Labor Day), November 11 (Veteran’s Day), the fourth Thursday in November (Thanksgiving), December 25, January 1, the third Monday in January (Martin Luther King, Jr's Birthday), and March 31 (Cesar Chavez Day).

C. Davis has gone through 2015-16 resolutions, 14-15, and 13-14 and only found one on the academic calendar which was approved January 2014, and appears to be the most recent. Maybe the clause got voted out, she will read the minutes and check it out. We shall check the records.

Wagner remembered an all-faculty survey about spring break. This was not binding; it was just a survey. Strahm said this occurred while she was chair of UEPC. They surveyed faculty, staff, and students. There were distinct differences, but bimodal so they decided to split the difference. If TUSD had a break somewhere in the middle of our semester, we would stay with it. If it was, as it has been a couple of times, within 2 weeks of the end of the semester, we would decouple our spring break and try to put it toward the middle of the semester. She had the purview through the 2018 academic calendar at the time. Now Thomas is dealing with the same thing. We try to stick with TUSD. This is why we do the calendars far in advance, so if there is something we do move it gives time for folks to figure out their game plan for a future spring break.

Hight noted the holidays not taken on the days they occur, and that this happens because of the closure of the campus between Dec 25th and New Year’s. If we didn’t move the holidays to this time, those would be mandatory vacation days. Some don’t like it, but she does. Sims said that there is no political implementation to moving those. We are trying to benefit employees who would use their own time to take the week off.

Garcia wonders if you can help understand the week off for Thanksgiving. What was the rationale and how does that impact the fall semester? Thomas said that UEPC was requested to consider doing this. There is no way to rearrange the calendar to get extra days off there. It was noted that attendance that Wednesday is not at the level we’d expect for our students and faculty, and maybe we should consider it. It does mean a long run in September and October with no days off, but all in UEPC liked the idea, so thought they’d bring it forward.

Eudey likes that there are no Tuesdays treated as Mondays, or other odd days in the schedule. It would be interesting before coming to closure to get feedback from faculty and students and staff what that week at Thanksgiving does for them. As an instructor, she can think of what is challenging for that week. The impact on students and staffs is important as well.

Strahm offered thanks to Thomas and appreciates this and likes what was done with Thanksgiving break. Sometimes it feels like she is the only one in the building. There will be a tradeoff. This is a hairy thing. Thanks for taking it on. She complemented the fresh, innovative ideas not tried before. She thinks it’s worth giving it a whirl to see what we might make of not wasting that time before the imperialist holiday and let people have a large space of time to travel. Some travel by Tuesday at the latest. Why waste that when we can slightly reformat our syllabi to have a full week instead of days off here and there. Time to refresh and regroup, and not waste time.

Thomas said that it is not too likely that this is repeatable given how the calendar dates move around year to year.

Strangfeld is sympathetic to the traveling issue, and she has had students who do travel and it hard for them to travel on Thanksgiving day. She had a class until 7pm on Wednesday and it was unrealistic for students to be there. She gets that. She questions the Monday/Tuesday piece, but gets the idea that if we have a week off that is great, but there are two things that outweigh that. We come back with only two weeks of class, and not a lot of regrouping and refreshing will happen. That full week off won’t accomplish our goal. She’s concerned about the things we give up in terms of other days off. From Sept 7 to nearly the end of November. We talked in this body of the stress our students are under, them needing a day or two off. There might be more value to move that Monday thru Tuesday somewhere else if possible.

S. Davis likes the idea of a week off in November. His pedagogical style would allow him to come back to recapture work during last two weeks. It looks like a MW class will have one fewer week than a TR configuration. That there would be one less meeting if you taught a Monday or Wednesday only course.

Carroll said that some of this may be moot if this is not being institutionalized. These are options for those who sympathize with Wednesday travel. If we only get Wednesday off, Tuesday can be a defacto travel day.

Wooley likes the week time off and it seems like we have similar fall and spring where there is a lot of time in February and March without a holiday. There is a lot of time in September and October without time off. It seems similar in terms of the number. It is great to be thankful for a whole week in November. In science, we have labs each day of the week, 4-5 sections of labs. If there are holidays in the week, we cancel some of the labs. Having a week of vacation could be helpful for lab classes. Pedagogically, it helps to maintain continuity in the labs.

Garone supports this. If we have a day in mid-September or October, it gives us a breather, but if that’s not a day you have class as a student or faculty member half the campus isn’t getting the break. With regard to Wednesday classes, most years he teaches grad seminars on Wednesday nights, and the campus is deserted from mid-afternoon on. He has classes at absurd times on those Wednesdays before Thanksgiving. Most years, he can’t celebrate with family because he is teaching late on Wednesday. Many colleges, especially liberal arts, provide a weeklong break, and students in general aren’t under more stress than others. He would like to try this to see how it goes. In future years, if we can’t take the entire week, if we could take Wednesday, it could give students and ourselves some relief.

Petrosky feels it necessary to make the same point he made for 20 years. Just because TUSD decides to recognize an official religion, it doesn’t mean we have to.

Strahm loves Petrosky to death. However, TUSD does not do the holiday because it’s religious. It’s because a lot of students are transmigrational and 50% of students go away for Easter, if they keep the school open you don’t get paid for the missing students but still have all the costs. They do it because they have costs associated with this.

Thomas is far from religious. This was done for the parents, not for Easter. Thomas said that this started with what would TUSD do. Thomas did try to contact TUSD, but they don’t have their calendars planned that far out. UEPC guessed when it would be based on past practice.

C. Davis said that our break won’t align with TUSD for 2018-19. She found discussion from 2013-14, and only reference to spring break was about that year. She remembers the survey and discussion, and remembers that we would try to move toward 8-week timing.

Eudey wondered what would happen if the election day becomes a holiday. How does it tie to the system calendar? Would we get an additional holiday, or would we have to move one of the one’s we have now?

Junn said that there are some especially private school campuses that close the week before elections so students can travel to home districts to campaign and vote.

Junn asked if the classrooms are closed for Thanksgiving. Espinoza said we are open Thanksgiving, closed during holiday break. Junn noted some campuses ask faculty and staff to host international or other students during Thanksgiving break or other parts of the holidays.

c. Possible resolutions re: Executive Orders; immigration enforcement and policy changes, other challenges

Sims said that as we’ve been discussing through the semester we are experiencing a different political climate, and we have shared resolutions from Cal Poly and CSUDH supporting their undocumented community. There is a sense in SEC that we would like to make a comment, but less about a support statement, tied to a system statement from CCC, CSU, UC. We are discussing two components that might be included in a resolution from our Senate. We want to describe our campus as a “safe haven” and what that means, what we can do legally to be a safe haven, and also involve specific recommendations to law enforcement, including law enforcement, about what they can and cannot do if they appear and ask for assistance. We thought a specific statement about where we stand would be useful. First, is there a sense we ought to pursue a resolution of some kind about those who are made to feel vulnerable, and if yes what should it say or encompass?

Strahm is working on something. Filling forwarded something from Sacramento State that they’re working on that’s thorough, and last night there was a community meeting and the Superintendent from Ceres provided wording from the school board resolution which was unanimously approved that uses very good legal language. We are merging the two documents.

Sarraille said that he looked at the samples in the packet, and was struck that one is very detailed from DH that has lots of explicit actions that they recommend be done. SLO is more a general statement of support with some specifics. Whatever we do it should at least have a preamble of some kind that is a more public synopsis of where we stand, that a pedestrian would look at and get a feel for where we stand and save the details for later in the document.

Carroll thinks we ought to have some kind of resolution. The term “safe haven,” needs to have that defined since we’re proposing something in contrast to sanctuary. Sims noted we need to avoid legal connotations of the term. Carroll said although he heard federal administration saying that DACA isn’t going to be touched, it is hard to believe that. He had a conversation with Dave Colnic about this, and he seems to be under the impression that DACA could get caught in the net as collateral damage despite formal exclusion from the federal decree. Sims said, that we want not to tread on fear mongering, and we are trying to be sober and clear eyed about what could happen. What could land on our doorsteps as students, faculty and staff? How we can respond, or how we are able to respond so we can do so robustly? It is better to get out in front of it.

Carroll asked if it will come back as discussion next time. Yes. We haven’t begun to put words on the page, but Strahm is just starting now. She’d appreciate feedback from depts. Please let us know what specific items we would like to see. Any possible objections can be shared in public or private forums. She doesn’t want to presume a monolithic on opinion on this.

Junn clarified that “sanctuary city” as a term has legal parameters, so the CO doesn’t want us to use it. When you say, “safe haven,” for many it means the same thing. It might be giving an unanticipated notion that they’re safe here legally, and they’re not. If ICE has a warrant, we can’t prevent them. We don’t have to assist them, but we can’t prevent them. We need to be careful of the language we use. They aren’t safe from deportation if they come with a warrant. She doesn’t want a misunderstanding.

Strahm said that the information from the school district indicates that FERPA supersedes the public records act, so may prevent us from sharing information about immigration status. If we can’t tell a student or colleague we can guarantee their safety, we can use language that is proper. Junn says it’s in the CO document. We will not assist in the identification and location of students.

Eudey noted two related issues. First, she was happy to learn last week that we will be getting one more full time counselor who will start soon, and while not a tenure-line position, it’s great to have more counselors who can be resources for our students and ourselves. Second, she wants us to think about how to help not only DACA students but anyone who is feeling stressed or vulnerable because of their own immigrant status, or that of family and friends. Because of fears of detention or deportation, many people in our communities are limiting their movements in public or are experiencing relocations. We need to think about how to compassionately help those students. We should think about how to be flexible and fair simultaneously when it comes to deadlines.

d. University strategic plan: a few more questions

Deferred

**9. Open Forum**

None.

**10. Adjournment**

4pm