

CALIFORNIA STATE UNIVERSITY, STANISLAUS**ACADEMIC SENATE MINUTES**

December 3, 1996

Present: Abukhalil, Apocada, Bross, Brown, Curry, Danziger, Fanning, Farrar, Fletcher, Gackowski, Goedecke, Hilpert, Jasek-Rysdahl, Kane, Klein, Levering, Lindsay, O'Brien, Sanchez, Savini, Schmandt, Schmidt, Sumser, Sundar, Thompson, Tordoff, Towell, Tuedio, Watson, A.Young, Zarling, Zhang

ABSENT: Almy, Finley, Jacob, Keymer, O'Donnell, Sedova, T.Young

PROXIES: Myers (Cortez), Garcia (Dunbar), Clark (Souza)

Guests: Entin, M.Hughes, Manoharan, Renner, Vaughn (Signal)

RECORDING SECRETARY: Diana Saugstad

21/AS/96/SPC--University Goals, FIRST READING

22/AS/96/SEC--Instructional Technology Plan, FIRST READING

23/AS/96/SEC--Teaching Evaluation Task Force, APPROVED

REPORT ON WASC BY STRYKER

Next Academic Senate Meeting:
Tuesday, January 28, 1996
2:30-4:30 p.m., South Dining Room

Minutes submitted by:

Mark Thompson, Clerk

The meeting was called to order by Speaker Tuedio at 2:37PM . It was MSP Hilpert/Tordoff to approve the agenda as amended to include a consent item addressing the Teaching Evaluation Task Force and MSP Sundar/Myers to approve the minutes of 19 November.

REPORTS:**Speaker/SEC (Tuedio)**

- a. December 9 is the deadline for recommending candidates to attend the CSU retreat at Monterey to discuss the possible reconfiguration of the baccalaureate.
- b. Tom Young has been appointed as Assistant to the President for Equal Opportunity and Internal Relations. Jere Wade was appointed to replace him as SWAS for the remainder of his term.
- c. The President has approved 17/AS/96/Ad Hoc--Mission Statement and 20/AS/96/UEPC--Policy on the Care and Use of Animals.

University Educational Policies Committee (Hilpert)

- a. Will continue discussion of University Hour, Class Hours and TOEFL.

Faculty Budget Advisory Committee (Goedecke)

- a. Discussed funding of sabbatical leaves; will discuss this with the Provost.

Faculty Affairs Committee (Tordoff)

- a. Have a constitutional amendment which will come to the Senate early in the year. UEPC/Graduate Council constitutional amendment will also be coming forward.

Statewide Academic Senate (Levering/Young)

- a. Levering will provide information from the meeting scheduled for 6 December.

Associated Students (Jacob) No report

Other:

- a. O'Brien reported on the Foundation meeting where Sara Garfield presented a talk on the Stockton Homeless Shelter. Endowments were created for the Doug Taylor Memorial Scholarship, for CFA student scholarships, and for John and Inex Shell scholarships.

CONSENT ITEM

a. 23/AS/96/SEC Teaching Evaluation Task Force (Distributed to Senators)

WHEREAS: an Ad Hoc committee met during 1991-92 to discuss ways to improve the process of evaluating the teaching performance of faculty, and made recommendations (based in part on a survey of faculty) for improving the measure of student satisfaction with respect to teaching performance (11/AS/92/Ad Hoc), and

WHEREAS: the Faculty Affairs Committee met during 1994-95 to discuss the Ad Hoc committee's report and to make recommendations concerning diagnostic practices that make use of the IDEA instrument (per 9/AS/93/FAC), and

WHEREAS: both committees were explicit in recommending the development and testing of alternative teaching evaluation methods appropriate to specific disciplines, and

WHEREAS: we continue to rely on the IDEA course evaluation results as our primary

institutional measure of teaching performance and effectiveness in the process leading to retention, promotion, and tenure decisions, and

WHEREAS: a group of new faculty have written a report to the administration (dated May 20, 1996) in which significant concerns are raised regarding the usefulness and manipulability of the IDEA form as a measure of teaching effectiveness, and

WHEREAS: the newly revised PSI review criteria (16/AS/96/SEC-FAC) require excellent teaching performance as a condition of faculty eligibility for a PSI award without offering a clear stipulation of what is to count as a measure of teaching effectiveness, be it therefore

RESOLVED: that the Academic Senate agree to the formation of a Teaching Evaluation Task Force whose charge would be to write a clear statement of the goals of our teaching evaluation practices and to produce explicit recommendations for improving the process by which we gauge the quality of teaching performance, including some explicit recommendations for developing alternative measures that could be used effectively in conjunction with the IDEA form currently in use (e.g., additional forms of student or alumni input, peer review practices, teaching portfolios, and the requirement of department-specific course evaluation forms); and be it further

RESOLVED: that this task force complete its work and present to the Academic Senate a proposed policy on teaching evaluation by the end of the first week in March (for inclusion as a first reading item on the March 11, 1997 Senate agenda); and be it further

RESOLVED: that the task force shall include eleven members (including several newer faculty hired within the past three years) to be appointed by the Senate Executive Committee, including one representative each from the Faculty Development Committee, the RPT Committee, the Associated Students, the administration, and faculty representatives from the Sciences, the Arts, the Humanities, the Social and Behavioral Sciences, the professional programs, Teacher Education, and the School of Business.

Introduction: Tuedio reiterated the salient points contained in the whereas clauses. He noted that approval would form a task force charged with articulating the purpose and goals of teaching evaluation and seeking alternative measures.

Discussion: Kane questioned if one representative comes from each area, thus combining some professional program representation with that of schools/colleges. Abukhalil felt that student representation was only token on the committee. He worried that lack of representation might result in less power for students in the evaluation process.

Others noted that the task force is not dealing with the issue of making evaluations open to students, and that teaching evaluation is an important part of RPT.

The item was accepted without dissent.

FIRST READING ITEMS:

a. 21/AS/96/SPC--University Goals

It was MS Myers/O'Brien

WHEREAS: the University is engaged in strategic planning, and

WHEREAS: the Mission Statement, the first step in planning, has been passed by the Academic Senate and approved by the President, and

WHEREAS: the Strategic Planning Commission has sponsored a campuswide retreat on University goals based on input from faculty, students, staff, administrators, and the community, and

WHEREAS: the Strategic Planning Commission has discussed and crafted University goals based on the results of the retreat and the recommendations of the Academic Senate, and

WHEREAS: the goals developed by the Commission cover five facets of University operations: "teaching and learning," "professional development," "campus life," "University relations," and "institutional processes," be it therefore

RESOLVED: that the Academic Senate approves the resolution titled "University Goals."

UNIVERSITY GOALS

Teaching and Learning:

Create a learning environment that fosters scholarly and creative activity within and beyond the classroom and safeguards the free and open exchange of views.

Address the diverse educational needs of students by offering on- and off-campus courses and programs in flexible and responsive ways that facilitate the timely completion of degree coursework.

Provide high quality undergraduate, graduate and credential programs and life-long learning

opportunities that meet or exceed recognized standards of scholarly excellence and address the professional and educational needs of the region and state.

Guide students to become critical thinkers who attain expressive, artistic, cultural, historical, scientific, and technological literacy, who are competitive in the emerging economy, and who are globally aware and engaged by the diverse challenges facing the region and its communities.

Support and actively promote the scholarly and creative work of the University's faculty so that it is recognized for its excellence within and beyond the region.

Assure on-going development of library resources and access to emerging information and instructional technologies in support of the learning priorities of the University community.

Professional Development:

Promote and reward the professional growth and development of faculty, staff, and administrators.

Campus Life:

Maintain a safe campus environment where diversity is considered an asset and where faculty, staff, students, and administrators are treated with fairness and respect.

Attract and retain a high quality and diverse student population from within and beyond the region.

Provide accessible, engaging co-curricular programs and services to enhance and complement the total educational experience for a broad spectrum of students.

University Relations:

Be an active partner in the educational, economic, and social life of the Northern San Joaquin Valley and Central Sierra Foothills, and secure private support to enhance University excellence.

Serve as a cultural and intellectual leader in the region.

Institutional Processes:

Ensure that budgetary decisions, organizational processes, and the physical environment

conform to the University's mission and promote the responsible stewardship of its resources.

Introduction: Entin noted that the goals reflect the views of many constituencies across the University that have an interest in CSUS, that the goals are responsive to the Mission Statement, and that the goals will provide a framework for the specific planning to follow.

Tuedio noted that these goals incorporate the input from the diverse group which attended the Planning Retreat. Many of the Academic Goals previously approved by the Senate are incorporated into the University Goals. Based on those goals, themes were developed. He added that these goals mostly define us, that a few direct some action, and that the next step is where specific strategies and actions will be devised. Tuedio encouraged Senators to take these goals back to their department and ask questions.

Bross distributed a handout of a substitute for goal 4 which reads: "Guide students to become critical thinkers, autonomous learners, creative problem-solvers and thoughtful citizens who are globally aware and engaged by the diverse challenges facing the region and its communities." Or, as an alternative, revise the goal to read "Guide students to become critical thinkers with a passion for life-long learning ..."

Discussion included whether literacy included a passion for lifelong learning and whether our mission is to produce thoughtful citizens. Entin will take these suggestions to the Strategic Planning Commission tomorrow.

Sundar questioned whether some of the statements were redundant in their ambiguity, specifically item 3. Tuedio responded that the statements provide some direction.

Farrar questioned whether the goals were in line with Title V. Entin assured the group that the Planning Commission had kept Title V in mind throughout the process.

Savini noted that the Senate should take a close look at the differences in the current document and the Academic Goals recently approved, that we should carefully consider prioritization or sequencing of the goals, and that no other constituency on campus should supersede the Senate in academic concerns.

Tuedio requested that feedback be sent to him and copied to Entin, via email if possible no later than the end of the second week of January.

b. 22/AS/96/SEC--Instructional Technology Plan

It was MS Goedecke/Farrar

WHEREAS: the Academic Senate included as one of six academic priorities (in the Academic Goals passed as 18/AS/96/SEC) a statement recommending that the University "emphasize technological literacy as a means to improving teaching and learning," that it "provide sufficient access to emerging information and instructional technologies in support of the teaching and learning priorities of the faculty and students," and that it "provide for sufficient staff training and technical support to encourage effective uses of these technologies by the faculty, staff, and students," and

WHEREAS: the Ad Hoc "24 Hour Access" Committee has produced a viable plan for substantial technological upgrades that would contribute significantly to meeting the priorities set forth in the Academic Senate's recommendation, therefore be it

RESOLVED: that the Academic Senate endorses the attached "Baseline Access, Training and Support Funding Plan" for the development and implementation of a "baseline" infrastructure capability on our campus consistent with the guidelines of the CSU system-wide Integrated Technology Strategy initiative, and be it further

RESOLVED: that this plan is endorsed only on the assumption that curriculum development utilizing new instructional and information technologies shall continue to be the sole prerogative of appropriate academic committees and individual faculty, and be it further

RESOLVED: that CSU Stanislaus shall continue to be a multiple platform campus and shall continue to provide support for diverse software applications and specific discipline needs, and be it further

RESOLVED: that while opportunities for faculty development relating to the application of instructional technologies will be provided for all faculty, there shall be no stipulation that any faculty member be required to participate, and be it further

RESOLVED: that while the University moves to encourage increased use of instructional technologies in the design and implementation of courses, it is assumed that traditional modes of instruction and teaching pedagogy shall continue to be honored and supported.

Introduction: Tuedio reiterated the salient points from the whereas and resolved clauses.

Discussion: Savini questioned what "appropriate academic committee" meant in the second resolved clause. Tuedio replied that it could refer to any of several college/school or department level committees.

Sundar questioned what "multiple platform" in the third resolved clause refers to. Manorahan stipulated that it referred to support for both Mac and PC platforms. Curry added that this also relates to providing training and support.

Myers questioned whether the "opportunities for faculty development" in the fourth resolved clause means that released time will be available. Curry noted that summer grants and staff support may be provided. Tuedio added that release time may be available. Also, if a faculty member develops expertise in this area, it could be used for awarding a PSI.

O'Brien questioned how software purchasing decisions are made. Manorahan replied that funding constraints force choices that provide the most service for a minimal cost.

Manorahan added that we will receive \$36/head count in the first year, \$72/head count in the second year, \$100/head count the third year, and that beyond the year 2000 we may require a \$100/head technology fee, since funding from the Chancellor's Office will stop after the third year. There were questions about whether the costs would be covered by a fee and whether the idea of a fee had been presented to the Student Fee Committee on campus.

Manorahan said that there is a strong message from the Chancellor's office to help students purchase or lease computers and to invest the state money in software available to students.

Tuedio stated that the reason for this resolution is to show the Chancellor's Office we support and are committed to this.

DISCUSSION ITEM: WASC (Stryker)

The steering committee is identifying nineteen work groups, and nine standards will be addressed. WASC wants a self study, one that, rather than being a voluminous data base, is a thematic self-assessment and plan of action. Our theme revolves around the student as a learner. The template for WASC working groups (distributed) will be distributed to the work groups within the week. Draft one of the report is scheduled for 1 March 1997 and draft two 30 May 1997, so the spring term is a critical stage for the project.

Tuedio noted that "learning-centered university" is presently a vacuous and ill-defined theme, and that it seems to call for an outcomes-based assessment rather than the assessment of teaching input. While we are already committed to the theme at a certain level, he recommended that Senators query their departments for a sense of how faculty

perceive the concept of a "learning-centered university."

Stryker stated that he is working with Tuedio and Entin to see if they can align the Mission Statement, the proposed University goals, and our proposed theme for WASC.

Stryker noted that we are already committed to an outcomes-based assessment; the question that remains is the level to which we must be committed. He quoted the director of WASC who said there was no paradigm we must fit and who asserted that WASC will support CSU, Stanislaus in whatever ways we choose to define and assess ourselves.

It was MSP Sundar/Farrar for adjournment at 4:26 p.m.