

**Spring 2017 General Faculty Meeting**

**Thursday, May 11, 2017**

**Minutes**

1. **Call to order**

 2:05pm

1. **Approval of agenda**

  Correction of date to Spring 2017.

1. **Approval of August 19, 2016 Fall General Faculty Minutes**

Approved.

1. **Remarks by President Ellen Junn**

This was a great exercise to stop and think about what we’ve accomplished in the last year. She came to campus on July 1, so has been 10 months, 11 days on campus. It feels like it happened in a flash, and yet also feels like she’s been here many years. She expressed feeling so comfortable and welcome here on campus and in the community, and she commended the campus being such a remarkable and important campus in the Central Valley. She has found the year to be full of lots of joy. She mentioned a list of about a dozen things that are important accomplishments--some new, some remunerations of things in the past.

First, she’s very excited to say that we have launched a new University Strategic Plan 2025. This has been an exciting experience. The campus had a 2007 plan, but with Speaker Sims’ leadership and many on the new University Strategic Planning Council (USPC), the campus was able to launch the process to create an updated, new University Strategic Plan. At the most recent campus open forum, the campus and community were able to see and comment on the draft of the plan.  The USPC will work on it this summer and fall to prepare it for a full discussion, review and implementation. This University Strategic Plan 2025 will be key to the university’s future and is a vital and very exciting piece tied to our upcoming WASC reaffirmation.

Second, we have been able to welcome new administrators. Provost Dr. Kim Greer; AVP for Faculty Affairs, Dr. Jason Myers; AVP for HR/Compliance Officer, Julie Johnson; VP for University Advancement, Dr. Michele Lahti; and Interim VP for Business & Finance, Darrell Haydon--we are currently in the final stages of a searching for this permanent position. A couple of other appointments, VP of Strategic Planning Enrollment Management & Innovations (SPEMI) Dr. Gitanjali Kaul, and we hired two staff in the President’s office, Neisha Rhodes and Naraith Lopez, along with Amanda Theis who was here when President Junn arrived.

Third, it is important to the President to hear from the campus community about things that you love on campus, things that are problems to solve and improve, and ideas for the future. She’s spent six months holding a listening tour with the President’s Transition Team (PTT). The PTT held focus groups and received input online. The PTT report can be found online on the President’s website. The information gathered from the PTT was valuable for USPC as we plan for the future.

Fourth, establishment of the GREAT Team or Graduation Rate, Excellence, and Assessment Team. This new team has more participation from faculty and many other constituency groups. The GREAT team is charged with systematically looking at student success, what works, which interventions to scale up and improve, and to assess and realign budgets appropriately. The GREAT team structure will enable our campus to be nimble in terms of tracking and reaching our student graduation goals set by the Chancellor’s Office and the Board of Trustees. Some of the new actions we hope to take in the coming year is to consider hiring more advisors, improving advising software for students, re-establishing a Career Development Center and expanding tutoring services. More details will be shared in the future by Provost Kim Greer and Vice President for Student Affairs, Dr. Suzanne Espinoza.

Fifth, re-establishment of Freshmen Convocation. It was such a treat to see faculty in their regalia greeting freshmen last August. The campus will continue to host the Freshman Convocation as we welcome our newest class each year to get them off to a great start and have them feel a strong sense of belonging here.

Other past traditions include re-establishing the Faculty-Staff Picnic. I am indebted to the Labor Council and CFA, Dawn McCulley, Steven Filling and others in organizing and hosting this wonderful event this past year. We will continue to host this event. Similarly, we will enhance and expand the faculty, staff, administration holiday reception. It was wonderful that President Sheley re-instated the Fourth of July fireworks on campus, and we will continue to host the fireworks with partners who will share the funding for the event. In addition, the president was invited to ride in the Mayor’s truck for the local July 4th downtown parade. We will continue to partner in these traditions with the city.

Sixth, new to this campus is the ASI hosting “Pizza with the Presidents” events for students featuring the ASI President and President Junn for informal Q&A. We will try and hold at least one meeting per semester. The President also will host open sign-ups for “Coffee with President” informal meetings for faculty, students and staff.

Seventh, a big thanks to all who participated in or came to President Junn’s inauguration. It was a wonderful, exciting and celebratory day and she gives a heartfelt thanks to all who participated and/or attended.

Eighth, at the last Senate meeting, there was an official signing of the statement on shared governance. We are one of first three campuses to sign this as a shared core value. Will continue this shared governance with faculty and administration. Impressed on her cabinet that they need to stay engaged, attend the Senate meetings, break down silos and roadblocks as faculty and students see them.

Ninth, we are launching the new President’s Commission on Diversity and Inclusion charged with developing a comprehensive institutional Diversity Plan. We already have been hosting some events related to this effort. For example, our Day of Remembrance Commemoration of EO 9066 that mandated the incarceration of Americans of Japanese descent in 1942. Another event was our campus’ Peace Pole unveiling, which was designed and built by students and faculty. Our unique Peace Pole is exceptionally beautiful and has 16 phrases in 16 different languages saying, “May peace prevail on earth.” At the day of the ceremony on campus, it was so moving to hear students say that phrase in their native language during the unveiling, and then Dr. Arun Ghandi (grandson of Mahatma Ghandi) gave his talk. Also, we are initiating new faculty and staff Affinity Groups later this Spring and next Fall.

Tenth, we are enhancing the campus infrastructure by hiring our new Vice President for Business and Finance, Darrell Hayden. We initiated a campus-wide computer refresh process that had not been done campus-wide in over eight years. We hired a new Senior Associate Vice President for Human Resources, Equal Opportunity and Compliance, Julie Johnson and a new HR Director, Rebekah Temple. We created two new space committees, refreshed over a dozen classrooms and build one new Active Learning Classroom with another one on the way.

Eleventh, we’re launching the First-Generation Presidential Scholars program. We owe a big round of applause for VP Michele Lahti because her team began raising money for this First-Generation President’s Scholars program from both our First-Gen Gala event and from individual donors. Thus far, we have raised fund for six students (3 freshman for four years and 3 transfer students for two years) and we hope to continue to raise more funds to support a total of 10-12 students who will enroll in Fall 2018. In addition, we launched a new call center staffed by our students who raised almost $70,000 from alumni in just six weeks. We will continue to do this and use more social media to raise more funds. Finally, our One Purpose campaign raised over $200,000 this year.

Twelfth, President Junn spent a good deal of time traveling to Sacramento and DC working with legislators and other officials to support funding for the CSU and campus. These meetings were very productive.

Next year, we anticipate that we may enroll the highest number of students in the history of our campus. The President cautioned however, that it not our intent to grow into a gigantic CSU. It is very important for Stan State to retain our small campus and safeguard our welcoming “family feeling.”  She will work with closely with the new Vice President of Strategic Planning, Enrollment Management and Innovation (VP SPEMI), Dr. Gitanjali Kaul and Provost Greer to work with faculty, students and others to talk about how to grow, and which programs to grow. This is why enrollment management is key and why we instituted the VP SPEMI. Using a more data analytic approach, we will be able to better determine appropriate funding and scheduling for courses, for faculty hiring and continuing to build the infrastructure for the campus in the future.

President Junn is enthusiastic about having the University Strategic Planning Council (USPC) present the final draft plan to the campus in September, and have the campus approve the new University Strategic Plan in order to begin implementing initiatives and plans. College Deans and others across the university will work to see what parts of the strategic plan to implement in this first year and beyond. The plan will go to 2025 and is a forward thinking, ambitious and exciting plan for Stan State.

The campus continues to envision and renovate spaces. The Library is on docket in the CSU to be renovated to become our 21st century library of the future! We want our Library to be a humming center of learning and connection and to be a place that students don’t want to leave. We are hoping we can put in more gathering spaces and additional support offices for students such as space for various ethnic and affinity clubs.

Finally, we hope to expand opportunities for students and faculty. We will joyfully reopen our Career Development Center this year. Next year, we hope to improve our campus infrastructure to provide students with many more internships and fieldwork experiences. Furthermore, we intend to provide faculty with support to try innovations in teaching, and improving student learning. With the Senate’s approval of a resolution to consider hiring a Dean of Graduate Studies, there is hope in the future, pending budget, that we can expand support for graduate programs.

If faculty have other ideas, make sure to contact the University Strategic Planning Council or drop President Junn a note. Her door is always open. She is delighted to be build this future dream for Stan State together, and as it’s been a wonderful year. She closed by inviting everyone to attend the Fourth of July celebration on campus and to have a great summer.

1. **Remarks by Provost Kimberly Greer**

This year feels like it’s only been four months. A fast four months, and a wonderful year. It’s been really fun to talk and give a report that in no way is bragging or self-aggrandizement, but a lot of work initiated by people in this room and across campus before she arrived. She has said this before, because it was in an open forum in this room that she was welcomed to this campus, and she never comes in this room without being taken back in time in a positive way. It was late in the afternoon, and while had known she wanted to come to this campus, it was really in this room in that forum that she fell in love with this campus, to be truthful and not over-stating. Lastly, she recalls a meeting with the Senate Executive Committee and walking down the hall to meet with the SEC. It is wonderful speaking to the faculty at this spring general faculty meeting.

Junn mentioned the strategic plan. This is an endeavor conducted by the USPC that begun last October. This is a huge labor intensive project, and has been impressed by the work of that group. They spent the fall semester canvassing the campus for feedback from as many as possible. In January they held an open forum for more feedback for thoughts on this process and the plan. They have been writing intensely on the plan since then. The open forums last week addressed the first draft which is on the website. Feedback has been so overwhelmingly positive that it has her worried. Where are the thoughts and disagreements? They are continuing to seek feedback, so take the time to provide feedback. She’s heard from groups that the plan speaks to the principles and values we’ve been striving for, and it is a grassroots effort. Has heard that it is a courageous and aspirational plan, appreciates no silos, can see themselves in the plan, and that it can guide us for eight years into future. She can’t say a big enough thanks to the USPC and campus. No doubt by the time the plan moves to the Academic Senate in the fall and to the president that we’ve sought every opportunity to include everyone on campus in the development of that plan.

Another group that she is impressed by is the committee working on the WASC reaffirmation of accreditation. Don’t know if we are comparing who is working harder, but this group meets every Friday from 3-5pm. Quite a level of commitment. We are well into our self-study. In February, we did the launch and it was well-attended. This group will be writing this summer with a draft out to the campus community by spring. Should be submitted next summer, a year from now. We will have visitors in spring 2019. One other feature, so you’re aware, there’s a group on campus interested in creating a documentary. A student group creating the documentary to document our self-study along the way as we learn about ourselves. This will be a product to help tell the story about our core competencies, student performance quality and integrity of the Stanislaus State degree. If you see Tiffany and others with a video recorder, don’t stop what you’re doing, they’re creating our documentary for WASC reaffirmation. Should be fun to watch as we tell our story in a wonderful way.

Junn spoke to the Graduation Initiative which has been a huge undertaking. The campus had a short period of time to create a short-term plan, and what was created was strong and solid. Now we had an opportunity to look at data, outcomes, and the GREAT Team has just crafted the long-term plan. Encourages you to read this 28-page document of what we are doing to move the bar on our Graduation Initiative. Everything from enrollment service and Bridge to writing across the curriculum, talked to 15 to finish, 30 credits a year to allow winter and summer. An impressive document, comprehensive of all the work we are doing to address this initiative. We’ve seen some big success. Worked hard last year to engage in intrusive counseling, 298 students are on the cusp, they are 1-9 units from graduating. Of this group, 191 will graduate than who had applied. They will claim a diploma thanks to the faculty and staff who made that happen. Intensive effort, great outcomes. As a result of faculty, staff, and the deans work, they opened up winter sections, providing more opportunities to take courses. We had about 28% increase in course sections in spring. All played into those 200 students graduating. Can’t thank everyone enough. Ovation.

Always tell students big things aren’t accomplished in isolation, and that is true of our efforts as well.

Personal achievement, won’t brag, but memorable for her. Early in the first few weeks, Speaker Sims and she met to discuss if we could sunset the trust restoration planning committee, and agreed we could and we did. It served a purpose but it reflects that it’s a new day at Stanislaus State, and speaks to the level of trust created through shared governance. It was an enjoyable moment to sunset that. It has been replaced by governance conversations every two weeks with the Provost AVPFA, the Speaker and Speaker elect.

She is super excited about enrollment management; the Academic Affairs is excited that we have a SPEMI unit. Really looking forward to engaging conversations. Had talks today about graduate education, looked at data, and had a deep and exciting conversation. Truly making data-informed decisions will help with the budget, staffing plans, and help across the board.

Honored by the team she works with on a daily basis, Deans, AVPs, staff in the office. A talented, talented group, and she means it most sincerely. Great to build relationships across the campus. Needs to get to know more of the faculty and staff, building the relationships. She has a long list of things we’ll be doing, but won’t share a complete list of things of next year, but there are a couple to identify.

Spending time talking about faculty development. AVP Jake Myers had conversations, good ideas, and they talked about it a lot. Talked about students, about how to better support untenured faculty organization\, FDC, FCETL, support department chairs, etc.

Had the pleasure to talk to a lot of students earning awards and are ready to graduate. At Phi Kappa Phi, talked about learning and the fascination about learning and called on the motto “let the love of learning rule humanity”. Don’t you want to live in a world like that, where love of learning rules humanity. Then paused, said I do, I work in a university. How privileged we all are to celebrate every day. Wants to say thank you to all of you. Has learned from all of you in the last few months about the University and the culture of the University. She read 50 RPT files, and was blown away by the research, teaching, and service. She’s spent so much time with Speaker Sims thinking in analogies to conducting. Candidates in physics, anthropology and Social Work to tell about research. Really looks forward to the years ahead. Thank you all.

1. **Remarks by CFA Chapter President Steven Filling**

At Tuesday’s Senate meeting, he heard Wooley say that he was to set a challenge for these reports to be three awesome minutes. You have been warned.

There is a new climate on campus, our president and provost not only will talk to CFA, they reached out and called us first. This is a big change over the last decade. Demonstrates a commitment to make things work for all of us and hopes we can make real progress. We have reincarnated the family-friendly picnic which will continue. Will note that the CFA showed some leadership this year. The Stanislaus chapter established an endowment to fund the food bank and emergency student loan fund with $35K in donations and ramped up fundraising to make that bigger. Leadership, folks at Fresno are trying to make it work, and Chico will do it as well. One of the things that keep us in the CSU, we give a damn about our students and put our money where our mouth is. Ovation.

On a less upbeat note, this Tuesday we passed a resolution at the Senate speaking to colleagues at CSUSB. Later that afternoon, the CSUSB Academic Senate voted No confidence in their president that did pass and is going to faculty for a vote. Chancellor issued a trumpesque statement, that the CSUSB president has his full confidence and support until he fires him.

At the system level, the contract expires June 30, 2018. Bargaining in August, sunshine proposals late summer, more information will be shared as things proceed. Was asked to contribute to help Governor Brown see why funding the CSU is important. It didn’t work as well as he’d hoped. In the May revise, Brown cut the CSU by $4 million. Related to fee increase, if increase tuition costs more in Cal grants so he took money from campuses for that. We will push him and the legislature until things become final in mid-June. Brown was serenaded today by CFA activists and students. Knows everyone is ready to grade finals and visit the campus less frequently for a few months. CFA will do its best to keep you informed without drowning your mailbox. Have a good summer folks.

1. **Reports and Announcements**
2. **Faculty Affairs Committee (Cathlin Davis)**

In the 2016-2017 academic year, the Faculty Affairs Committee was able to conclude discussion on several key issues, and make progress on other issues that will continue into the next year. FAC met with representatives of the University Strategic Planning Council and WASC Steering Committee to provide input and feedback. We were thus part of the campus-wide conversation on future directions for the University. FAC is heartened to see the consultation process followed so robustly by so many constituencies.

FAC sent forward five resolutions to Academic Senate, all of which were approved. The committee would like to thank all of those who participated in discussion of these various issues. In particular, we would like to thank faculty who asked questions that led us to deeper conversations, and, we hope, better policy decisions.

In brief, here is what we accomplished this academic year:

FAC sent two revised policies and three Constitutional amendments to the Academic Senate:

10/AS/16/FAC Consensual Relationships & Power Disparity Policy

In fall, we completed consultation on the Power Disparity Policy, reconciling the Chancellor’s Executive Order with our previously-in-place local policy. This was passed by the Academic Senate on October 18, and approved by President Junn on December 2, 2016.

9/AS/17/FAC Temporary Faculty Range Elevation

At the end of the academic year (in April), an issue arose regarding Contingent Faculty being eligible for Range Elevations (pay raises). In order to fix the problem, we needed a temporary policy in place for Fall 2017. FAC met with Chris Nagel, CFA lecturer representative, and Jake Myers, AVP for Faculty Affairs. We created a policy that will be in place only for 2017-2018. It was approved by the Academic Senate on May 9, and is awaiting approval by the President. In 2017-2018, FAC will continue the discussion and propose a permanent campus policy.

Amendments to the Constitution of the General Faculty

FAC continued consideration of expansion of the definition of General Faculty, specifically including part-time faculty in the definition, and thus in governance work. After extensive consultation and information-gathering, an amendment was proposed and sent forward to faculty. During this discussion, FAC also noted aspects of the Constitution that needed updating. The proposed amendments were sent forward in three sets:

3/AS/17/FAC/SEC Amendments to Article IV. Sections 1.0, 2.0, and Article IV. Sections 2.1, 4.0, 5.0 for editorial changes to committee membership descriptions

This amendment clarified language which describes committee membership. Membership for each committee is now given in parallel structure, making it easier to compare membership requirements across committees. This amendment was approved by the Academic Senate on 4/4/17, and by the General Faculty on 4/27/17, and currently awaits approval by President Junn.

4/AS/17/FAC/SEC Amendments to Article VI. Sections 2.1, 3.0 for changes to committee membership designations

This amendment added language to three committee membership lists: Committee on Committees, GE Sub, and Writing Committee. Anticipating the change in the definition of General Faculty, the new language maintained the restriction that only full-time faculty should be on the two UEPC subcommittees, and opened the possibility of a part-time faculty member being on CoC. This amendment was approved by the Academic Senate on 4/4/17, and by the General Faculty on 4/27/17, and currently awaits approval by President Junn.

5/AS/17/FAC/SEC Amendment to Article III. Organization of the General Faculty, Membership of the General Faculty

This amendment changes the definition of General Faculty as follows (new material is in italics):

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. *Additionally, after two consecutive academic years of service, academic and academic-closely related personnel employed less than full time* *shall be members of the General Faculty in any academic year in which they are assigned at least twelve WTUs (or the equivalent for librarians and counselors).* In general, membership in the General Faculty shall be limited to professional employees whose duties pertain to instruction, instructional support, and student counseling.

*Academic and academic-closely related personnel who are not members of the General Faculty* shall have the privilege of debate.

*Members of the General Faculty with MPP status shall not be eligible to stand for election nor serve as faculty representatives on any established standing committee.*

This amendment was approved by the Academic Senate on 4/18/17, and by the General Faculty on 4/27/17, and currently awaits approval by President Junn.

II. The Faculty Affairs Committee has within its charge the interpretation of the Constitution of the General Faculty. As such, we are occasionally asked to provide our interpretation on specific situations. In 2016-2017, FAC delivered two rulings:

(1) A faculty member who moves to an administrative (MPP position) cannot serve as a faculty representative in a governance committee. This ruling also led to one suggested change to the constitution, as described below.

(2) A committee in charge of implementing a policy can create procedures, including forms, without sending that form through the governance process.

III. The Faculty Affairs Committee began (or continued) conversations on several important campus issues that will continue into 2017-2018.

(1) Security cameras on campus

 After issues were raised by faculty, FAC sent a memo to the University Police department, outlining the concerns and issues. We have received a response, and continue to discuss faculty concerns regarding privacy.

(2) Process and Procedure for on-line course creation, conversion, and approval

 FAC recommends that department faculty always be part of the discussion, as courses are often offered in multiple modes. We also recommend that continued training be offered and faculty be encouraged to take advantage of those opportunities. Given the draft Intellectual Property Policy from the Chancellor’s Office, FAC will be re-visiting our campus policies in the coming year.

(3) Faculty Recruitment and Appointment Manual

 Issues/concerns were forwarded to FAC from several faculty members. The Committee discussed ways in which the manual can be clearer. We met with AVP Myers, who will consider clarifying language.

(4) College Organizational Structure (focus on Program Directors/Coordinators)

 FAC began this discussion in 2015-2016. We had begun discussion with Provost Strong, and have received some information from Provost Greer. As our new provost settles into her new position, we will be continuing this important discussion. It is clear that there are issues in how position titles are defined, or not.

(5) Processes for approving contracts.

FAC discussed issues with these procedures. These are now being addressed within the Strategic Plan. FAC will continue to monitor procedures as they are addressed by the administration.

(6) Department control of website

 FAC will be developing information to share with faculty regarding website changes. We have learned that staff and faculty can be trained in the software, and though there is still a review process before changes go “live,” the review happens within 24 hours.

It has been a very busy year. My thanks to all of the members of the committee for their thoughtful work this past year. The committee addressed several complex issues, and continually worked to balance our own views with those of the General Faculty. The 201-17 Faculty Affairs Committee members are:

Bill Foreman, Chair-Elect

Michael Bice, COS

Shradha Tibrewal, COEKSW

Keith Nainby, CAHSS

Maryann Hight, Counseling/Library

Gokce Soydemir, CBA

Stuart Sims, Speaker of the Faculty

FAC also continues an open and productive working relationship with the Office of Faculty Affairs; our thanks to VP Ted Wendt and AVP Jake Myers for consultation. Lastly, a very grateful thank you to Isabel Pierce for her administrative support.

1. **Leaves & Awards Committee (Sophie Zong)**

It was my pleasure to serve as chair of the Leaves and Awards Committee this past year with committee members who worked diligently to perform the assigned duties of this committee. The members were:

 Ken Schoenly and James Youngblom – COS

 Tamara Sniezek and Robert Werling – CAHSS

 Anysia Mayer – COEKSW

The workload for this committee has been intense, and these committee members have put in many hours to complete their responsibilities. I sincerely appreciate their efforts. In addition, Ms. Isabel Silveira Peirce has provided excellent support for me as chair, and for the committee as a whole with her organizational expertise. I truly appreciate her support that often goes above and beyond the call. I am also honored to be the first LAC chair being granted by Academic Senate 3 WTUs assigned time for the work as LAC chair. I am thankful for the recognition and support from colleagues.

A special thanks is due to Dr. Shawna Young, AVP for Academic Affairs, and to Joyce Bell, Interim Director, ORSP. The RSCA applications was conducted electronically last year via the InfoReady online portal to fulfill requirements of the Chancellor’s office. ORSP started preparing and testing InfoReady from summer of 2016 to ensure the implementation of the system in Fall 2016. With their support, the first-year implementation has been conducted successfully.

Additionally, Provost Strong and Provost Greer supported the Leaves & Awards Committee by endorsing Committee recommendations and providing resources to further faculty recognition within our community. The Committee is grateful for all they did.

# Research, Scholarship, and Creative Activity Grants

In the 2016/17 AY, the LAC received 37 proposals requesting a total of $252,722.88 compared to 23 proposals of $199,321.62 in the prior year. With the $100,000 award funds available, ranking the applications was extremely time consuming but also inspirational. The Committee found that faculty applying for this award to be not only involved in a tremendous amount of research, but that the expanse of their creative efforts reached out not only locally, but across the globe. The majority of applicants were of high caliber and difficult to rank. The Committee reached final accord on 16 fully funded proposals and one partially funded proposal for a total of $103,433.07. We appreciate that Provost Strong approved all recommended proposals.

# Sabbaticals

In Fall 2016, LAC received 9 applications for sabbatical leaves. Based on the criteria set forth by the call, applications were reviewed and all were found to have met the criteria based on the following priority groups:

 4 applications were placed in the highest priority group.

 5 applications were placed in the second-highest priority group.

# Emeritus Professor

The Leaves and Awards Committee reviewed the recommendation from the Department of History, and the supporting letter from Dr. James Tuedio, to award Dr. Katherine Royer Professor Emeritus status.

Dr. Royer joined Stanislaus State University in 2000 and retired in 2015.  During her 15 years of service at the university, Dr. Royer has been an active member of the History Department.  She has taught various courses, created four new courses and offered the mandatory graduate seminar in historiography.  Dr. Royer received excellent IDEA reviews as well.

While at the university, Dr. Royer made her contribution in service through serving as the Graduate Studies Director of the Department of History and later as the Department Chair. Dr. Royer mentored numerous undergraduate and graduate students in the Honors Program and the Student Research Competition.

Dr. Royer has been productive in scholarly activities.  She produced two chapters for anthologies and two peer reviewed journal articles. She published her book, *The English Execution Narrative*, in 2014 and received some solid reviews.  Dr. Royer also contributed to the Empire’s Conference by being a founding member of the steering committee of the conference.  The conference was hosted by our university for three years.

In light of Dr. Royer’s productivity and accomplishments at Stanislaus State University and her broad impact on our programs, students, faculty, and community, the Leaves and Awards Committee warmly recommends awarding Professor Emeritus status to Dr. Katherine Royer.

The Leaves and Awards Committee also reviewed the recommendation from the Department of Teacher Education, and the supporting letter from Dr. Oddmund Myhre, to award Dr. Kweku Smith Professor Emeritus status.

Dr. Kweku Smith joined Stanislaus State University in Fall 2001 and started the Faculty Early Retirement Program (FERP) in Fall 2012.  His FERP continues through Spring 2017.  Dr. Smith has taught a variety of courses and has been a great instructor with consistently good IDEA scores.  He received full scores in recent evaluations.  Through teaching and advising, Dr. Smith prepared hundreds of future teachers.

Dr. Smith has been active in research activities.  He has published many peer reviewed journal articles, presented in conferences and helped review papers for conferences. He has one book manuscript which is currently under review.  Dr. Smith has also been active in professional services.  He was an active member in the California Association of Bilingual Education and the Association for Supervision and Curriculum Development.

Dr. Smith has been active in committees at all levels, including the Research, Scholarship, and Creative Activity Policy Committee and the University Educational Policy Committee.  He also contributed to the university community through his works as a Host on Preview Days and through his works in the Teacher and Learning Community program and the Teacher Education Selection and Review community.   In each of these services, and many more, he took an active role to ensure the advancement of the university’s mission.

In light of Dr. Kweku Smith’s productivity and accomplishments at Stanislaus State University and his broad impact on our programs, students, faculty, and community, the Leaves and Awards Committee warmly recommends awarding Professor Emeritus status to Dr. Dr. Kweku Smith.

# Awards for Outstanding Professors

Seven nominations were received for the Outstanding Professor Award. The committee noted that each of the seven nominees were strong candidates for this award, increasing the difficulty of its recommendation. After thorough examination of the materials provided by the nominees, the committee unanimously recommended **Dr. Elmano Costa**as the recipient of the **2016-2017 Outstanding Professor** **Award**. All members were impressed by Dr. Costa’s passion and devotion to teaching which was illustrated by his file that detailed his contributions including teaching philosophy, high student evaluations, strong support from colleagues and students, and the sustained impact he has on his students and youth in the local community through his coursework, research and service.

Five nominations were received for the Outstanding RSCA Professor Award. Based on the overall body of work presented, LAC unanimously recommended **Dr. Elvin Aleman**for the **2016-2017 Outstanding RSCA Professor** **Award**.

A single nomination was received for the Outstanding Service in Faculty Governance Award: Dr. Stuart Sims. Upon reviewing his thoughtfully prepared file, LAC unanimously supports the recommendation to award **Dr. Stuart Sims**the **2016-2017 Outstanding Service in Faculty Governance** **Award**.

LAC did not receive any nomination for the Outstanding Community Service Professor Award this year, thus the **2016-2017 Outstanding Community Service Professor** **Award** will be vacant. However, the committee believes that many faculty members have done excellent service to our community and could have been recognized by this award.

# Elizabeth Anne B. Papageorge Faculty Development Award

The Leaves and Awards Committee and the Director of the Faculty Center for Excellence in Teaching and Learning reviewed the materials submitted by the nominators and nominees for the Elizabeth Anne B. Papageorge Faculty Development Award. Application packets were received from four candidates. The committee was impressed by the accomplishments, dedication, and potential of all the nominees.

After thorough deliberation of the relative merits presented, LAC unanimously recommended awarding **Dr. Christopher Claus the Elizabeth Anne B. Papageorge Faculty Development Award**. Dr. Claus submitted an exceptional file that demonstrated his thoughtful commitment to tethering outstanding teaching with his research and scholarly activities as well as his service on campus and in the community.  IDEA scores and supporting letters from students indicate that while Dr. Claus holds students to a high academic standard, he also provides the instructional and mentoring support that students need in the pursuit of their own professions.

## Assigned Time for Exceptional Service to Students

In Spring 2015 the Academic Senate passed 4/AS/15/SEC Policy: Assigned Time for Exceptional Service to Students. The purpose was to provide a process for all Unit 3 faculty to apply for assigned time for exceptional levels of serve to student that supports the priorities of the CSU system. The Collective Bargaining Agreement between the CFA and the Board of Trustees of the CSU designated the awarding of assigned time in the form of Weighted Teaching Units, WTU to Unit 3 faculty employees (including lecturers) who were engaged in exceptional levels of service that support the CSU’s priorities, but who are not otherwise receiving an adjustment in workload to reflect their efforts.” Awards are designated for workload beyond the requirements of regular faculty assignment in enhancing the student learning environment.

The LAC was charged with requesting, evaluating and making recommendations with respect to Unit 3 faculty applications for Assigned time for Exceptional Service to Students in AY 2014/15, AY 2015/16, and AY 2016/17 per the (Collective Bargaining Agreement (CBA) and 4/AS/15/SEC Policy: Assigned Time for Exceptional Service to Students).

When the Unit 3 Collective Bargaining Agreement was extended through June 2018, the Exceptional Service to Students program was also extended. Based on information received from the Chancellor’s Office, there are 13.8 WTUs of assigned time to be distributed in our campus in the 2017/18 academic year.

The SEC decided that the current resolution 4/AS/15/SEC will be amended to include the 2017/18 distribution of the 13.8 WTU. Once it is approved by the Academic Senate, the Academic Senate Office can send out a Tentative Call to all Unit 3 faculty. Faculty applications and recommendations of LAC will be completed in Fall 2017.

**c)       Committee on Committees (David Zhu)**

I would first like to give my appreciation to the members of the 2016-2017 Committee on Committees. These members include:

David Zhu, (1 yr.) CBA Chair

My Lo Thao (2 yrs.) Any College, Library, Counseling

Steven Wood (2 yrs.) CAHSS

Mechelle Perea-Ryan, (1 yr.) COS

Anne Weisenberg, (1 yr.) COEKSW

Stuart Sims, Speaker

Cathlin Davis, Speaker-elect

I am very grateful for all of their hard work towards the goal of faculty representation on various campus committees, thereby continuing with the principles of shared governance.

Additionally, I would like to thank Ms. Isabel Silveira Pierce and Ms. Whitney Placido for all of their work, assistance, and support for the Committee on Committees. Isabel and Whitney have been invaluable for this committee, as they have done a wonderful job of keeping all of us organized and informed; contacting faculty, staff, and administration whenever needed; and helping me keep my head above water as the Committee Chair. They have both been wonderful assets to the Committee.

The Committee would also like to extend its appreciation to President Ellen Junn, Provost Kimberly Greer, and AVP Shawna Young. While I have been Committee Chair for the last year, the campus senior administration has made an outstanding effort to work with our committee in the spirit of shared governance. All of us have worked well together and maintained a friendly and cordial working relationship. We are very appreciative of this, and we hope that the positive dialogue and atmosphere will continue in the future.

**Committee Appointments**

As of May 4, 2017 the Committee on Committees made a total of **127** appointments and recommendations in the 2016-2017 academic year. These appointments and recommendations spanned across **47** committees, subcommittees, boards, and working groups. We understand that several of these committee assignments can be challenging, and that members of our faculty already have a high workload. We are grateful that many of our colleagues willingly agreed to serve on these committees.

The **47** committees to which we provided appointments and recommendations include (number of individuals are in parentheses):

Academic Appeals Committee (4)

Academic Space Planning Committee (6)

Ad Hoc Committee to Evaluate Effectiveness of the Increased Student Evaluation of Courses Policy (3)

Affirmative Action Diversity Committee (2)

ASC Faculty Fellows (1)

ASI Representative for Assessment of Student Learning Subcommittee UEPC (1)

ASI Representative for Technology and Learning Subcommittee of UEPC (1)

ASI Representative for the University Educational Policy Committee (1)

Assessment of Student Learning Subcommittee of UEPC (5)

Associate Vice President for Development and Alumni Engagement Search Committee (2)

Associate Vice President for Faculty Affairs Search Committee (3)

Associate Vice President for Marketing Communications and Media Search Committee (2)

Associate Vice President, Financial and Support Services Search Committee (2)

Civic Engagement Faculty Learning Committee (6)

College of Arts, Humanities and Social Sciences FLCs (5)

College of Business Administration Dean Search Committee (3)

College of Business Administration Inquiry and Analysis (5)

Core Competencies Faculty Learning Communities FLCs (15)

Dean of the College of Business Administration (3)

Faculty Affairs Committee (1)

Faculty Budget Advisory Committee (3)

Faculty Director for Advising and Learning Cohorts (4)

Faculty Fellow for Assessment and Continuous Improvement Review applications committee (1)

Faculty Representative on ASI Board (1)

General Education Subcommittee of UEPC (4)

Institutionally Related Activities Committee (4)

Interdisciplinary Studies Committee (1)

Leaves and Awards Committee (1)

Library Renovation Project Planning Committee (5)

Presidential Transitional Team (3)

Provost and Vice President of Academic Affairs Search Committee (4)

Psychological Counseling Representative on the Academic Senate (1)

Research, Scholarship & Creative Activity Policy Committee (1)

Safe Campus Committee (1)

Sustainability Coordinators Review applications committee (1)

Student Fee Advisory Committee Designee for Speaker Stuart Sims (3)

Student Success Committee (2)

Technology & Learning Subcommittee (5)

University Budget Advisory Committee (3)

University Educational Policy Committee (1)

University Facilities Planning Advisory Committee (1)

University Institutional Review Board Members (2)

University Strategic Planning Council (6)

University Writing Committee (3)

Vice President for Business & Finance Search Committee (2)

Vice President Strategic Planning, Enrollment Management, and Innovation (2)

WASC Steering Committee (2)

**Committee Preference Forms**

This year, we received **96** Committee Preference Forms. Thank you to each faculty member who submitted these forms.

However, as has been the case in past years, Committee on Committees struggled to assemble a Spring ballot that included multiple names for each position. In some cases, the Committee had difficulty in securing one individual to run for a given position. As noted in last year's report, much of the difficulty was a direct result of faculty concerns regarding workload and available time. In addition, the after effects of the college reorganization were still felt, as some committee membership structures still needed adjustment to secure staggering of terms. Furthermore, the continued loss of tenure-track positions and increase in FERP faculty has had an adverse effect on recruiting volunteers for committees, and we believe that this will continue to be a challenge in the future.

**d) University Educational Policies Committee (Megan Thomas)**

Members:

Mark Thompson, Chair-elect

Vacant, Counseling Representative

Laura French, Library Representative

Michael Fleming, College of Science Representative

Shawna Young, Executive Secretary

Teresa Bargetto, At Large Representative

Brent Powell, College of Education, Kinesiology and Social Work Representative

Tiffany Spalding, Associated Students, Inc. Representative

Stuart Sims, Speaker of the Faculty

Gerard Wellman, College of the Arts, Humanities and Social Sciences Representative

Jingyun (Jenny) Li, College of Business Administration Representative

*Non-voting:*

Lisa Bernardo, Director of Enrollment Services, standing guest

Sarah Schraeder, Recording Secretary

The committee held 14 meetings during Academic Year (AY) 2016-2017. The members are to be commended for their hard work, diligence and attention to detail. The committee is especially fortunate to have the knowledge of Lisa Bernardo and the excellent recording and information retrieval skills of Sarah Schraeder. The committee was able to present one resolution to the Senate Executive Committee (SEC) and then Academic Senate (AS). We also discussed numerous topics and approved one program name change and one center discontinuation. Below is a summary of the activities of the University Educational Policies Committee work for AY 2016-2017.

The UEPC sent one resolution to SEC and the Academic Senate in AY 2016-2017.

**10/AS/17/UEPC Campus Implementation of SB 412: The California Promise.** CA Senate Bill 412 was signed into law in September 2016. This bill requires all CSU campuses to offer pledge programs for entering freshmen who commit to completing their degrees in 4 years, and to entering transfer students to commit to completing in 2 years. Stanislaus State is one of the campuses required to have a pledge program in place for transfer students entering in Fall 2017. Priority registration and academic advisement are both mandated by this law for students participating in the CA Promise Program.

In discussion within UEPC and Academic Senate it became clear that local faculty are extremely concerned that our campus policies remain sensitive to the needs of students who, because of family, financial, or other considerations, are not able to commit to graduating in two or four years as SB 412 requires of participating students. Penalizing, with a late registration time slot, students who, for example, need a part-time job to help pay their college fees and so are unable to take as many units each semester compared to a student who can work on college classwork full-time, would not be compatible with our commitment to helping all of our students graduate in as timely a manner as each student’s circumstances allow.

The CA Promise Ad Hoc Work Group (Lisa Bernardo, Scott Davis, Betsy Eudey, Mark Thompson, Shawna Young) generously worked under a short deadline to draft a policy to enable Stanislaus State to satisfy the requirements of SB 412. Students participating in the CA Promise Program will be offered priority registration in the second pass of our Two-Pass Registration system, within each student’s class rank, plus the academic advisement SB 412 requires. The resolution identifies the local requirements students must satisfy to participate in the CA Promise Program and how their advising requirements will be structured.

The UEPC held robust discussions of the following:

**Draft Calendar for College Year 2020-2021.** The placement of Spring Break and Reading Day was discussed, and UEPC decided to align Spring Break with Turlock Unified School District Spring Break in 2021. The Stanislaus State Academic Calendar Policy, the Reading Day history document, and other Bb documents were reviewed by members. After much debate, UEPC decided to try a week-long break during the week of Thanksgiving in 2020, by moving Fall white days to that week. Discussion in Academic Senate indicated cautiously positive, certainly lively interest in trying this variation on Stanislaus State Fall semester arrangements. UEPC noted that the experiment with Thanksgiving week may not be repeatable in future years due to variations in weekday/holiday placements from year to year.

**Policy for Change of Major, Adding a Second Major, Adding an Additional Minor.** During AY 2013-2014, an Academic Senate resolution proposed "that upon completion of 90 units, all students wishing to change their major, add a second major, or add a minor, must develop a plan demonstrating their ability to complete the new course of study within a 140‐unit limitation and submit the plan for signature to the new department chair and dean. Those unable to adhere to this policy must obtain approval from the new department chair and dean of the college that houses the requested program of study." This resolution was returned to UEPC for further analysis to determine how many students would potentially be affected.

In Spring 2017, L. Bernardo brought a report to UEPC. The report summarized policies regarding double majors at a variety of CSU campuses, and actual change of major (adding a major, deleting a major, changing a major, declaring a second bachelor degree) data for Stanislaus State students at different class levels (freshmen, sophomores, etc.) from Fall 2011 through Fall 2016. UEPC discussed the data over the course of several meetings. Combining the relatively low and possibly falling numbers of change of major actions late in student careers, the significant changes in financial aid policy, improvements in advising practice, and improved advising training in recent years, and the hopefully positive effects on student planning of the new Academic Success Center, UEPC concluded that proposing a new policy regarding changes of major in degree programs would have no beneficial effect for students. UEPC will not propose such a policy unless and until data indicates a need. This item has been removed from UEPC’s agenda.

**Draft Revisions to Executive Order 1071 – Delegation of Authority to Approve Subprograms.** In Fall 2016, the CSU Chancellor’s office sent a draft of EO 1071, which added a requirement that options, concentrations, or special emphases constitute less than half of the units in any major program, to Stanislaus State for feedback. UEPC discussed the draft Executive Order 1071, paying particular attention to how many programs might be affected, the deadlines for compliance, and the nuances of the language in the draft EO 1071. UEPC assembled a list of requests for clarification and sent them to Interim AVP for Academic Affairs Shawna Young and Speaker Sims to be integrated into the campus response for the Chancellor’s Office.

**Quantitative Reasoning Task Force Report Response.** In Fall of 2016 the Academic Senate of the CSU endorsed the ASCSU Quantitative Reasoning Task Force Report issued in Sept 2016 and called for implementation of the report recommendations. Upon the request of SEC, UEPC discussed the report and the implications of its recommendations, both locally and in the wider Californian community.

UEPC was in favor of the Task Force recommendations. UEPC wished to add to the campus feedback a reinforcement of the importance of properly supporting the recommended CSU Center for the Advancement of Instruction in Quantitative Reasoning, and of making the resources developed by this center available to all K-12 teachers, with particular attention paid to teachers in geographically remote areas of CA and to teachers in under-resourced areas. The committee feedback was forwarded to SEC to develop a final campus response.

**WASC Self-Study Feedback**. In February 2017, representatives from the WASC Reaffirmation Self-Study visited UEPC to discuss the results of a Qualtrics survey. The survey asked UEPC members their opinions about how Stanislaus State satisfies the WASC Criteria for Review most relevant to UEPC’s charge. The WASC Self-Study members visited UEPC to review and discuss the survey results in more detail so that the discussion results could be incorporated into the self-study process.

**Change of Numbering for Individual Study.** UEPC was asked to look into the interaction between repeated individual study courses, financial aid, and students who are at or over 180 course units completed (150% of the 120 units to complete most BA/BS degrees), and consider whether allowing individual study course to have different numbers in addition to 4980 (4981, 4982, 4983, …) could help some students. After consultation with the Director of Financial Aid, it was concluded that the numbering of courses is not relevant to the particular Financial Aid challenge at hand, so a new UEPC policy could not be helpful.

**Campus Space Management.**  In Fall 2016, UEPC was asked to review a draft plan for a Campus Space Plan Committee and draft Space Management Guidelines. UEPC reviewed and discussed the draft plans, identifying several concerns regarding similar, past committees, appropriate membership in proposed committees, and also related concerns regarding workload. The discussion results were sent to Speaker Sims for incorporation into overall faculty comments about the plans.

**Revisions to the Program Revision Form.**  A revised version of the Program Revision Form, more consistent with current practices in curricular paperwork, was proposed to UEPC. The new form was approved in April 2017.

**Certification and Recertification Process for General Education Courses.** Several times over the course of AY 2016-17, UEPC discussed the plans developed by the General Education Advisory Council (GEAC). Some of the discussions included either the GE Director, Scott Davis, or the GE Director and other members of the GEAC. UEPC and the visitors discussed at different times the plan for aligning existing GE courses with the new GE Goals and Outcomes, the plan for how future GE courses will be approved, and the appropriate faculty governance consultation and approval the changes will require. There was considerable debate over the extremely fine distinction between procedure, which UEPC alone has approving authority over, and policy, which requires approval by UEPC, SEC, and potentially full Academic Senate.

GEAC was encouraged to finish planning the procedures for re-certifying old GE courses to ensure they satisfy the new GE Goals and Outcomes. (Recertification will occur at the time of department APRs, to more evenly spread out the work over time.) The new process requires mapping all existing GE courses to the new GE Goals and Outcomes they currently address, which requires department by consultation with each department that offers GE courses, a time-consuming process.

UEPC recommended that the new GE certification procedure/policy, after it has been completed by GEAC, at a minimum include approval by GE Sub, UEPC and SEC. At that time, SEC can make the final judgement about whether approval by the full Academic Senate is appropriate. Further discussion of this subject has been deferred until the GEAC completes its work on the full recertification plan and it is approved by GE Sub.

**Active Learning Classrooms.** In Fall 2016, funding was made available for remodeling a limited number of classrooms to be “Active Learning Classrooms” with a tentative promise that more funding might be available in future years if the initially remodeled classrooms work out well. Due to some unfortunate miscommunications, initial news of the remodeling plans caused considerable anxiety among faculty members worried that the classrooms they personally find best suited for their class activities would be selected for remodel. Several times over the course of AY 2016-2017, UEPC discussed all aspects of this project – what active learning is, what kinds of physical attributes a classroom supporting active learning would feature, what the appropriate policy for selecting classrooms for remodeling should be, how faculty should be consulted in the classroom selection process, etc. The decision was made that the appropriate committee to be “point” on this project is the Technology and Learning Services (T&L) Subcommittee of UEPC, and the creation of all relevant policies was assigned to T&L. (Due to intense interest in this project on UEPC’s part, T&L Sub was micromanaged on this issue more than is usually the case, and UEPC deeply appreciates the patience and openness with which T&L Sub dealt with UEPC questions.)

T&L Sub worked with Facility Services and other relevant parties to select one room, not currently used as a teaching classroom, and the design for remodeling the room in summer 2017 for experimental use in Fall 2017. Developing a policy to guide the selection of future classrooms and other aspects of this project has been deferred to T&L Sub.

Note that planning and funding for the Active Learning Classrooms, though it involves some of the same staff members, *is not part of* the existing plans by OIT to upgrade classroom projectors, related hardware, and computer interfacing software to more modern hardware and software. They are separate projects with separate funding.

(See the agenda items not completed, below, for more discussion.)

The following program changes were approved by UEPC:

**Program Revision: B.A. in Agricultural Studies to B.S. in Agriculture.** UEPC approved the name change for the B.A. in Agricultural Studies to a B.S. in Agriculture. In the course of discussion, strong support was expressed for programs carefully arranging their curriculum so that a student who completes program prerequisite classes will be able to enroll in most upper division elective courses for a major without needing to take additional prerequisite courses. Courses that students need to take in order to fulfill program requirements should not be “hidden” from students. The proposal was forwarded to the AVP for Academic Affairs for submission to the Chancellor’s Office for approval.

**Discontinuation of the Center for Direct Instruction.** Upon the request of Oddmund Myhre, Dean of the College of Education, and Elmano Costa, Chair of the Department of Teacher Education, after discussion and as no comments were submitted by anyone else in the campus community, UEPC approved the discontinuation of the Center for Direct Instruction and forwarded the proposal to Provost Greer for final review and approval.

These agenda items were not completed:

**Exception Request Form for Course Time Module.** The Course Time Modules Policy passed by Academic Senate in Spring 2016 requires that “Exceptions to these time modules will be approved by each college dean.” In Fall 2016, UEPC was asked to create a form to enable faculty to consistently request, and deans approve, such exceptions. Revision of the form has been on-going.

Particular concern has been expressed, by multiple parties, about cases where courses were scheduled into a classroom back to back, with one class ending at the same minute the next class is scheduled to start. This occurs when one of those classes has requested a non-standard time (which required no approval before the new CTM policy). Such scheduling makes it impossible for both faculty involved to use their entire scheduled class time for class. UEPC would like to courteously yet firmly request that exceptions that create such back to back schedules never be approved.

**Adding Pathways / Meta-Majors / Affinity Explorations.** In Spring 2016, members of the Pathways Faculty Learning Community visited UEPC to discuss their draft GE Structured Exploratory Emphases (SEE). The plans for SEEs on this campus are concrete enough that the appropriate means to embed SEEs into the Stanislaus State faculty governance structures need to be developed. UEPC held a robust discussion of assorted possible ways to ensure appropriate review of future SEEs and changes to future SEEs while trying to remain sensitive to workload issues in existing committees, particularly the Committee on Committees (CoC). The sketch of a plan for governing SEEs emerged from the discussion. UEPC will likely need to revisit this topic, either upon the request of the Pathways FLC, or when a policy regarding incorporating GE SEEs into our Academic Catalog and faculty governance is sent to UEPC, likely from the General Education Subcommittee of the UEPC – GE Sub).

**Active Learning Classrooms.** As noted in the longer discussion above, while a plan for a singled ALC room has been approved for Fall 2017, developing a policy to guide the selection of future classrooms and other aspects of this project has been deferred to T&L Sub.

**Charge of the Assessment and Student Learning Subcommittee.** This item will be a carryover into AY 2017-18. The ASL subcommittee will propose a revised charge to UEPC, if they so wish.

**Review of Online and Technology Mediated (OTM) Courses and Programs Policy.** The existing campus OTM Policy was approved in 2011. The state of technology has changed considerably since this date. UEPC was asked to review and update the campus OTM policy as necessary. UEPC discussed the existing policy and made a list of initial concerns, which were sent to the Technology and Learning Subcommittee in Spring 2017 with a request to review and update the policy in order to propose an updated policy to UEPC. This agenda item has been deferred until T&L Sub completes their work.

The committee also reviewed the work of the four standing sub-committees of the UEPC, as reported in their respective year-end reports:

**University Writing Sub Committee:**

Andrew Hinrichs, Co-Chair, Management

Jesse Wolfe, Co-Chair, English

Rachel Grimshaw, WPST Coordinator, ex-officio

Meggan Jordan, Sociology

John Wittman, Writing Program Director, English

Peter Xu, Operations Management

Susan Eastham, Kinesiology

Patrick Kelly, Zoology

During 2016-17, the University Writing Committee:

* Reviewed 9 courses for continued WP standing.
* Requested assessment materials for 9 courses of the Spring 2017 semester to be reviewed during the Fall semester of the 2017-2018 Academic Year.
* Will be reviewing 2 proposals for new WP courses by May 2017 meeting.
* Discussed, reviewed and edited the GWAR Implementation Policy – updates and edits are to be discussed and implemented (May 2017 meeting).
* Discussed policies regarding writing requirements for WP courses including a suggested minimum word count per course and more effective language defining developmental feedback based on course-review experiences from committee members.
* Updated WP Course Tracking Spreadsheet and discussed data availability of new courses and new instructors for WP courses before the start of each semester for more efficient and effective communication between UWC and instructors of WP courses.
* Discussed online WPST requirements - One promising strategy implemented by the WPST Coordinator was a Grammar Boot Camp offered in January to students who were struggling to pass the WPST. Twenty-four students were selected, 18 attended, and 9 passed the WPST after participating.

**General Education Sub Committee:**

GE Membership Fall 2016

Bao Lo, CAHSS, Chair Heather Deaner, COEKSW Aletha Harven, COS

Katie Olivant, Library/At Large

David Zhu, CBA

Scott Davis, Faculty Director of General Education

GE Membership Spring 2017

Heather Deaner, COEKSW, Chair

Aletha Harven, COS

Bao Lo, CAHSS

Katie Olivant, Library/At Large

David Zhu, CBA

Scott Davis, Faculty Director of General Education

*Course Approvals*

GE Sub reviewed and approved sixteen courses under the new GE Goals.

SOCL 3190 (New Course)

AGST/GEOG 2014 (Modified Course)

ENGL 1001 (Modified Course)

GEND 3550 (Modified Course)

ANTHRO 3555 (Modified Course)

ETHS/THEA 3600 (Modified Course)

KINS 1990 (Modified Course)

ART/GEND 4070 (New Course)

AGST 2200 (New Course)

ENGL 1003 (Modified Course)

CHEM 1100/1102 (Modified Course)

AGEC 2510 (New Course)

NSCI 1000 (New Course)

PORT 2011 (New Course)

ART/GEND 4080 (New Course)

ETHS 3100 (Modified Course)

*New and Modified Course Proposal Forms*

GE Sub discussed the information requested on the new and modified course proposal forms under the General Education section and whether faculty are articulating what is being asked in these forms. Faculty should pick 2-4 GE goals and outcomes and then explain how the course objectives and course materials align with these goals. It seems faculty are not able to match up the GE goals and course materials and objectives. The Sub should expect that the course meets these goals, and if not it will be returned for revisions. The Sub suggested that having a good sample for faculty would be helpful, and hopes that the Recertification Process coming from GEAC will resolve these confusions.

*Evaluating GE within Program APRs*

GE Sub reviewed and made recommendations on the GE portion of one APR: Anthropology. The Sub appreciates the Anthropology program's efforts to update course syllabi to reflect the new GE goals and SLOs.

After reviewing guidelines drafted by the previous year’s Sub members, the GE Sub still needs clearer guidelines for reviewing the GE section of the APRs. The Sub suggested that the GE Assessment Council discuss this and inform the Sub before letting UEPC know what guidelines the Sub will be using for reviewing the GE section of APRs. UEPC can then distribute the guidelines to the campus.

*GE Program Unit Pattern*

GE Sub discussed the current “51-unit minimum” GE program and aspects that make it impossible for students to complete the program in 51 units. Specific items mentioned include the Area B Lab requirement, which is not accounted for and always demands at least one extra unit; Area D, which kept all 12 allocated units when Area F3 was created; and nearly all courses offered in Area E1, allocated 2 units (to accommodate a 1 unit PE requirement), are currently 3 units. In addition, it was noted that Area A2 (Written Communication) incorporated First Year Experience elements that increased each course to 4 units. While there is still a 3-unit alternative, it is unclear at what level that option will continue to be offered. The Area E1 complement to Stretch First Year Composition is a 4-unit course, in an Area allocated 2 units, further compounding the issue as most students experience it. GE Sub will continue to discuss this issue in the future as direction is provided from various groups such as the ASCSU GE Task Force.

GE Sub wishes to acknowledge and thank Whitney Placido, Recording Secretary for GE Sub, for the considerable time and effort she devotes to our work.

**Assessment of Student Learning Subcommittee**

Umar Ghuman, (1) CAHSS

Xinmei Xie (Lucy), (2) CBA

Alfred Perez, (1) COEKSW

Kelly Cotter, (1) COS

Matthew Moberly, (2) At Large

Virginia Montero Hernandez, (2) At Large

None assigned, ASI Student Representative (One –year Term)

Marina Gerson, Director of FCETL, ex-officio non-voting

1. Develop policies and procedures related to assessment of student learning to be submitted to UEPC for review and approval.

1. The ASL reviewed and discussed the current annual assessment report review criteria and its process of application. No further recommendations were provided to modify these rubrics
2. The ASL agreed to be informed about the work and progress discussed during UWAAC Meetings. When possible, the ASL chair participated in those meetings. Erin Littlepage and Marina Gerson were the main liaisons with the UWAAC advisory committee, they kept ASL updated of the issues addressed by UWAAC.
3. ASL was informed about the implementation of the university-wide accreditation process (WASC). Erin Littlepage suggested that the ASL could be interested in participating in the accreditation workgroups as a supportive body. The members of the ASL consist of Assistant Professors primarily; therefore, there was hesitation to undertake a critical role in the process. The ASL members agreed to participate on an individual basis. Additionally, the ASL is open to engage in communication with specific workgroups who could be interested in requesting support from the ASL.
4. The ASL emphasized the fragmentation of communication and work between the other three Subcommittees (Technology and Learning, Writing…). The ASL suggested stimulating communication among these committees and the UEPC.

2. As requested by academic programs, review and make recommendations regarding the mission and scope of assessment plans to promote and improve student learning and the implementation of those plans within the University’s academic programs.

1. The subcommittee discussed the APR for Programs in Year 3 and Year 6. A memo was sent out to contact programs in Year 3 and 6 of the APR cycle. The purpose of the email was to notify the Deans that ASL is available to review reports and provide feedback to programs. ASL discussed about inviting programs to attend a meeting or possibly hold open forums for programs to receive feedback and discussion on annual reports. No programs formally submitted a request to provide feedback from ASL.

NOTE: Administrative Assistant, Ms. Whitney Placido, continues to provide exceptional administrative support. This committee appreciates her dedication.

**Technology and Learning Sub Committee**

Peggy Hauselt, Chair, (2) College of the Arts, Humanities and Social Sciences

Tim Held, Library

Jeong Youn Kim, College of Business Administration

Andrea Lucero, ASI Student Representative

Anysia Mayer, College of Education, Kinesiology and Social Work

Scott Russell, College of Science

Andrew Wagner, At Large

Corey Cardoza (proxy for Stanley Trevena), Information Technology, ex-officio non-voting

Glenn Pillsbury, Information Technology, ex-officio non-voting

The Technology and Learning Subcommittee’s (TLS) accomplishments during 2016-2017 are listed below.

1. The Subcommittee discussed how faculty and staff find software available at CSU Stanislaus, including: Adobe Creative Suite and Microsoft Office, etc. The Subcommittee thanks Glenn Pillsbury for creating a website listing software downloads:

 <https://www.csustan.edu/oit/licensed-software-tools>

1. The Subcommittee reviewed the Active Learning Classroom project. The Subcommittee viewed potential technology, furniture, and an initial room. The Subcommittee submitted its recommendation to UEPC in April 2017. The Subcommittee intends to continue its review in 2017-2018, including developing a policy on selecting new ALC rooms and reviewing the outcomes of an initial ALC room.
2. The Subcommittee began a review of the Policy for Online and Technology Mediated Courses and Programs. The committee intends to continue this review in 2017-2018.
3. Most TLS work was accomplished in formal meetings held on 9/27/16, 10/26/16, 2/13/17, 3/6/17, 4/3/17, and 4/24/17.
4. The recording secretary was Whitney Placido. The Subcommittee expresses its appreciation for her service.

**e) University Retention, Promotion & Tenure Committee (Susan Marshall)**

As an introduction to the report – The committee would like you to know that reading the RPT binders of our colleagues leaves us feeling very humble. We were and are amazed at how much our colleagues accomplish with very limited resources, how well they do the things they do, and how much they care about our students and our community.

Members of the 2016-2017 URPTC are Steven Filling (Accounting), Susan Marshall (English) [Chair], Susan Neufeld (Advanced Studies), Heather Coughlin (Math), and Annie Hor [Library].

The committee worked very hard to ensure that the RPT process proceeded as specified in policy and procedures. In pursuit of that goal the committee held multiple workshops for deans, for DRPTC members and for candidates to review campus policy and process.

The 2016-2017 cycle, which consisted of a total of 45 reviews, was hectic but manageable. We are very pleased to report that after a conference committee meeting with the Provost we reached agreement on recommendations for almost all candidates. This is truly a testament to the strength of our RPT process and policy. At this time, we don't know the President’s decisions but we have every reason to believe they will be in line with our recommendations.

Experience from this year is consonant with last year – our campus conversation about departmental elaborations continues, and it continues to be the case that while some parties to the conversation feel that some departmental elaborations are too prescriptive, other parties argue that some departmental elaborations do not provide enough guidance for candidates and the various levels of review. URPTC hopes that those conversations will continue and that faculty will continue to assert their primacy over matters of curriculum, research, and faculty status. The URPTC reviewed revised elaborations from nine departments and we are in the process of finalizing acceptance of those revised elaborations.

The Committee wishes to acknowledge with gratitude the assistance and support of Ms. Wendy Miller in the Office of Faculty Affairs. Her organizational skills and attention to detail lighten considerably the load for URPTC, and her vast knowledge of practice and policy kept us on the right track.

**f) Faculty Budget Advisory Committee (Stuart Wooley/John Brandt)**

The Faculty Budget Advisory Committee (FBAC) reviewed university spending priorities and budget recommendations, proposed an academic senate resolution on budget priorities, and provided feedback to other committees.

We reviewed the priorities identified by the Academic Senate/FBAC during AY 2015-2016 and examined how they were addressed in the budget recommendations of UBAC and President Sheley’s response in the summer of 2016. Issues highlighted include proposed optimal targets for tenured/tenure-track faculty, including an average of 18 WTU’s teaching assignment as well as a 75% overall density of tenured/tenure-track faculty. Another concern identified was the status of psychological counseling on campus, including the number, long-term retention, and appointment status of Psychological Counselors.

The committee compiled recommendations for budget priorities which were discussed in Academic Senate and approved as a Sense of the Senate Resolution. These priorities have been forwarded to the University Budget Advisory Committee (UBAC), and include the following items identified as central to supporting the university’s mission:

* Maintain maximum possible access for qualified students, including admission to campus and access to courses required for degree completion;
* Raise the percentage of tenured/tenure track faculty FTEF (as per ACR 73) to 75% (most recently measured at 60.7% as of fall 2016) while reducing the student/faculty ratio;
* In order to effectively support the central mission, adequately fund tenure-track psychological counselors, tenure-track librarians, and career services advisors;
* Fund adequate assigned time for tenured/tenure track faculty to allow an average of 18 WTU’s teaching assignment thus allowing time for expected research, scholarship and creative activities, professional development, and community engagement;
* When hiring lecturers prioritize full time appointments over part time appointments when possible and appropriate to enhance long term teaching, contributions to department, and student learning experiences;
* Institutionalize activities previously funded by grants and other one-time funds that contribute to student success such as CEGE, PACE and FMP;
* In consultation with faculty, implement the best practices identified by the graduation rate initiative which are most meaningful to our campus;
* Fund campus activities that honor and promote diversity on campus and the neighboring communities;
* Hire a Dean (or at a minimum a Director) of Graduate Studies and Research, enhancing leadership and oversight of Graduate programs in campus planning and administration, program outreach, assessment, program review, research, and development.

We discussed the staffing of Psychological Counseling Services, including concerns of regarding the number of counselors available as well as the type of appointments of new hires. By the beginning of fall term, the number of counselors reported by Director Dan Berkow met the target student: counselor ratio recommended in American Counseling Association standards. AVP Ted Wendt discussed the role of probationary (tenure track) versus “temporary” (1 to 3-year contract) appointments, and the associated classifications, retention, and long-stability of psychological counseling positions.

We examined the feasibility of setting more precise targets to reach the goal of 75% tenure-track density set by ACR 73 and subsequent CSU and CFA statements. Discussions highlighted the volatility of the tenure-track “density” ratio, due to the significant fluctuations in state budget and resulting staffing levels, especially for contingent faculty, and that Stanislaus has historically had one of the higher tenure-track: part-time faculty ratios among CSU campuses.

We discussed the WASC survey of FBAC members regarding campus policies and practices, and how to identify available evidence for the areas identified and where to find this evidence to include as part of the accreditation report.

Our final discussions centered on two things. First, the financial impact of the sense-of-the-senate resolution on the Right to an Education Free of Fear and Harassment. The committee suggested edits to make the document more flexible with regard to the financial impact. Second, we discussed purchasing the Interfolio product to be used for electronic submission of RPT files. For a number of reasons, FBAC recommended funding that software.

I would like to thank:

Daniel Davies, Brandon Demers (ASI Rep.), Andrew Dorsey, Cenap Ilter, Provost Greer, Saejoon Kim, Victor Luevano, Brent Powell, Speaker Stuart Sims, Provost Strong, Kim Tan, Richard Weikart, Christopher Vang and Isabel Silveira Pierce, Administrative Analyst for their service.

Respectfully submitted,

John Brandt and Stuart Wooley

Chairs, FBAC 2016-17

**g) Graduate Council (Philip Garone)**

The Graduate Council (GC) is a standing committee of the Academic Senate. Voting members include an Executive Secretary and a graduate program coordinator from each department or school that offers a Master’s or Doctoral degree. Ex-Officio (non-voting) members include the Speaker of the Faculty, the Provost/Vice President for Academic Affairs, deans of the four colleges and the Library, and the Director from the Office of Research & Sponsored Programs. Standing (non-voting) guests include the Director of Admissions/Registrar’s Office, the Director of the Center for Excellence in Graduate Education (CEGE), and the Coordinator of Assessment of Graduate Education. A recording secretary attends all meetings. The GC values this broad membership.

This year the Council met for eight regularly scheduled, two-hour meetings. Significant outcomes from these meetings include the following:

# Approved New Graduate Programs

* Master of Science in Nursing degree with a Family Nurse Practitioner Concentration.

# Academic Program Reviews

* None scheduledfor review by Graduate Council this AY.

# Action Items

* Elected M. Cover as Graduate Council representative on the Research, Scholarship, and Creative Activity Policy Committee (RSCAPC) for AY 2016-2017.
* Resolution for the Reinstitution of a Graduate Dean
	+ Graduate Council dedicated much of the year to discussion of the need to reinstitute a Dean of the Graduate School, a position unfilled since 2005. In fall 2016, GC Chair P. Garone wrote a memo to President Junn calling attention to this issue, and invited her to attend a GC meeting to discuss it. President Junn attended a GC meeting in spring 2017 and expressed support in principle, but acknowledged that there are budgetary and other constraints at play. President Junn stated it would bolster her case with the Board of Trustees to hire a Graduate Dean if Stanislaus State could demonstrate strong faculty support for this position. To that end, GC Chair P. Garone drafted a Resolution for the Reinstitution of a Graduate Dean, which was discussed, revised, and approved in GC, and forwarded to SEC for approval and then to Academic Senate as a discussion item at the final Senate meeting of AY 2016/17. The resolution is expected to be presented in Senate for first and second reading and a vote in fall 2017.
* Graduate Equity Fellowships
	+ Graduate Equity Fellowships were reinstituted by the Chancellor’s Office in AY 2015/16. This year GC established formal protocols and procedures for both the distribution of the awards among graduate programs and the application process and timeline. Because awards must be for a minimum of $1,000, GC determined that the number of $1,000 fellowships that can be granted, based on available funding, would be best met by granting one fellowship to each of the smaller graduate programs and two fellowships to the larger ones. Eligibility language was finalized, and a formal application form generated; calls for applications for the fellowships, to be applied toward students’ cost of attendance for AY 2017/18, were sent out in April 2017. GC determined that the Center for Excellence in Graduate Education (CEGE) would be responsible for coordinating the application process. Financial Aid will then vet all applications for financial eligibility (students must have a financial need of at least $1,000), and qualified applications will be forwarded to the individual graduate programs, which shall have autonomy to choose their awardees, in compliance with program guidelines.
* Co-authorship of Theses, Projects, and Dissertations
	+ Graduate Council debated the current catalog language that prohibits co-authored theses and dissertations, in light of evidence that several disciplines not only allow, but often require, collaborative work, and that numerous institutions nationally allow for co-authorship. Currently, students who wish to submit co-authored theses or dissertations can only do so via a petition for individual exception to program requirements. An ad hoc subcommittee was formed to research the issue further and return supporting documentation to Graduate Council. Following further discussion, the ad hoc subcommittee drafted a Resolution to Permit Co-Authored Dissertations, which was reviewed, revised, and approved by Graduate Council. The resolution would allow for co-authorship in the EdD program only, and will be forwarded to SEC for review in the fall. Further clarifications about policy language were deemed necessary before action could be taken to allow appropriate Masters programs to opt-in for allowing co-authorship. Discussion of Masters programs will continue in fall 2017.
* Graduate Student Probation and Disqualification
	+ In fall 2016, it was brought to the attention of Graduate Council that the current catalog language for probation and disqualification of graduate students, particularly in regard to behavioral issues (which falls under the category of Administrative [as opposed to Academic] Probation and Disqualification), is not as clear as it could be, especially in terms of the role of the deans in the disqualification process and the composition of the student’s appeal committee. After extended discussion in multiple meetings, the language on both these points was revised, and the overall language of this portion of the catalog was reorganized and clarified. The revised language for the catalog was approved by Graduate Council, with the support of the deans, who serve ex-officio on Graduate Council, and has been submitted and entered into the catalog for AY 2017/18. These changes are in keeping with E.O. 1038, “Minimum Requirements for Probation and Disqualification.”
* Electronic Submission of Theses
	+ Dean R. Rodriguez submitted a proposal to Graduate Council to require electronic-only submission of theses, which Graduate Council discussed and approved. Electronic submission of theses has been possible at Stanislaus State since 2011; this change makes electronic submission of theses universal and eliminates the requirement for students to pay for bound copies for the library (although students may still choose to order a bound copy for their personal use).

# Discussion/Information Items

* Strategic Planning and WASC
	+ In February 2016 the Provost provided a document regarding the fulfillment of the goals of the Strategic Plan, which outlined responsible parties and their assigned action items. Goal 5.1.5, “Within two years, increase promotions and outreach to encourage students to apply to graduate programs,” fell under the purview of CEGE and is directly related to the work of GC. It was agreed that GC would work with the CEGE Director to complete the initial report due in September 2016. The incoming Chair of GC (P. Garone) agreed to work with the CEGE Director (S. Young) over the summer to assist the Director in preparing this report. The Director’s report was shared with the Graduate Council at the first scheduled Graduate Council meeting of the 2016-2017 Academic Year and submitted to the Provost.
	+ Graduate Council met with D. Colnic and S. Sims, the co-chairs of the University Strategic Planning Council (USPC) to discuss feedback related to strategic planning for 2017–2025. Suggestions included developing stronger relationships with community businesses through the development of internships and new professional programs; determining how and in what subject areas graduate enrollment should increase; and raising awareness of the importance of graduate education for developing and supporting the region.
	+ Graduate Council met with C. Claus, principal writer, H. Stanislaw, co-chair, and Shawna Young, Associate Vice President for Academic Affairs, Accreditation Liaison Officer, and co-chair, of the WASC Steering Committee to discuss feedback on WASC’s criteria for review (CFRs) that relate to graduate education. The Council discussed the meaning, integrity, and quality of a graduate degree at Stanislaus State.
* CEGE Reports and Activities
	+ The Director of CEGE gave regular reports, including a detailed breakdown of the allocation of CEGE resources for 2016/17, now that the U.S. Department of Education Title V-B grant that established CEGE expired after AY 2015/16. The university has provided funding for the partial institutionalization of CEGE this AY from IRA funds, Graduate School UEE allocations in Enrollment Services, and the Student Success fund in the AVPAA budget. When CEGE Director S. Young moved into the position of AVPAA, M. Cover was appointed Faculty Director of CEGE.
	+ CEGE provided support for Graduate Assistantships and Travel and Research Grants and conducted several workshops and drop-in sessions designed to assist graduate students with graduate school applications, preparing for exams, writing, engaging in research competitions, and formatting a thesis, project, or dissertation. CEGE events have been consistently well attended, and positive feedback is typical from participants.
	+ CEGE sponsored informational / outreach sessions aimed at potential graduate students, and coordinated graduate program representation at the California Forum for Diversity in Graduate Education, held at UC Merced on April 8, 2017. Criminal Justice, English, History, and Psychology representatives attended this recruitment event.
	+ Graduate students on the staff of CEGE, under the direction of then CEGE Director S. Young, organized and hosted a New Graduate Student Welcome Event on August 18, 2016. The meeting was attended by new graduate students, the deans, provost, and president, and included a Graduate Student Alumni Panel and remarks by President Junn.
* Graduate Program Selection of Representative to Graduate Council
	+ In response to a question posed in Academic Senate in late spring 2017 about whether a graduate program’s representative to Graduate Council should continue to be required to be the director of that program, Graduate Council began discussion of that issue. Section 6.1 of the Constitution of the General Faculty explicitly states that the Graduate Director of a program shall be that program’s representative to Graduate Council (with the exception that graduate programs that have multiple concentrations and multiple directors may choose among those directors whom their representative to Graduate Council will be). This is the policy we currently follow. However, Graduate Council is open to considering the idea that graduate programs be allowed to choose their own representative to the council from among their graduate teaching faculty. Discussion of this matter will continue in the fall. If there is substantial support among the faculty of the various graduate programs for changing the membership requirement, then Graduate Council may advance the matter to FAC for that committee’s consideration and then for possible discussion in Academic Senate; an amendment to the constitution would be necessary in order to make such a change.
* Course Time Module Scheduling
	+ New course time modules were introduced for AY 2016/17, as per 3/AS/16/UEPC. These modules include a new 3 unit/1 day 1800-2040 time slot that graduate programs explicitly requested in order to accommodate working professionals. The intention of this time slot was avoid having to schedule evening courses that do not begin until 1920 and that run until 2200. An unexpected consequence has been that graduate courses requesting this time have been “unplaced” in large numbers, as undergraduate courses compete with them for that time. Discussion of potential solutions to this problem will continue in the fall.
* Recent Changes to U.S. Visa Policy
	+ The current administration in Washington, DC has introduced a Senate bill, the “H-1B and L-1 Visa Reform Act of 2017” (S. 180) that, if passed, would prioritize holders of advanced degrees in STEM fields over others. This bill carries implications for Stanislaus State’s ability to hire faculty and admit international graduate students.
* Graduate Admissions Requirements & USC’s International Academy [Articulation Agreement]
	+ The Office of International Education had been working on a partnership agreement with USC’s International Academy to accept their Instructional Level 6 course in lieu of TOEFL or IELTS for graduate admission. However, in 2016/17 USC discontinued communication concerning this matter, and it has been tabled indefinitely.

# Recognition of Service

The GC recognizes and thanks Sarah Schraeder for her excellent administrative support throughout the academic year.

The GC also recognizes and thanks our standing guests, Lisa Bernardo, Dean of Admissions, Registrar; Harold Stanislaw, Coordinator of Assessment of Graduate Education; Matt Cover, Faculty Director, Center for Excellence in Graduate Education, and Ashley Reeves, Assistant to the CEGE Director, who each provide extensive knowledge, consultation, and service to support the work of the Graduate Council.

The GC thanks the following members who participated in special committees and tasks:

* Research, Scholarship, and Creative Activities Policy Committee (RSCAPC) representative
	+ M. Cover
* Strategic Planning for Graduate Education Progress Report
	+ S. Young and P. Garone
* Drafting GC Resolution for the Reinstitution of a Graduate Dean
	+ P. Garone
* WASC Steering Committee
	+ H. Stanislaw (GC Standing Guest)
* Drafting protocol for Graduate Equity Fellowships
* M. Cover, P. Garone, U. Ghuman, L. Bernardo (GC Standing Guest)
* Drafting revisions to catalog language for Graduate Student Probation and Disqualification
* D. Evans (Ex-Officio Member), P. Garone
* GC Ad Hoc Subcommittee for Co-authorship of Theses, Projects, and Dissertations
	+ K. McKenzie, K. Brodie, H. Stanislaw (GC Standing Guest)

We look forward to Dr. Andy Dorsey’s leadership as Chair of the Graduate Council AY 17-18.

**h) Research, Scholarship & Creative Activity Policy Committee (Andrew Dorsey)**

Thanked the committee members. In particular Joyce Bell who put together a data set to focus their efforts, but everyone pulled their weight and he appreciates it. RSCAPC focused attention primarily on the RSCA policies and procedures regarding awarding of FSCA grants, rely on these for our research efforts. Are criteria reflective of disciplinary bias, and is the faculty rep on the committee fair? With respect to the first question, looked at data over 4 years and were surprised by what we saw. With respect to possibility of bias, it’s possible. If you were in CAHSS your applications were 10% more likely to be rejected than COS. IS that bias in criteria, not clear. Data only 4 years, more work to be done. Most surprising, the extraordinarily large # denied because didn’t follow the application criteria. More likely denied because not followed than on merits of application. Focused on how to remedy that. Suggestion to offer checklist to applicants to those that were rejected, as to why. Will continue discussions. Other work was focused on ways to make the criteria less biased. Discussions ongoing.

Second question, composition. Zhan very helpful. Committee will discuss possibility of revising the constitutional language to allot two from CAHSS because of size and number of applications from the college. Busy year. Productive. Did not produce any formal recommendations. Should be forthcoming in fall.

**i) Faculty Development Committee (Presented by Marina Gerson on behalf of Christopher Bradshaw)**

The duties of the Faculty Development Committee (FDC) include helping to integrate new faculty into the University community, helping faculty improve their competence as teachers and scholars, promoting professional development among faculty, encouraging faculty research, scholarship, creativity, and artistic activity, promoting an atmosphere of shared scholarly activity, and advising the campus community on issues related to faculty development.

Each year, in accordance with its duty to help integrate new faculty into the University community, the FDC sponsors a New Faculty Orientation (NFO) program. In August of 2016 we welcomed 32 new Unit 3 members to Stanislaus State. Members of the campus community that assisted the FDC in administering the orientation included new faculty members, students from Faculty Mentor Program, university administrators, Library Services, the Office of Information Technology, Service Learning, Counseling Services, and Human Resources. At the NFO new faculty were given the opportunity to pair up with more senior peer mentors; the committee is pleased to report that six faculty mentor-protégé pairs were established in the week following NFO. Orientation activities for our incoming faculty concluded with a dinner hosted in the home of English professor Dr. Stephen Stryker.

At NFO, President Junn requested that the Faculty Center for Excellence in Teaching and Learning (FCETL) support the development of an Untenured Faculty Organization (UFO) to support the success of junior tenure track faculty at Stanislaus State, modeled after the UFO at CSU Dominguez Hills. The Director of the FCETL, Professor Marina Gerson, assisted with organizing the initial gatherings of faculty participants in the UFO, and the FDC looks forward to both supporting and collaborating with the UFO in upcoming years.

This year the FCETL welcomed two “Faculty Fellows,” who worked through special projects, to advance scholarship and learning among colleagues. The Faculty Fellow for Fall 2017 was Dr. Shradha Tibrewal, Professor of Social Work, who hosted a Faculty Learning Community (FLC) on using contemplative approaches to successfully manage the stress of academic life. Faculty participants also introduced mindfulness practices to their students, propagating this strategy for stress management.

The FCETL supported the work of a second Faculty Fellow in Spring 2017. Dr. Virginia Montero-Hernandez (Assistant Professor of Advanced Studies) led a FLC exploring how to effectively guide student research projects. This FLC was especially insightful for faculty with high levels of responsibility in guiding students through graduate thesis projects.

In Spring 2016, the Director of the FCETL and Faculty Lead Daniel Soodjinda applied for and were awarded $20,000 from the Chancellor’s Office to support the Quality Assurance in Online and Hybrid Courses program for training faculty and mentors in the 2016/17 academic year. The FCETL partners with Erin Littlepage (Assessment Specialist) and OIT staff Glenn Pillsbury and Bob Koehler in the running of this program. In 2016/17, the program supported eight FLC participants in the revision or creation of online courses according the standards outlined in the Quality in Online Learning and Teaching (QOLT) rubric and supported the training of another four members of faculty who served as peer mentors to the FLC participants. A request for renewed funding is on track for submission to Chancellor’s Office on May 18, 2017.

In accordance with its duties the FDC and the FCETL host an on-going program of workshops, book clubs, reading groups, and lectures. Book clubs hosted by faculty volunteers and Marina Gerson included the Writing your Journal Article in 12 Weeks Book Club Learning Community, Pedagogy Book Club, the Latin American Studies Reading Group, the Critical University Studies Book Club, the Nonfiction Book Club, and the Fiction Book Club. Themes of diversity and inclusivity ran through many of the selections (e.g., *Lab Girl*; *The Family Nobody Wanted;* *Make Your Home Among Strangers*; *Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do*; *The Center Cannot Hold*; *Between the World and Me*; *The Sellout*; and *Good White People: the Problem with Middle Class White Anti-Racism*), providing faculty a series of opportunities to explore ideas of culture, race, ethnicity, social background, stereotype, differences, and inclusivity. The Latin American Studies Reading Group continues to offer faculty a diversity of viewpoints and voices that differ from that of the mainstream resident of the United States.

The FDC also hosted a number of seminars in the Faculty Lecture Series, including an Artist’s Talk (Ellen Roehne) and seminars offered by faculty award winners (e.g., Daniel Soodjinda; and Cathlin Davis). During Fall semester, the FCETL and FDC hosted a monthly Lecturer Coffee and Conversation, led by FDC committee member Jennifer Cooper of the Department of Biological Sciences. The FCETL provided logistical and financial support for the hosting of Safe Zone workshops through the year, with Dr. Vickie Harvey (Communication Studies) as the faculty lead.

The FCETL also hosted a number of workshops. In Fall and Spring, the FCETL hosted and facilitated workshops focused on guiding untenured faculty through the Retention, Promotion, and Tenure (RPT) review process and preparation of the Working Personnel Action File (WPAF); additional workshops were hosted for Chairs and Departmental RPT committees, to ensure that reviewers are familiar with the policies and timelines guiding the process. The FCETL hosted two IDEA evaluation workshops, just prior to the administration period in the Fall semester. In February the FCETL partnered with Tim Held, Librarian to host two workshops focusing on Information Literacy. In March the FCETL helped facilitate two Affordable Learning Solutions (ASL) Speed Infosessions which explored more affordable or free class materials that faculty may consider using in the classroom.

Gerard Wellman (Assistant Professor in Political Science and Public Administration) and Marina Gerson provided logistical support and co-facilitated a FLC focused on High Impact Practices (HIPs). Each of the 14 faculty (tenure track and lecturers) developed a HIP strategy to be implemented in a course the next academic year.

Additional workshops, focused on pedagogical use of technology, were hosted by the FCETL and offered by OIT partners Bob Koehler and Glenn Pillsbury. The FDC continues to appreciate the support OIT offers to faculty and particularly the warmth and flexibility with which both Bob and Glenn offer their expertise.

Thirty-two faculty members attended the annual Instructional Institute Day, sponsored by both the FCETL and the FDC and held on January the 24th. Elizabeth F. Barkley, PhD, a professor from Foothills College and author of numerous pedagogy books, gave a presentation and subsequent workshop entitled “Classroom Assessment Reconsidered: Promoting and Assessing Significant Learning.”

Instructional Support Mini-grants have been a cornerstone of the support the FCETL and FDC offer to faculty. In order to re-establish a cycle that allows faculty awardees to use the funds more expeditiously, the FDC moved the annual call for proposals back to the Fall semester. After reviewing all proposals, the committee recommended awarding 12 projects, committing $5,861.99 in funds.

The FCETL and FDC also support the Elizabeth Anne B. Papageorge Award, awarded to a probationary faculty member primarily in recognition of excellent development as a teacher. The FDC reviewed and forwarded the call for nominations to the faculty. The files are reviewed and a recommendation made by the Leaves and Awards Committee.

Finally, the FCETL is assisting with the logistics of the 46th Annual Faculty B-B-Que, which be held Saturday, May 13th, in Teague Park. This is the second year in which the FCETL has taken on a role in facilitating this event.

The 2016-2017 academic year was a productive time for the FDC and every member of the FDC significantly contributed to its accomplishments, especially the FCETL Director Marina Gerson from the Department of Biological Sciences. Marina is committed to the success of the FCETL as evidenced by her leadership and support for the activities described in this report. I would also like to thank all the members of the 2016/2017 Faculty Development Committee: Austin Avwunudiogba, Jennifer Cooper, Marty Giaramita, Mandy Huang, and Anysia Mayer, Ex-officio members Marina Gerson, Bob Koehler, Jake Myers, and Stuart Sims. In addition, I would like to thank Emy Barsley for her indispensable assistance and also thank Barbara Henry for her more than capable assistance during Emy’s leave.

1. **Remarks by Speaker Stuart Sims**

My sincere thanks to these committee chairs, who work far more than we could ever credit appropriately, and also to each of my faculty colleagues serving throughout our shared governance structure this year. Your collective work in the always ongoing, collaborative endeavor of shared governance has been, in my estimation, outstanding this year. Thank you for your commitment to our students, our faculty, our institution.

I am happy to report that the state of shared governance at Stanislaus State is vibrant and strong. I began my term as Speaker of the Faculty with remarks that framed our work in shared governance as a collaboration, a together, by using the musical term ‘ensemble’ to characterize all of us—staff, students, faculty and administrators—and likened our daily work here to a musical performance, because we have to create it all every day, through our work here together.

That framing and analogy was not merely a nod to my own discipline of music (though, to be clear, I’m more than happy to talk to any of you about music, of any kind, whenever you’d like—did I mention that I have a podcast?) but a sincere explanation of what I see when I see an institution that *works* in a basic sense. Nothing this complicated, with this many people and moving parts, is ever perfect or problem-free, but collaborative work will always have a culture, a shared perspective or attitude or feeling, that frames *how* our work gets done in an essential way—no matter what, we will share an approach to working together that infuses all we do, successes and failures alike.

So it’s been important to me to draw specific attention to that reality, to this basic aspect of a university, because how we collaborate, how we regard our one another and approach the thousands and thousands of individual actions and small interactions that happen daily on our campus, frames and infuses the work itself: its quality, integrity, enthusiasm, and more are fundamentally influenced by how we think of our work here together, and how we treat one another as fellow collaborators in this ensemble.

This was particularly important this year, as our university gained not only a new president, but a new provost, new vice-presidents, AVPs, Deans, and more. This kind of change is normal for any university, but at a smaller, more tightly-knit campus like ours, can be kind of scary and a bit disorienting. The ongoing strength of our collaboration as a university has been essential this past year, to navigate these changes well and successfully, but also to capitalize on the opportunity to encourage focus on positive, open, mutually supportive approaches to our work, to recognize our collaboration clearly, and to renew a commitment to it.

Of course, an essential individual in this has been our president, Ellen Junn. Ellen’s open and highly engaged approach to her role and work as president have provided an excellent and easy model to point to when I’ve spoken about this stuff in different settings, both formally and informally. Her leadership and integrity have been critical to our continued strong tradition of shared governance, and to improving and strengthening it, as well [Shared Governance Statement?]

So to Ellen, my sincere professional and personal thanks. You are an active partner to our faculty, and your commitment to our mission and shared work is clearly evident. (Plus, everybody, seriously, she’s a delight to just hang out with, too.)

My thanks also to Provost Kim Greer, who has quickly established herself as an engaged, thoughtful and very responsive leader in Academic Affairs, as well as provost for the whole university. I’m most proud of our collaborative work as co-chairs of the University Strategic Planning Council, and I expect that the final strategic plan will be truly transformational. It’s terrific to work with you.

Special thanks and gratitude are owed to members of the 2016-2017 Senate Executive Committee. Teaching is service, so in our work as faculty we are hopefully already oriented to that, and do our best to serve students daily. But these folks to me exemplify our best, larger sense of service, not just to the institution through shared governance, but to seemingly old-fashioned ideals and principles like integrity, equality, justice, inclusion, open-mindedness, and more. No matter how hard we worked this year—or how far past 4:00 our SEC meetings ran—your focus, energy and commitment to serve our students, our institution, one another, our ideals and values, never wavered and even helped to re-energize me when I needed it. You are all terrific colleagues, but more importantly, you’re all terrific human beings. It’s been an honor to serve with you this year.

I’m not sure if ‘thanks’ is adequate for Isabel Pierce, but it will have to do until I inherit a billion dollars and can give her a yacht or something: my very sincere thanks to Isabel and Whitney and Jonathan for your work holding all of this shared governance collaboration. If we’re a musical ensemble, you are the rhythm section, keeping us on time and on point.

(No fooling, thank goodness Isabel has no problem at all with upward management. She made me look vastly more professional than I am in real life.)

Lastly, my thanks to our not-for-long Speaker-Elect Cathlin Davis. Cathlin’s always-calm demeanor and consistent focus was a very welcome balance to my more…enthusiastic nature, and she has been an essential partner in our work this year, as sounding board, perspective-adjuster, and just plain smart colleague. I have to admit that I struggled to think of what gift to get for her, knowing her disparate interests. She’s a musician herself, so that’s an obvious connection, but because she’s a musician, she knows what she loves and already has recordings and sheet music of most of it. So instead of trying to find some sort of music-related gift, I considered her other passions and interests, and what musical connection I might could find instead.

As a scholar of the work of Louisa May Alcott, I know that Cathlin has a great affinity for the American Transcendentalist perspective, and her volunteer work with Habitat for Humanity and engagement as a volunteer church musician, singing in choir and ringing handbells, speak to an active embodiment of those values and ideas. Is there anywhere in our shared musical canon where that all might come together? The answer is yes, though it turns out that some of this stuff is now surprisingly hard to find. Once it all arrives, Cathlin, you’ll be getting a recording of Charles Ives’ massive and epic second piano sonata, subtitled “Concord, Mass. 1840-1860”—a place and a time you might recognize. The movements are titled Emerson, Hawthorne, “The Alcotts”, and Thoreau, and it’s a hell of a piece. To help you dive in, you’ll also receive a copy of the score and of this text, Ives’ own “Essays Before a Sonata,” exploring this work’s inspiration from and connections to this significant group of American thinkers and writers (including little Louisa May, sitting at the piano in the third movement).

**9. Passing of the Turkey Leg**

Speaker Davis offered thank you gifts to Sims. Two things. The first, is from one of her favorite fantasy authors, not one that she talked to Sims about, but Robin McKinley writes female-orientated fantasy, but this is a male character named Robin Hood, worst archer in the book, but a good description of a reluctant leader who learns new skills to lead people to their goals.

In their very first non-governance related conversation, she joked about a trip to see the musical excerpt Hamilton because she didn’t like hip hop. She got schooled on this. His Hamilton tickets are before hers, but she did manage to find a score, showing the multiple styles. It is not the score, but piano and vocal score for Hamilton.

On behalf of SEC, Speaker Davis thanked Stuart Sims for his work this past year. SEC meetings went over time quite a lot, even though we were trying not to go too far over. There was lots of parliamentary procedure discussed and it was a very busy year. She appreciated Sims’ leadership and constantly keeping us focused, and always paying attention on where to focus. The following is the official commendation read:

***1/GF/17/SEC***

***Commendation for Speaker Sims***

***Whereas****, Doctor Stuart Sims, Professor of Music, has served admirably as Speaker of the Faculty with steadfast commitment to the Faculty and our role in the governance of California State University Stanislaus; and*

***Whereas,*** *Speaker Sims remains unwavering in his advocacy of faculty concerns and authority and the principles of shared governance; and*

***Whereas****, Speaker Sims has worked to ensure that committees who ought to have a voice on particular issues as they arise, do get that voice, whether the committees in question want the extra work or not; and*

***Whereas,*** *Speaker Sims has led the Faculty through a time of transition, as a new President and many other administrators have arrived on campus; and*

***Whereas****, Speaker Sims has ably represented the faculty at Student Convocation, President Junn’s inauguration, and countless other campus events; and*

***Whereas****, Speaker Sims has enlightened the unmusical by playing unusual percussion instruments at the start of the Academic Senate meetings; and*

***Whereas****, Speaker Sims has shepherded a dozen resolutions through the Academic Senate, ensuring that all voices are heard and that parliamentary procedure is followed; and*

***Whereas****, Speaker Sims accomplishes all of this with good humor and only occasional references to musical compositions and conducting; therefore be it*

***Resolved****, that the General Faculty express a heartfelt THANK YOU to Speaker Stuart Sims, and be it further*

***Resolved****, that the Faculty wish Speaker Sims all the best in his future endeavors on behalf of California State University Stanislaus.*

***Approved by acclamation of the General Faculty at its spring meeting***

***11 May 2017***

**10. Remarks and introduction of new faculty officers by Speaker Cathlin Davis**

 2017-18 SENATE EXECUTIVE COMMITTEE

Cathlin Davis, Speaker

Chris Nagel, Speaker-Elect

Gerard Wellman, Clerk

Bill Foreman, Chair of FAC

Mark Thompson, Chair of UEPC

Richard Weikart, Chair of FBAC

Andrew Dorsey, Chair of GC

Steven Filling, SWAS (2 yrs.)

Ann Strahm, SWAS (1 yr.)

**11. Open Forum/Questions**

Speaker Davis announced that the General Faculty meeting is scheduled for Friday, August 18th before the total solar eclipse. The meeting will be as short as possible.

Also, tickets are still available for the Faculty BBQ scheduled for May 13th.

**12. Adjournment**

 3:58pm