

**ACADEMIC SENATE
MINUTES-secretary
MEETING #9**

Thursday, March 1, 2018, 2:00 – 4:00 pm
Towner Auditorium (PSY 150)

1. CALLED TO ORDER
2. APPROVED AGENDA by unanimous consent
3. APPROVED MINUTES AND ATTENDANCE SHEET by unanimous consent.
 - 3.1 Academic Senate Meeting of February 15, 2018
4. REPORTS OF STANDING COMMITTEES AND COUNCILS
 - 4.1 Executive Committee: Announcements—Legacy Lecture next week. Marty Fiebert is a good speaker.
 - 4.2 Nominating Committee— AVP faculty affairs nominees approved by unanimous consent. Also nominated one lecturer, Deborah Hamm. Approved by unanimous consent. Wendy Namura as representative for CHHS on GEGC, approved by unanimous consent.
 - 4.3 Emily Lopez junior in in LS; Aaron Jordan in Math Ed as 2 new student senators welcomed.
 - 4.4 Academic Senate Consent Calendar—last day to apply for search cmte. service for new director of FCPD. Friday last day send 100 words on.
 - 4.5 Chair went to Council of Senate Chairs—we’re well positioned for collaboration with all constituencies between admin, faculty, students, and staff.
5. SPECIAL ORDERS
 - 5.1 Report from CSULB President Jane Conoley: TIME CERTAIN 2:15 pm.
 - 5.1.1 Update on the explosion at ECS. Thank all that helped and for the smooth evacuation. Dean Golshani did a great job in getting all back to work.
 - 5.1.2 **Strategic hiring chill**—modelled potential effects of budget→ \$4-8MM deficit. Hope to prevail with the governor to fully fund budget. Updates will happen next week at President’s cabinet meeting and all Senators welcome to come.
 - 5.1.3 New: writing column in *Grunion Gazette*. Sent a column on tenure. Questions the President is asked: Why have international students? Why are you such a liberal bubble? Parking problems related to neighbors, how fix? What is the value of Humanities?
 - 5.1.4 Look at *Higher Education News*—Chinese brain drain has wound down to a trickle. Canada has made a huge investment in research. So how do we [U.S. Higher Education] maintain our position in changing international environment?

- 5.1.5 **Outstanding faculty awards for meritorious recognition**, not to address range compression of pay
- 5.1.6 **Scheduling system for the University that would make best use of time:** Look at how we have bunched our classes. Have to turn attention to student parking woes.
- 5.1.7 **Gun control statement.** Our students are mobilizing to help High School students. We'll need to spend \$1.5MM to have shelter in place locks for emergencies.
- 5.1.8 Question DH—on 5.1.6.: Compression of classes (2019-20) affects lecturers.
- 5.1.9 Question RF—how have we spent \$1.5MM on locks? Pres.: Ask Apel—we're a public space doors must still open in a panic to answer to state fire marshal. Already secured all the big lecturer halls.
- 5.1.10 Question AJ: **What are the strategic areas for hires?** Pres.: Haven't done that yet. Did identify one—hiring the Title IX director. During the last 2 years we've been kicking the deficit down the road with one-time money. Can't keep doing that.
- 5.1.11 Question: DDF: Will there be an investigation of the accident at ECS so we'd stop it happening again? Pres.: LB Fire did an investigation plus there is an in-house investigation.
- 5.2 Report from CFA President Doug Domingo-Forasté:
 - 5.2.1 **Information on Janus v. AFSCME.** What happened in Wisconsin under Right to Work law is an example of what might happen nationally. Someone might ask: Why be a member if the union becomes ineffective? In Wisc. health insurance costs spiked, and health benefits dropped. This would affect all people who are mid-career. The 10+ year people would lose their salary gains to these new costs.
 - 5.2.2 One can opt out of the small amount of money that goes for CFA political action. Otherwise, **feepayers pay the same as union dues.**
- 5.3 Report from CSULB Bookstore regarding **Zero Cost Course Materials initiative:** TIME CERTAIN 2:30 pm. Jared Ceja (Senate alternate), Shawna Dark, and Donna Green.
 - 5.3.1 See slide show [posted on-line]. Ours is one of five Not-for-Profit student bookstores in the CSU system. Others are for-profit. We focus on student success. We have price transparency for ours and competitors' prices. OER or Open Educational Resources—raises consciousness about affordable options. Zero-cost course materials [ZCCM] is an icon on the course mandated [CMs] by law. Average course material costs sold/rented are now \$43. On campus there are 240 ZCCM courses now. The icon shows on the Schedule Planner. Course Materials also include materials outside of the norm (like art supplies), Performance costs would count too. We're erring on the conservative side now.
 - 5.3.2 The Low Cost Course Material [LCCN] icon is not yet deployed—The threshold might be \$50.

- 5.3.3 Question: What about resources recommended but not required? JC: not an issue. If had one copy of book on library reserve, that's not ZCCM. But if the library has five digital copies then could get icon.
- 5.3.4 Question: What if the tuition was raised slightly and CMs provided to student for free? JC: There are models—inclusive fee model or fee upfront.
- 5.3.5 Question: What is the research on how ZCCMs affect course GPAs and impacts student learning of ZCCMs. JC: We'll be collecting data. Some survey data that says people like it. But here is no hard data yet.
- 5.3.6 Question: What about enrollment shifts to ZCCMs? Or whether enrollments will be sticky and not move? Shawna Dark says it could be studied.
- 5.3.7 Question: Might prices of textbooks get driven down? JC: As professors decide to use older versions of texts, yes.
- 5.3.8 Question: What about journals Xeroxed or held by library, is that ZCCM? JC: Depends on copyright. But law is ambiguous about some things.
- 5.3.9 Question: What about Library e-books, can I assume I can assign it and have enough copies? JC: Some only have one license—so there can be limitations on the number who can view the book at one time. “Merlot” also has a rich library of off-copyright books. So case by case basis.
- 5.3.10 Question: Are rules standard across campuses or variable? JC: There is consistency among CSUs. “Theatre tickets” was a new question that was hashed out across campuses. But we can advocate for a particular take. The Community colleges are all over the place and they are not consistent with CSUs. I have a checklist—could provide—of things on the CMs, a yes-and-no-list.
- 5.4 **Reports from HVDI Taskforces**—NS: I hope you know that Highly Valued Degree Initiative Taskforces exist!
- 5.4.1 **Communications Taskforce**: TIME CERTAIN 2:50 pm—slide show on AS website.
- 5.4.1.1 JP: 15-18 people on task force. Jessica Pandya and Vanessa co-chairs. **Task: How to communicate about HVDI to students and about the 2025 initiative.** Created a **BeachBoard course** all students enrolled in “More 4 You.” Four pathways [slide]. Why a BeachBoard course? It's a goal-oriented guide and has announcement functionality to all students. Will be owned by enrollment services. We'd like feedback (but may not make changes). Email JP and she will put concerns on a list and the Provost will get to decide. Creating an information switchboard for students.
- 5.4.2 **Research and Evaluations Taskforce**—slide show on AS website.—Don Haviland and Misty Jaffe co-chairs. 15 members.
- 5.4.2.1 **Two main goals**: create an integrated research structure, and do pilot studies. Right now, doing needs analysis for data—what are

we doing and what do we want? Quant Pilot: integrating CIRP data with campus data—like why students actually leave and who are they?

5.4.2.2 **Qualitative Data team**—collect data, and assess resources for collecting as part of a master data plan—collecting and assessing qualitative data is labor intensive, but it brings something important to bear on understanding quants. Two faculty are running focus groups as part of their research methods classes. How can qual/quant data be effectively integrated? Also want to do benchmarking with SUNY/CUNY campuses.

5.4.2.3 Question: Will you use gender neutral terms in data collection?

5.4.2.4 Question: can we look at JP's Comm TF site? Can be added, but the site not fully built yet. Faculty are not auto-enrolled. Do you want to vet it? -- contact Jessica Pandya.

5.4.2.5 Question: Do you know what CUNY/SUNY have for shareable info? Stonybrook set aside money and invited 4th year students to draw at random and get free tuition for last semester. Used this as an Incentive to graduate in 4 yrs. CUNYs have made efforts to standardize GE and transition between CC and 4-yr schools.

6. UNFINISHED BUSINESS—no business.

7. NEW BUSINESS

7.1 **General Education status update:** TIME CERTAIN 3:10 pm—NS: many rumors, so want an update. **CSULB AS 12-00 is our GE policy and EO 1100 mandates things about GE going forward.**

7.1.1 **The Problem:** We have F and E courses in upper div. EO allows only B, C, and D categories for upper division GE. The EO allows campus specific requirements like ethnic studies, service learning, or languages but can't go beyond 120 units to graduate. How harmonize these?

7.1.2 **The Plan:** Academic Senate [AS] with CEPC will process (1) a survey about GE [sent out already—300 respondents]; (2) hold a series of forums to collect more information; (3) have a retreat for executive committees of Senate EC, GEGC, CEPC.; (4) start to draft a policy by end of Spring 2018; (5) policy will go through the AS (last time it took 2 years—but if do the talking beforehand maybe we can do it in one year).

7.1.3 **Questions and challenges**—GE mostly inside/outside major? Mandate of 120 units and accreditation requirements for majors.

7.1.4 Students often take GE based just on serendipity, i.e. how it fits into schedule rather than based coherently on themes or concentrations.

7.1.5 Campus-specific requirements for us? E.g., ethnic-specific, or?

7.1.6 Need to look at current policy to see what works and not? How might GE get in the way of speedy graduation?

7.1.7 Provost notes there are 700+ GE classes—problem or opportunity?

- 7.1.8 This will create work!! Do we want to do these things? If we don't have resources or will to do it, how much do we want to commit ourselves to?
- 7.1.9 Question [Q]: KJ: Survey is a collaboration between multiple groups?
- 7.1.10 Q: DThien—what about GWAR etc. Can they still exist? Yes, within constraints of 120 units and campus-specific req.
- 7.1.11 Q Nancy: We would benefit hearing from Provost on 700+ course: BJ: GE is a key pillar of a University education and we must have the best GE around; in general, students find our GE universe doesn't have coherence and don't know what the point is. One might say, "I had SLOs in some classes and not others." Don't have in mind a key number of GEs. We have this number because not thinking about pedagogy, but how GE might supply resources to depts. What we want to do is have the GE with fewer classes and continue to support depts. that we want, and those Depts. could focus on majors. In this world GE will not be a resource production area. Many depts. have "quantitative reasoning" courses so we don't need to have this rubric in the Math Dept. That's my philosophy about GE. Let's do a thought experiment. We can transform GE because, regardless of how we structure it, we will still have the same number of students in GE—if we can fill GE classes at 100% then we would need fewer courses. The idea is not to destroy GE but build it up. Dean Golshani: Engineering students study quantitative analysis [QA] constantly, and yet our courses are not classified as QA.
- 7.1.12 Q DS: How would students be exposed to new subjects not exposed to in High School if they don't have a chance to try them out in GE? BJ: Have team taught courses that make deliberate exposures.
- 7.1.13 Q: Does one-size fit all for GE or could it be different in different colleges? The system too static. Don't like one-size fits all model.
- 7.1.14 What data do we have about GE experience of students when they are leaving? Data about how students pick courses? NS: only anecdotal collection.
- 7.1.15 Q MJ: We don't have a suite of surveys we are taking consistently including an exit survey. At what stage in life do you realize the value of courses? Maybe not until later in life?
- 7.1.16 Q Why not place all GEs in one college? Students who are self-actualizing could do humanistic engineering, etc. NS: decision point: **Do we want all GE education in one college?**
- 7.1.17 Students without GE (international students and those in non-North American context) have struggles with critical thinking—I'm with ALI. [American Language Institute in CCPC].
- 7.1.18 COTA Dean—(1) Are we thinking about future rather than entrenched practices? (2) Consider learning [what to do about GE] as we proceed.
- 7.1.19 Student—to see if I could transfer my credits in GE—had to get syllabi from courses—want support on [articulation]. NS: within CSUs those courses should transfer.

- 7.1.20 Nursing chair: Speaking about GE for professional areas: we want well-rounded but also competent nurses. Does a student need to take Anthropology or Ethics courses if they are already part of what we teach?
- 7.1.21 CNSM Dean: What's working and not? Some of our classes satisfy science GE but we want to restrict them to majors. (1) Many different changes happening now—how will these new tools interact with possible changes in GE? (2) Caution about counting as GE, is it about content or methods? NS: Parameters for the future include EOs—the class must be mostly about the GE topics/skills.
- 7.1.22 Rather than top to bottom—can we look at it from the perspective of college and dept. level.? NS: the purpose of this discussion is to have the discussion.
- 7.1.23 Is there a cutting edge model for GE? The campus survey offers five models. GE is a US thing. No GE in Europe generally. There is no consensus on the way to go.
- 7.1.24 Are we just bean-counting? NS: EO requires 3 units in each of B, C, and D.
- 7.1.25 AVP Wiley—we should have best GE program—but need to decide what fundamental principles would undergird it. Our courses have been a blend of skills overwritten by content. Look at ends of a GE program and then work backwards to what should happen. How could we embed writing and critical thinking in more than one course so you really get it?
- 7.1.26 Could think about Values+Skills+Content. We know three values of course per the President: Inclusive excellence, academic rigor, and x.
- 7.1.27 Your GE should be connected to your mission and values as a school.
- 7.1.28 We are sitting here for the next generation, not ourselves. Who knows what will come? NS: 30 years may be too long a horizon.
- 7.1.29 We used to have UNIV 100 where we frontloaded the value and meaning of a higher education. Now don't have anything that does it. NS: **If problem is that students don't understand GE, do we change the GE program or how we talk about GE?**
- 7.1.30 Dean Golshani: We have accreditation issues that put us way above 120 units so we have a serious problem fitting in GE.

8. ADJOURNED at 3:59 PM.