

**ACADEMIC SENATE
MINUTES
MEETING #11**

Thursday, April 19, 2018, 2:00 – 4:00 pm
Towner Auditorium (PSY 150)

1. CALLED TO ORDER @ 2:04 pm
2. APPROVED AGENDA—by unanimous consent
3. APPROVED MINUTES AND ATTENDANCE SHEET—by unanimous consent
 - 3.1 Academic Senate Meeting of April 5, 2018
4. REPORTS OF STANDING COMMITTEES AND COUNCILS
 - 4.1 Executive Committee: Announcements
 - 4.1.1 University Achievement Awards given out yesterday.
 - 4.1.2 Chair as Representative at Council of Chairs—our problems with EOs are everyone's.
 - 4.1.3 Last time five curriculum proposals **waived first readings—we want to discourage this practice.** Only want to waive when time is of the essence.
 - 4.1.4 Brochure from CAPS on dealing with emotionally distressed students: Find next to clickers.
 - 4.1.5 Next meeting starts with the organization meeting of next year's senate—three officer position should put in their nominations one week in advance with 100 word statement. Also elect the nominating cmte. for next year. Need one senator from each college, one lecturer, one from CAPS, one from library, and two senators from CLA.
 - 4.2 Nominating Committee. The following nominees to councils and committees were elected without objections:
 - General Education Governing Committee (GEGC)**
 - Ruth Piker (CED) (Term 2021)
 - Peter Kreysa (CHHS) (Term 2021)
 - David Keele (Lecturer Faculty/CHHS) (Term 2019)
 - Chris Najer (Lecturer Faculty/CBA) (Term 2019)
 - Faculty Advisory Committee on Technology (FACT)**
 - Jill Crusemeyer (CHHS) (Term 2020)
 - Hema Ramachandran (Library) (Term 2020)
 - Academic Appeals Committee (AAC)**
 - Daniel Martinez (CAPS) (Term 2021)
 - Roger Lo (COE) (Term 2021)
 - Jason Schwans (CNSM) (Term 2021)
 - Committee on Athletics (COA)**
 - Khue Duong (Library) (Term 2020)
 - Adam Butz (CHHS) (Term 2020)
 - Amanda Fisher (CNSM) (Term 2020)
 - Nancy Matthews (Lecturer Faculty/CHHS) (Term 2019)
 - International Education Committee (IEC)**
 - Ming Chen (CBA) (Term 2021)
 - Charles Slater (CED) (Term 2021)
 - Pei-Fang Hung (CHHS) (Term 2021)

- Barbara Grossman-Thompson (CLA) (Term 2021)
- Flora Banuett (CNSM) (Term 2021)

Grade Appeals Committee (GAC)

- Alexis Pavenick (Library) (Term 2020)
- Mimi Nakajima (CHHS) (Term 2020)
- Susan Leonard-Giesen (Lecturer Faculty/CED) (Term 2019)

Campus Academic Calendar Committee (CACC)

- Shabnam Sodagari (COE) (Term 2021)

Campus Climate Committee (CCC)

- Mimi Kim (CHHS) (Term 2021)

University Awards Committee (UAC)

- Ali Igmen (CLA) (Term 2020)

Graduation Writing Assessment Requirement Committee (GWARC)

- Leanne Bergeron (COE) (Term 2021)
- Eileen Klink (CLA) (Term 2021)

GWARC Placement Exam Advisory Committee (GPEAC)

- Lori Brown (CBA) (Term 2021)

Educator Preparation Committee

- Chailin Cummings (CBA) (Term 2021)
- Alexis Pavenick (Library) (Term 2021)

4.2.1 Q: Are there limits to terms for International Education Cmte.? Yes. The COTA slot has not been populated yet by the Nominating cmte. For this position there are special conditions. For this position one can't nominate from the floor. [See the charge for the IEC].

4.3 Academic Senate Consent Calendar—not discussed

5. SPECIAL ORDERS

5.1 Report from CSULB President Jane Conoley: TIME CERTAIN 2:15 pm—not available today

5.2 Report from CFA President Doug Domingo-Forasté—**State budget**. We only have a preliminary state budget. Our friends in the Legislature are working to get us a better one. CSU and CFA are on the same page. 100 faculty members and 1000 students were present; Chancellor White spoke. Next lobby days are 4/30 and 5/1. There is enough money with \$7.9 billion in rainy day fund to cover the \$100MM shortfall for CSU. Gavin Newsom, Lt. Governor, seems to get that the

CSUs are different from UCs. We need elected officials that know the needs of the CSU.

5.3 Reports from HVDI 2025 Task Forces

5.3.1 Student Engagement Task Force—TIME CERTAIN 2:30 pm

- 5.3.1.1 Asst. VP John Hamilton, Co-chair and Sen. Chris Warren, co-chair presented [Manuel Perez, 3rd co-chair and Director of the Career Development Center]: See PowerPoint posted with agenda. Internships & e-portfolios are keys—like LinkedIn—to **help students show their learning and competencies from co-curricular activities** [as opposed to coursework]. These can be “badged”. E.g., teamwork/leadership or professionalism/ethics. These achievements are sometimes forgotten when résumés are created. Will do the collecting through BeachBoard and BeachSync. E-portfolio is part of these two systems. Piloting this program in three internship courses.
- 5.3.1.2 Question: International internships? Answer: Not yet. CLA has a program—still in pilot.
- 5.3.1.3 Q: How do you tell an employer you have a badge in ethics? A: Trying to figure this out, but perhaps on LinkedIn acct. –JD: Show leadership tasks done, not just descriptor like “confident leadership.” The badge is better.
- 5.3.1.4 Q: How well does this transport? How does it move into a validated competency database? A: Still figuring out. Maybe through Google Backpack.
- 5.3.1.5 Q: Why not in transcripts? A: Want to pilot first before put on transcript. Need to figure out what transcripts will mean at CSULB in the future.
- 5.3.1.6 Q: How merge this with Dept. course portfolios? A: Communicating.
- 5.3.1.7 Q: Audience for badges? Students like emojis? Or for employers? A: They want to see something on the spot. We are working with corporate sponsors. This draws on an older co-curricular transcript idea.

5.3.2 Reimagining the First Year Taskforce—Sen. David Tabb Stewart, co-chair [with AVP K. Johnson, co-chair], Terre Allen [Director, Faculty Center for Professional Development, and Michelle Chang, CLA Internship staff. PowerPoint presentation of three projects;

- 5.3.2.1 T. Allen: **Faculty Learning Communities** [FLCs] with cohorts in fall 2017 and spring and summer 2018 led by Sherry Span, Florence Neuberger, and Carolyn Bremmer. These focused on learning about the particular positionality and needs of first-year students and how teachers might adapt to this audience. 85% of

participants were lecturers. Sen. Paskin had participated and rose to commend this program as highly beneficial.

5.3.2.2 Co-chair. Stewart: **Paideia First-year Seminars and Paideia Fellows**. Paideia is a Classical Greek term for a disciplined education and is associated in contemporary contexts with active learning pedagogies. The HVDI 2025 initiative has goals to “dramatically improve the quality of learning and student experience in the first-year” while closing the opportunity gap for under-represented minorities. Only 1400/4000 first-year frosh had a significant first-year experience (FYE) in 2014-15. A smaller unknown number of the 4000 transfer students had a significant Transfer FYE. [A Sen. from CNSM rose to say that they had been doing this last successfully for some time in their college]. Paideia Fellows researched best practices, conceptualized a prototype for a three-unit seminar, and were completing a Standard Course Outline, The seminar had some resonances with UNIV 100, the prior seminar program that ended nine years ago and had been partially replaced by SOAR. However it was substantially different in proposing a focus on inquiry-based learning. They had also begun work on conceptualizing a transfer student experience. The work of the Paideia Fellows in 2018-19 would center on preparing pilots and creating an institutional scaffold for a proposed kick-off in 2019-20.

5.3.2.3 M. Chang: **Transferable Skills Teaching Modules** [a.k.a. “Softskills”]. This team is modifying purchased on-line modules with new videos, using CSULB locations and students, and adding wrap around teaching materials. 14 of these to be used potentially with SOAR, advising, internship courses, first-year seminars, and CLA’s new “Transfer-student Learning Communities. Will be piloted at CLA in AY 2018-19.

6. UNFINISHED BUSINESS

- 6.1 **Resolution on WSCUC/WASC Steering Committee—SECOND READING**. Amendment passed that allowed faculty representatives from among senators and not just the Senate Executive cmte.: 47 yes, 3 no. **MOTION: Amended resolution passed**, 46 yes, 3 no.
- 6.2 GE Feedback—no discussion.

7. NEW BUSINESS

- 7.1 **Proposal for new Master of Arts in Human Experience Design Interactions (MA_HXDI) (AS-1048-18/CEPC/URC)—FIRST READING: TIME CERTAIN 3:00.** Heather Walker. Why this is needed in Design right now? Design practice demands it. This is an expanding field.

- 7.1.1 Q: What is this? Users of a system instead of scientific hypothesis you work from. Innovating by more people participate in design process from the beginning. User experience methodology is desirable.
- 7.1.2 Q: Sen. Klink: Do you have technical writing as part of this? Consider crosslisting with existing English courses in technical writing.
- 7.1.3 Q: Dean of COTA supports—it is interdisciplinary? A: We have anthropologists and communicators helping us on an interdisciplinary team working on a project right now. Requires lots of different competencies.
- 7.1.4 Q: Have you reached out to other depts. like Psychology? E.g., the Psychology of Human Factors graduate program. A: They could take a studio course with us.
- 7.1.5 Q: Are project management modules like Agile Design similar to “design thinking.” A: yes.

7.2 Proposal for a new Minor in Supply Chain Management

(AS-1051-17/CEPC/URC)—FIRST READING: Dean Michael Solt and Sabina Reddy from HRM Dept. We cover supply chain management [SCM] already. Why should students know about it? Why is it important? Because it focuses on how to bring production activities from different locations together and how to optimize that process. Logistics management, production design, etc. are coordinated. Long Beach with its port is a major world pivot point for SCM. 186K port jobs + one million supply chain jobs in SoCal. Minor developed with the Economics Dept. and CCPE. We’d like to reach out to other depts. to help students become more marketable in their careers. We’ve approached folks from COTA, Industrial Design, Civil Engineering, Hospitality Management, and Applied Mathematics for interest. Don’t need new courses; will just add students to courses have. Dean Solt supports.

- 7.2.1 Q: ethical concerns brought up in courses? A: Yes. E.g., sourcing cobalt from the Congo involves very important ethical concerns. One learning goal in the college is ethical leadership and ethical behavior. Supported by course work modules.
- 7.2.2 Q: Carbon footprint? A: Port of LB is green port.
- 7.2.3 Psychology majors minor in HRM and could be in SCM.

8. ADJOURNED @ 3:45 PM