ACADEMIC SENATE
MINUTES
MEETING #12
Thursday, May 3, 2018, 2:30 – 4:00 pm
Towner Auditorium (PSY 150)

1. CALLED TO ORDER @ 2:47 PM (after organizational meeting for 2018-19 senate)

2. APPROVED AGENDA

3. APPROVED MINUTES AND ATTENDANCE SHEET
   3.1   Academic Senate Meeting of April 19, 2018

4. REPORTS OF STANDING COMMITTEES AND COUNCILS
   4.1   Executive Committee: Announcements
       4.1.1   Thank you to the outgoing Executive cmte. and its officers
       4.1.2   AVP of Faculty Affairs Mark Wiley's "Thank you statement to the Senate"
               as he approaches retirement was read.
       4.1.3   Thank you to our student worker Quy Hua for his service to the Senate.
   4.2   Nominating Committee—most cmtes. have particular slots that only people from
          certain colleges can go into.
       4.2.1   Re GEGC, Paul Laris was nominated from the floor by Sen. Wieland for
               the open CLA slot. "He was chair of GEGC before," he says in his oral
               statement. A senator spoke for Moreno, the NC vetted nominee. Moreno
               was elected, 27-23.
       4.2.2   Others for GEGC elected without objection.
       4.2.3   FACT—Ban elected by unanimous consent
       4.2.4   UAC—Jacques elected by unanimous consent
       4.2.5   COA—Lemme elected by unanimous consent
       4.2.6   GAC—Deveney and Gatlen elected by unanimous consent
       4.2.7   GWAR—Yoozbashizadeh elected by unanimous consent
       4.2.8   EPC—Jarvis elected by unanimous consent
       4.2.9   CCC—Aarons elected by unanimous consent
       4.2.10 CLGBTQ+--slate elected by unanimous consent
       4.2.11 IEC—Barker elected by unanimous consent

5. SPECIAL ORDERS
   5.1   Report from CSULB President Jane Conoley: TIME CERTAIN 2:45 pm—not
          available today
   5.2   Report from CFA President Doug Domingo-Forasté—was at Sacramento lobbying
          for increased funding for CSU budget. $92MM was included in the Governor's
          original budget. The May revision was not yet available on the date of the
          Senate's meeting. CSU proposed $262MM. CFA proposed $423MM—this latter

amount could help support more students in the system. $50MM would be for new tenure density hires. Urges to write governor through the calfac.org site.

    5.2.1   Sen. Hultgren mentioned that CSU Stanislaus has a transgender initiative.

    5.2.2   Sen. Chun mentioned mental health bill to fund counsellors for students—SB 968.

    5.2.3   Q: Should senators send letters over making telephone calls? DDF—letters and calls about equal.

6.   UNFINISHED BUSINESS

   6.1   Proposal for new Master of Arts in Human Experience Design Interactions (MA_HXDI) (AS-1048-18/CEPC/URC)—SECOND READING. **MOTION to approve**. 45 yes-1 no. Motion passed.

   6.2   Proposal for a new Minor in Supply Chain Management (AS-1051-17/CEPC/URC)—SECOND READING. **MOTION to approve**. 46 yes -1 no. Motion passed.

   6.3   GE Feedback: TIME CERTAIN 3:15 pm

    6.3.1   **What is the importance or value of GE?** NS: Need feedback to give to cmte. to work on this issue. Perception that students and some faculty don't understand GE? GE is a U.S. thing. Must be some reason we have it.

    6.3.2   Connect GE to the "pillar of inclusive excellence"—piggyback explanations of its importance off a value that students have.

    6.3.3   Some faculty members don't understand?—so educate faculty!

    6.3.4   Make video editorials of alumni explaining why GE was important to them. Later in life they saw the value.

    6.3.5   I have this conversation with students and do see the connections with future careers.

    6.3.6   Counselors at High School level need to explain

    6.3.7   A Student: Fix webform for student enrollments to show how to optimize my own goals.

    6.3.8   Sen. Laris: Careers require all these GE skills—if want a promotion then take GE.

    6.3.9   How do we get students to understand GE better—what procedure would work?

       6.3.9.1 Watch a video before they come in

       6.3.9.2 No UNIV 100 (former first-year seminar program) now where it used to be discussed. have an event with an advisor to talk about it

       6.3.9.3 SOAR do it? Have a peer-to-peer system

       6.3.9.4 A peer-mentoring system where upper division students help lower division students

       6.3.9.5 Helping them understand how it is integral to education, not a thing separate from the major, would be better

6.3.9.6 GE gives one the advantage of gaining 'soft skills' [=transferable skills]

6.3.9.7 Could do block scheduling so GE classes were scheduled together

6.3.10 **Could we do anything with the category of "Campus specific graduation requirements"** [CSGR] that is not GE, but supplemental too it?

    6.3.10.1   COE has a course in technical writing should be a requisite

    6.3.10.2   Lower level writing as CSGR; upper level writing as major specific requirement

    6.3.10.3   [A writing CSGR] should be disciplinarily housed with those who are writing experts

    6.3.10.4   Could have course wikis that students contribute to

    6.3.10.5   Think about critical thinking skill too!

    6.3.10.6   Every GE course should discuss writing, but have an upper division smaller class—invest in this. 35 students in a writing class are too many.

    6.3.10.7   Disagrees that people outside English can't teach writing

    6.3.10.8   Could have interdisciplinary writing courses

    6.3.10.9   Very hard to take a course outside of discipline with high unit requirements.

    6.3.10.10   Writing for writing's sake doesn't achieve very much. But supports writing at two levels.

6.3.11 **What do we do about "Human Diversity in US" and "Global" categories?**

    6.3.11.1   Need to keep them because they are in the University mission statement—not let a person register for their final GE course unless they take these [in final GE course?]

    6.3.11.2   But could take within a major and not in GE

    6.3.11.3   Keep! They could be infused across the curriculum but insure they encounter these ideas by respecting disciplinary expertise. I want my students be taught by experts with PhD in these areas.

    6.3.11.4   Have to be work with people in teams and so need these.

6.3.12 **What do with service learning, internships, research, and interdisciplinary categories and the like?**

    6.3.12.1   Do in majors. But writing, HD, and Global shouldn't be sidelined into other classes but tied to expertise where best found.

    6.3.12.2   A non-Senator student: Give nods to HD in various courses. A little here and there but incorporated with other course topics.

    6.3.12.3   How much do we want there to be accountability for WASC, etc.? Need to have an overarching structure and not just confine it to Depts.

    6.3.12.4   A list like this looks busy and can be divisive. Have a larger redesign rather just reordering what exists.

6.3.12.5   Q: What are examples of CSGRs? [E.g., foreign language]. What's different between GE and GE-in-the-major?

6.3.12.6   Could have an HD cmte. that oversaw the course category populated by experts in their field [similar to Honors cmte.?].

6.3.12.7   Certain things should be threaded into every course. Need to figure out what GE needs to be threaded in and what GE needs to be in a [stand-alone] course.

6.3.12.8   Remember that we have a unit cap!—Department accreditations are on the line if courses are taken out of the major to meet GE requirements. GE outside major threatens departmental accreditation.

6.3.12.9   Remember we have University accreditation and GE plays into that too.

7.   NEW BUSINESS

7.1   **Proposed revision of Policy on Research, Scholarly and Creative Activity** AS 11-08 (AS-1058-18/FPPC/EC)—FIRST READING: TIME CERTAIN 3:00 pm. Full review deferred to fall. A brief PowerPoint explaining changes was presented. Small faculty grants not in current policy so added. Also proposed that could swap money for reassigned time comparable to three WTUs. Controversial part: increase maximum award slightly (from three WTUs to four WTUs or equivalent) allowing Reassigned time plus some money for travel, a transcriber, etc.

7.1.1   Q: Rationale for not allowing six units of reassigned time? Somebody then will not get something by piling up the grant. It also makes life harder for cmte. when the decision is more than just yes or no.

7.1.2   Q: Up to colleges on how gets implemented? Yes. College Council is ultimately responsible for local policy [within framework of the University policy] and a college cmte. makes recommendations to deans who make final decisions.

7.1.3   The chair thanked FPPC for its hard work this year

8.   ADJOURNED at 3:56 PM