**EXECUTIVE COMMITTEE MEETING**

Minutes with Notes

Tuesday, September 13, 2016

1. Call to Order
   1. Quorum Present: N. Schürer, D. Stewart, C. Brazier, R. Fischer, D. Hamm, T. Yamada, D. Hood, E. Klink, P. Soni, M. Argame (for M. Flores), D. Domingo-Forasté, S. Olsen (for J. Licausi), B. Jersky, C. Lindsay, A. Montes, Jane Conoley
   2. Absent: J. Pandya, M. Flores, J. Licausi, M. Stephens
2. Approved Agenda
3. Approved minutes: Meeting of September 6, 2016
4. Announcements and Information
   1. Note that CSU on-line is not as it was originally conceived (as mentioned at last meeting).
   2. Need people most for Jeet’s review cmte. (Dean of CCPE).
5. Reminder
   1. Academic Senate meeting on September 22, 2016, 2:00 – 4:00pm, PSY-150
6. Special Orders
   1. Report: Provost Jersky: 2 of CSULB colleges exploring rel. with medical school at University in Grenada. Pres. is former Dean of Medicine at UCR. Mission to admit students of under underrepresented groups who want to serve own communities.
   2. Handout: Standing Cmtes. with Fac Rep.—Consider changing processes for finding members. Are there actual “charges”? Check against charges or identify info missing or incomplete. ACTION HOMEWORK: do the checking. Think about how might embody shared governance
7. Old Business
   1. Ethnic Studies report—discussion of recommendations—see 8.1
   2. Academic Senate Retreat—ACTION: approved general topic of inclusive excellence and ethnic studies report: HOMEWORK—Think on how to make that work in 2 hours. Flip stuff?
   3. Legacy Lecture: Kristine Forney--musicologist. Event in Chart Room.
8. New Business
   1. Discussion with President Jane Close Conoley on Ethnic Studies report and Inclusive Excellence initiative—TIME CERTAIN 2:30 pm
      1. ESR: Student success key element in report—is it working. Look at from competency perspective. Web-based survey just sent out meant to generate and keep moving forward in the conversation. Implications for Deans (resources), System-wide council element, curriculum component for which need faculty input. Got a primer from CLA about GE yesterday. Complicated by AP credits and distribution across colleges—but need to have a model that doesn’t use GE as main driver for FTES. Easier for small lib. arts school to revise GE. But British system et al. do not have GE and they turn out OK. I stand ready to support GE work and curr. but not to direct it.
      2. [Chair question:How to distribute recs. From ESR and talk about them? Some take to heart more? What are the ones that we can achieve? Request or priorities –10 major, 41 specific. Is there a drive for a School/College of Ethnic Studies?] Pres.: Working on a doc. that shows what we have actually done. HD requirement—could take [only?] an ES course to meet. Something in the middle? But ES worked on their majors primarily and so they don’t have enough fac. to pick up the HD GE reqmnt. Everybody could talks through to reach a communal value. Wants to avoid inter-dept. wars.
      3. Inclusive Excellence: People who could have roles in this discussion include those from the community, faculty alums, many more students, experts in campus climate, members of the Cmte. on Status of Women, CLGBTQCC, CCC and Nielan Barnes chair of CCC, faculty who do research on this (A. Locks), etc. SA is taking leadership in the meantime—Carmen’s meeting with folks. Had retreat for AfSU and related clubs. Many initiatives from SA and meeting with ASI more often. M. Stephens initiated cultural sensitivity training for her staff. Best practice would be to get outside researcher to study us (but could have 3rd party with help of some local talent?). [Senators: Do climate surveys every 3-5 years? ASUC president’s cabinet is another place to get student input about IE.] There are NESI and FESI surveys which are scored externally and could have benchmark across Univs. [Ryan Fischer volunteered to help. Must do something with the data, not just survey.] Old survey showed bifurcated perception of campus climate twixt students and fac. on opp. poles.
   2. Agenda for Academic Senate meeting on September 22, 2016
   3. Highly Valued Degree Initiative 2025
      1. Consists totally of one-time money; only hope that converted into base-budget. What do between now and 6/30? And between now and 2025? One of the task forces will develop a plan for “strategic advising” with students. The HDVI Phase 1 report is \*not\* the plan, just ideas. The 4.0/4.5 year students are the ones that need to grad. by Spring term’s end.
      2. Remember super-senior problem: faculty advisors found them in the past. Must notify them now to get on the problem of identification. Must know also about bottleneck courses now for short term, e.g. GWAR courses. Problem with GWAR exams and decertification/recertification of GWAR courses.
      3. Intrusive advising within a learning community.
      4. Add agenda item for Senate—discussion of HVDI 2025.
      5. Seniors need to be called in now to check if they are one unit short.
      6. Many students drop from fulltime to parttime in spring—support back to fulltime?
      7. This money cannot be used for hiring staff, faculty, or pay for students in regular semester. Could pay for bottleneck courses—but this means moving funds around.
   4. Charge of International Education committee (IEC)—not discussed.
   5. Charge of LGBTQCC committee—not discussed.
   6. Honors Policy and Processes around it—2nd reading of AS 14-08. C. Lindsay concerned that SAT conversation should be reserved for another time? Another senator: Or move that everything about curriculum issues be handed over to CEPC? Another: Move “three minute limit to comments.” Call question is a relevant parliamentary motion.
      1. Is there not room for a discussion of basic principles?
9. Adjourned at 4:00 PM