

CALIFORNIA STATE UNIVERSITY, HAYWARD

THE ACADEMIC SENATE

Approved as corrected

Minutes of the Meeting of Tuesday, April 6, 2004

Members Present: Dee Andrews, Diana Balgas, Norman Bowen, Cal Caplan, Alex Cassuto, Leann Christianson, Jack Davis, Jennifer Eagan, Denise Fleming, Karina Garbesi, Liz Ginno, Jessica Goodkind, Susan Gubernat, Michael Hedrick, Thomas Hird, Mark Karplus, Bill Langan, Frank Lowenthal, Bijan Mashaw, William Nico, Julia Norton (chair), Pamela Parlocha, James Perrizo, Laurie Price, Norma Rees, Hank Reichman, Michael Schutz, Jeffery Seitz, Eric Soares, Carl Stempel, Emily Stoper, Eric Suess, Bruce Trumbo, Alison Warriner, Jessica Weiss, Donna Wiley, Craig Wilson, Don Wort

Members Absent: Monique Berlanga, Alex Braun II, Bryant Estep, Don Gailey, Doug Highsmith, Kevin Horan, Jane Lopus, Edwin McLay, Russ Merris, John Ostarello, Michael Strait, Hollie Svedbeck, Vincenzo Traversa, Steve Ugbah, Lenni Velez,

Visitors: Carl Bellone, Bob Brauer, Bob Cherny (Chair, ASCSU), Stanley Clark, Susan Correia, Kim Geron, Kathleen E. Kaiser (Faculty Trustee), Dave Larson, Michael Leung, Tom McCoy, Daryl Preston, Joanne Schwab, Arthurlene Towner

1. Visit with the Faculty Trustee, Kathleen Kaiser and the Academic Senate, CSU, Chair, Robert Cherny

Senate Chair Norton introduced Kathy Kaiser & Robert Cherny. Kaiser began with a description of the bleak budget picture. Reminded Senate that legislative business heats up just as campuses slow down – May revise issues; she applauded the strength of the Hayward Statewide Senators. Currently, the Governor’s budget includes language such as “you must” have a student fee plan, raise undergraduate fees by 10%, graduate fees by 20%, etc., along with a budget cut of 9%; and we have no idea how to get by with that kind of cut, even with reducing enrollment by 5%. We have asked the Governor for the bottom line and would prefer to decide ourselves how to achieve the requested results; tentative agreements are now being ‘pushed back.’ We are working on a collaborative process for creating an undergraduate fee increase policy. What percentage of their costs should students pay? 25%? 33%? And linked to what index? Golden Handshake has been pushed back for recalculations; there is a system commitment to defend EOP, as it is critical and essential for our students (it would only take similar cuts as other programs). All the juniors in CA high schools have taken the college-readiness test; ELM & EPT n/a for those who passed. Results of those who did not pass will be good feedback to teachers, parents and CSU, showing what needs to be done for remediation. Superintendent O’Connell reported that he will be focusing on the high schools now, rather than elementary. He very much embraces the new test, reading comprehension will be the focus now, and having higher expectations. Math has improved. There will be 33 new legislators elected in November, which causes an uncertain political climate. The economic picture changes daily.

-Cherny thanked us for sending such good senators to the statewide senate, including those of the past (Wort, Stanley, & Glasrud); budget is hanging over our heads all the time. He talked with Jack Scott (D-Pasadena), who is chair of the Budget Subcommittee on Education; last year Scott had been very concerned about what the governor did for the community colleges. He looked hard and found some money. This year his focus is on protecting UC & CSU and he’s hoping to do the same for us. AS,CSU is concerned about the time it takes our students

to graduate, they are taking a lot more units than are necessary for graduation. This basically blocks access for other students to enroll, and we are currently turning students away, this is no longer okay. Northridge did a study to identify what the stumbling blocks were. There was a conference last December on this and there are a lot of approaches that each campus needs to consider, for example, why do students repeat classes; why are students taking more lower division classes, etc. Something the AS,CSU suggests is that students be required to declare a major by the end of their first year of coursework; then be encouraged to work very closely with a major advisor so that the courses they take actually work toward achieving their degree. Transfer students ought to declare a major when they apply; mandatory advising; good degree audit system – an automatic one which informs both the student and advisor at the end of the Junior year. There are complex issues around transfer issue; 45/15 is the shorthand term – means that students should have 60 semester units at the time they transfer to a CSU, 45 apply to their major/GE, and 15 are determined by our campus. This is pretty rigid and some majors have difficulties (or more opportunities to have greater). This is under discussion and a transfer pattern is being worked on to change Title 5 language. It won't exclude, but will give priority to students who *have* it. We would also be giving transfer students a road map to guide them along their degree path, much as native students. Not all students follow the guidelines, but those who do get an advantage. Establishing consensus in majors among CSUs for what the lower division transfer expectations would be is under discussion in the Faculty Affairs Committee. Community College students will be given a list of expectations at the outset, so they can prepare for any CSU (or their 2<sup>nd</sup> or 3<sup>rd</sup> choice, due to impaction). There is pending legislation (SB1785) which would mandate some of these things; Senator Scott and his staff have been asked to let us work out the details of how to do this; but we need to produce something to head off legislation that would probably be too inflexible for us, and our students. Excess units is another issue; there is a financial penalty for this in the Governor's Budget; penalize the students and/or charge it against the campus. What we would like to do is ensure that students do not take more units than they need to graduate. This kind of mind shift is going to take a lot of time. It opens access to others as well as eliminating this penalty. "Sanctionable units" "Excess units"; working on good wording for this.

-Warriner alerted our guests that the CSU English Council has a strongly worded resolution opposing the 11<sup>th</sup> grade exam. The \$100K was to be allocated to each campus for the early assessment program, even to those not connected to high schools (like Maritime). Clark replied that we received \$50K for the entire year.

-Wort asked about the Golden Handshake delay and the reply was that the Board of Trustees were required to submit figures to show a savings to the CSU from the beginning. It *was* on the Governor's desk.

-Caplan mentioned that he was concerned about term limits and whether or not the BOT had any strategies to deal with the new 33 legislators coming in, will there be any sustained legislative history/conscience of what has happened. Kaiser replied that the answers were no, but that Walters (Sacramento Bee) wrote some insightful essays on this; there is no strategic plan in place to address the changes in the legislature; the Governor is learning that there are many different factors which place serious constraints on the State budget (population change in CA, legislative term limits). She mentioned that educating the legislators is our greatest hope. Cherny added that the legislative staff is very important in this mix and so we are trying to focus on informing them as well.

-Eagan voiced a concern over trying to force our students to declare a major at the end of their first year, or transfer in with a major, and rush them through. Some students need to use the college as a tool for growth and development. Kaiser replied that "That was then and this is now. If we were a business, we'd be in bankruptcy; if students want to take excess classes, they ought to be prepared to pay for them, not the state. Bowen argued that he encourages

repeating classes to improve GPA to get into grad school. Cherny replied that strong advising is important and he had nothing against the stand point, but this is what is in the governor's budget; for any student that has 110% of the units needed to graduate, the campus will be penalized. Kaiser replied that the state is bankrupt; that is a fact. Advising is a very important part of helping meliorate this situation. Might want to think about the economic issue in terms of the money the student is not earning (but is going into debt because of the extra semesters they take). It's a struggle. We need to flex with the times.

-Lowenthal complained about the AS,CSU taking a position on Prop 56 and that this shouldn't take place in Academic Senate.

-Reichman remarked that he sympathizes with Bowen and Eagan. No matter what is done, the economic burden will fall onto students. It would be nice to support them in retaking classes, but now we can't. He then asked about the situation in the BOT, the last governor left a good number of spaces on the Board; has the present governor given any indication of filling the empty seats, and has the Board considered creating a strategic plan? Kaiser replied that the Board has been crippled; the term on the board is 8 years. It is designed to go beyond political influence. Currently there are 5 spots open, there are 2 retirements in March, and if the governor does not make appointments by June, the Board will be seriously compromised (need a certain number of members to achieve a quorum). There has been some indication that the governor may have some candidates in mind. The Board prides itself on not operating on a political agenda – good mix. 7 new members in a short time puts this in jeopardy.

-Schutz asked about the survival of the EOP programs; the caseload per EOP counselor at CSUH is 300/counselor, and in his experience, students here at CSUH can repeat a class as many times they wish; Kaiser replied that they are hoping to only cut EOP by the same percentage of the rest of the programs; EOP counselors are dedicated people. At Chico, students are not allowed to repeat a class if they got a C or better. Cherny replied that at SFSU students can repeat the class only 3 times; every grade counts whether you repeat or not.

-Garbesi commended the ASCSU for supporting Prop 56 and that this is something that is very important to the life of the CSU. Also asked more about the transfer units. Cherny replied that it's unclear exactly how this will work. We can only control our own unit requirement (15).

-Andrews also commended the ASCSU and asked about the relationship between the governor and the BOT; Kaiser replied that the governor did not have much exposure to how California works and he and his advisors are learning what the depth of the fiscal constraints are. They are retracting statements as they find out more. We are asking him to let us run our own ship, as we have the experience. It's more complicated than it looks from the outside.

-Norton thanked our guests and passed around buttons "Save the CSU" and urged all to wear them; passed around a card congratulating the Ugbahs on their new baby.

2. Approval of the Agenda  
M/S/P (Caplan/Schutz). Stoper recommended that we move item 3 to end.
3. Approval of the minutes of the meeting of February 3, and February 17, 2004  
M/S/P (Warriner/Fleming). Approved with minor changes.
4. **03-04 CIC 12**, U.S. History and Government (State Code) Requirement  
M/S/ (Stoper/ Reichman) to approve

Cassuto offered an amendment (Caplan second) “up to 9 units can be included in the GE breadth requirement” middle or end of 1.4. He argued that we have an 80 unit GE requirement. Other campuses have 72. It adds a larger load and should be changed. It was part of GE in the 70’s. This would allow the number of required units (8) to be applicable to breadth requirements to bring into line with GE breadth requirement according to the law and other CSUs. Those who spoke against the amendment noted that there should be a thorough discussion of it through CIC; would have unpredictable effects on students; learning outcomes have been established for lower division courses, and all would have to be changed if the amendment was passed. Cassuto replied that it is a substantive issue and he does not want it to be forgotten, and that the bigger issue is that we keep putting impediments in front of students. Andrews noted that the proposal would make transferring easier for students. Trumbo called the question. Ideas have been expressed. Passed. A vote on the amendment was taken. Amendment failed (7 ayes, 24 nays, 5 abstentions).

Andrews repeated that this is to make things easier for our students. The Chair asked Cassuto to send a memo to ExCom regarding this issue and it would be discussed.

Lowenthal asked about the history of the issue. Why did we have it for 35 years? Stoper answered that it was unknown; probably a lack of communication between the two departments. Reichman remarked that it was unusual to have this either/or situation and inertia carried along.

Original motion passed.

5. **03-04 CIC 13**, Learning Outcomes for the Lifelong Understanding General Education Requirement

M/S (Fleming/Warriner) to approve.

M/S (Seitz/Lowenthal) to remove the bolded language in #1, which was added by CIC.

Against the amendment – in the motion as it stands, changes it to a capstone not a lifelong learning requirement; the amendment passed out by Stoper addresses the issue better. Seitz responded that the language is confusing and that it would not meet the spirit of integration of Executive Order 595. Reichman remarked that we discovered we were out of EO 595 compliance last year, which is why the language was inserted. Stoper noted that we passed the GE package last year that includes this language. This is an implementation document. It needs to be in compliance with our own document as well as EO 595. Trumbo noted that the bolded language should go before the semi-colon to make more sense.

Amendment (9 ayes, 26 nays, 1 abstention) failed.

M/S (Stoper/Caplan) to amend as follows:

1) to delete “Area E” in heading; 2) change boldface in item 1 to “**to address a particular topic** that focuses on lifelong understanding and development of humans as integrated physiological and psychological entities. Topics may include human behavior, sexuality, nutrition, health, stress, key relationships of humankind to the social and physical environment and implications of death and dying, as well as others. ~~in which humans are seen as integrated mental and physical beings.~~”

Andrews asked what kind of courses these would be, or category of courses? Stoper replied that there is a long list of courses which met this requirement back in 1996; many will simultaneously fill 2 requirements with one class. Seitz remarked that we ought to add in “social,” too (accepted as a friendly amendment). Reichman remarked that though he agrees with the group’s trouble with the definition of the requirement, this Senate did pass the language previously as an overlay and the fact that the language is strange is reflective of the strange requirement language.

Amendment passed with 1 abstention.

M/S (Stoper/Schutz) to amend the main motion to delete item 5. A lot packed into the science requirement and adding advanced writing would be too much; unfair to science students; redundant for courses that meet Lifelong Understanding requirement.

Amendment passed with 3 abstentions.

Wiley offered a friendly amendment to #4 to add “be able to integrate knowledge.”

Motion passed (2 nays, 3 abstentions).

6. **03-04 CIC 14**, Application of HIST 3250, Modern Imperialism and Colonialism to GE Area C4 for the 1996-98, 1998-2004, and Transfer GE

M/S/P (Andrews/Stoper) to approve.

7. **03-04 FAC 6**, Changes to the Appointment and Review Document

M/S/P (Warriner/Wort) to approve.

8. Reports

- A. Report of the Chair – no report.

- B. Report of the President – no report.

- C. Report of the Statewide Academic Senators – no report.

- D. Report of CFA –

-McCoy noted that it was also important to educate the campus community, and wanted to announce the “Save the CSU” teach-in, scheduled for April 15th, in UU 101. There will be a lot speakers—the program begins at 10am. Lunch provided.

- E. Report of Student Government – no report

9. Adjournment

M/S/P (Caplan/Ginno).

Respectfully submitted,

Liz Ginno, Secretary