

CALIFORNIA STATE UNIVERSITY, EAST BAY

THE ACADEMIC SENATE

Approved as amended

Minutes of the Meeting of April 12, 2005

Members Present: Rita Akpan, Dee Andrews Norman Bowen, Cal Caplan, Jennifer Eagan, Liz Ginno, Susan Gubernat, Michael Hedrick, Tom Hird, Scott Hopkins, Mark Karplus, Andrea Kemp, Teena Khatri, Jane Lopus, Eve Lynch, Bijan Mashaw, Nan Maxwell, Rebecca McCormack, Michael Medeiros, Julie Norton, Susan Opp, Chung-Hsing Ouyang, Barbara Paige, Pamela Parlocha, James Perrizo, Laurie Price, Norma Rees, Hank Reichman, Juan Robles, Don Sawyer, Michael Schutz, Jeffery Seitz, Jason Singley, Eric Soares, Emily Stoper, Eric Suess, Jay Tontz, Donna Wiley, Diane Rush Woods, Jin Yan

Members Absent: Jim Anderson, Diana Balgas, Linda Beebe, Alex Braun, Charles Cole III, Lynn Comerford, Jack Davis, Judith Faust, Denise Fleming, Doug Highsmith, Jose Lopez, Frank Lowenthal, Carl Stempel, Vincenzo Traversa, Craig Wilson, Don Wort

Visitors: Sally Murphy

1. Approval of the agenda

M/S/P (Tontz/Schutz) with Opp's suggestion to change "office" to "officer" under item 8

2. Approval of the minutes of the meeting on February 15, 2005

M/S/ (Andrews/Opp) to approve.

Add Andrews to Present Members and correct the spelling of her name in last paragraph; Reichman noted that in his Statewide Senator report, on the topic of professional doctorates, it should be SB 724, sponsored by Scott; Teena's name was spelled incorrectly.

Motion passed as amended.

3. Reports

A. Report of the Chair

- Wanted to thank all faculty who participated in the WASC visit on March 15-18; shared positive comments made in the exit interview; strengths include the faculty governance on campus; COBRA & CRUMBS seen as a great resource; particular thanks to Carl Bellone & Gale Young for spearheading the process and report;

- Provost informed him that the Spring enrollment is down 2% currently, expected to have been 1% or .6% under, and is tentatively optimistic that we will meet our FTES target; applications for Fall 2005 are up 18% from last year;

- The Senate Office has completed a 3-year project: the plaques showing the Senate Chairs, the winners of the Sue Schaefer Faculty Service Award, and the George and Miriam Phillips Outstanding Professor Award winners (the winner for 2004-05 is Scott Stine (Geography & Environmental Studies)) are all in a display case in the Warren Hall Lobby; special thanks to Susan Correia for all her work on the project;

- Welcome Day is this Saturday (4/16) for students accepted for next year; starts at 8:30am at the gymnasium; included on that day is the College of Science's CSUEB Science Fair; Graduate programs open house 4/19 – 5:30 – 7:30 in the UU311, 307A&B.

B. Report of the President

- WASC team's overarching comment was that "this is a very good university";

- Scott Stine was 3rd in a series of speakers to Lepore Society donors and made an outstanding presentation;

- Visited legislators in Washington, D.C. and Sacramento this week and last; in D.C. focused on visit to the Hispanic Association of Colleges– indicating CSU's involvement in providing quality education to students of Spanish backgrounds; Day on the Hill – meeting with state congressional leaders –

importance of financial aid programs for students, and funding for the earmarks that we participate in; talked with staff and senators, assembly members, visits went extremely well – tried to explain that our people have worked harder than ever, doing 2-3 jobs, but there is a limit and burnout is a worry; Support the Compact and promoted bill to give CSU authority to grant individual professional doctorates, as well as a bill regarding whistle-blowers which only affects the CSU and UC.

C. Report of the Statewide Academic Senators

- Reichman reported on the March Plenary and Lobby Days, plus interim committee meetings; urged group to go to the ASU website to view the resolutions passed and read (<http://www.calstate.edu/AcadSen/Records/Resolutions/>); if you have any questions, please contact Cal or Hank. 1) General mood of governance; 2) Transfer issues; 3) Legislation. 1) Mood – hostilities had been overcome with budget crisis, now, perhaps because of bargaining and/or David Spence's leaving; Chancellor's attitude was extremely hostile and disrespectful – many there commented on it (even those outside of the AS); the agenda setting meeting of the AS ExCom was marked by a great deal of disrespect toward the senate by CSU administrative officers. 2) Transfer – project went very well this Fall; one problem remaining of the common course numbering system – without consultation with AS, the CSU administration has unilaterally withdrawn from the CAN system – making it defunct; principle behind it was because the course descriptions would be other than what CSU has determined; the CSU will determine the descriptors and the course number – community colleges will be invited to submit their courses to meet our standards; another statewide task force may be constituted to redo the 26 subject descriptions. 3) Legislation – met with higher education committees, two items – budget, with no position on the contract or the governor's budget, but that the funding for the CSU is grossly inadequate; and support for SB724 – Professional Doctorates – a nonpartisan issue;

- Caplan added that the lower division transfer project was discussed in an Academic Affairs standing committee meeting – Marshall Case (CSULA) reported that among the agreements developed, only 50% of them have been received for review; reported on two resolutions: 1) Role of Pre-baccalaureate programs – we have remedial programs which seem to be increasing with one set of eligibility assessments, plus remediation assessments; we need to create a guide to these processes; access versus resources – some argue that we are so focused on access that we are not attentive enough to the resources to support the access; 2) Advising resolution passed – keen interest in the role advising plays in retention of students, time to graduation, and faculty rewards/acknowledgement of successes in terms of PTR process. As a member of the forgivable loan committee (there were 130 apps, 93 were granted) 50% of the CSUH/EG applications were recommended for granting; he doesn't see own campus apps, but the discussions entail weaknesses/strengths of proposals, so he informed Carl Bellone what criteria make a strong app.; anyone sponsoring a candidate, please contact Cal so that he can provide information on what makes a strong proposal. Andrews asked about the way the forgivable loan works; there is a \$30,000 award and for every year that the loan recipient works full time at a CSU, \$5,000 of the loan is forgiven.

- Wiley asked Reichman if the administration's tone to the AS was reflective of the negative comments we heard when Reed first took office; Reichman replied that perhaps this new negative attitude is due to the arbitrator's judgment that any teaching in the summer needs to be paid at the same rate as other quarters; he noted that on the resolution on the Patriot Act – Chancellor reacted as if faculty do not know the real story; other presentations from folks from the CO were disrespectful, too; Spence spent the whole time tearing into the UC regarding the professional doctorates; he also noted that in the CPEC report in the latest *Daily Bulletin*, we rank 19th among the 21 institutions. Schutz asked if Sam Stafaci is staying on; Reichman answered that yes and he is the bargaining agent for the CSU; and there are currently no plans to replace David Spence.

D. Report of CFA

- McCoy reported that CFA will do everything in its power to maintain the FERP program; reported that in last Friday's *New York Times* newspaper was a report regarding Schwarzenegger backing down on privatizing CalPERS; an indication that the union and union member's work on this issue can claim a victory on this issue although we need to be educated about the issue as the governor has stated that he will bring this issue back next year; CFA is bringing George Diehr (Monday, 4/25, UU311 at noon) for a forum to discuss what this issue is all about and the related privatization of Social Security and what it means to us; students' program will be at 9:30-10:30am that same day (same room); please

consider bringing your class to one of the forums. CFA's position on the Governor's compact is that it is not sufficient and we need to publicize this; 4/27 CFA is sponsoring a rally in SF State Building to protest the reductions in the CSU budgets over the last 10-15 years; 5/4 – CFA Lobby Days to give legislators' our view on the state of the CSU; please support CFA in any and all of these activities; the blood sport of bargaining has begun; Perrizo noted that the Howard Jarvis group have dropped their anti-CalPERs program for now, too.

E. Report of Student Government

-Proud of the university community; Tsunami Forum - UNICEF gave the University award – and we raised \$1,000; bowling night raised \$600; upcoming elections – how to make students vote, want to get at least 10-15% of the student population; fee referendum re: health services & AS; will provide election information to the Senate; Andrews remarked that sending a flyer about the elections to all chairs via email would be helpful; last year they did do that.

4. **04-05 BEC 7, and 04-05 CIC 17, Proposal for Learning Outcomes in General Education (G.E.) Area D4, Upper Division Social Science**

M/S/ (Schutz/Eagan) to approve.

Andrews provided transition punctuation suggestions – will provide the Senate office with added wording to make the intro sentence for item 1 to end with a colon and ending a-b with a semi-colon.

Seitz voiced concern over ExCom taking over a document created by a subcommittee. Reichman replied that ExCom is supposed to ensure that the agenda/documents are in a form that can be either passed or not passed without substantial amendment on the Senate floor; several faculty came to ExCom to discuss the document in question and had to determine what we ought to do as there were real time issues involved; wanted to accomplish this without sending it back to the committee; Stoper remarked that in one respect the CIC version was better in that item 2 is very watered down as students are now expected to understand and have the ability to conduct research without writing a research paper; Opp remarked that one of the main things we were looking at was the criteria that student learning outcomes had to demonstrate both orally and written communication skills; Maxwell agreed both with Opp & Stoper, but as chair of a department whose classes averaged 55 students, some with 180 students, faculty can't teach content when students do 5-10 minute oral presentations; Rita – it's essential that it is a requirement to write a research paper because there are students who graduate who cannot write a research paper; Murphy noted that when the GE program was recently reviewed, that we simultaneously capped upper division GE credit Social Science and Humanities classes that required writing because of this issue of class size.

M/S/ (Stoper/Opp) to amend the document to have a colon after “behavioral sciences “ under item 2 and delete the following line plus item 2d.

Opp asked why would you collect data and then not analyze it. Reichman seconded Opp's question; various methodologies of the different Social Sciences should be taught in the disciplinary courses; but eliminating 2d, means that students would have to have experience doing social science research up to the point of analyzing their research; this would be a reasonable solution. Seitz remarked that it doesn't make sense to collect data and then not analyze it. Opp asked what is the idea behind the collection of data, what are the prerequisites of these courses, all of our students do not as a lower division requirement have the background, so how would this idea be applied; Murphy stated that the focus of the committee was that the student would write research, not that they would necessarily conduct original research, e.g. Stempel provides his students with the data and has them analyze the data, or read research articles and critique them; both of these approaches are ones that we talked about and found reasonable in the committee, and we wanted to leave it open to faculty interpretation; research papers are defined by each discipline. Hird noted that we are not focusing on how the professor may choose to teach the class for the outcomes to come about; 2d is a recommendation for the professor to address when they apply for a class to fulfill the GE area.

M/S/P (Caplan/Opp) to divide the question into 2 parts.

Stoper pointed out that studying good research helps to teach students how to do social science research.

1st division – Wiley agreed with Hird that the document talks to a faculty members request to apply a class to fulfill the GE area.

1st division passed.

2nd division – Opp noted that the way it is written allows students to simply collect data and not learn how to plan or analyze the data. Wiley offered that sentence C should read “Collect data, analyze data, or describe how data should be analyzed.”

2nd division did not pass.

Main motion: Andrews asked Maxwell about her concerns over the oral requirements: Maxwell was satisfied with Murphy’s explanation above. Seitz asked whether or not we wanted to add “oral” in item 3; Andrews reminded faculty that we need to give leeway to faculty; Schutz asked to add “and/or” to oral and written in item 4; Reichman noted we need to keep in mind what upper division GE is for – something a little narrower from lower division and reflect the great diversity of interests – walking a fine line between making criteria too narrow or broad; Soares noted that originally the capacity of the courses was to be 35 students, but it wasn’t until the classes were of 40-55 students that the issue of adding oral criteria became a concern; until we get through this terrible budget issue we should go with the document, we can revisit this issue; ExCom has discussed it already at two meetings.

Main motion passed.

5. **04-05 CIC 18**, Proposal for Learning Outcomes in Quantitative Reasoning, General Education (G.E.) Area B4 (Math 1130, Math 1100 and Stat 1000)

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

6. **04-05 CIC 19**, Upper Division General Education Learning Outcomes in Science

M/S/ (Opp/Seitz) to approve.

Andrews – there should be a comma after each e.g. in item 5. Wiley asked do we really need the “* more advanced than the lower division GE”; Seitz agreed but reported that in the committee this revolved around discussion to clarify the definition of advanced.

M/S/ (Wiley/Seitz) to make a friendly amendment to delete the * and phrase. Accepted as a friendly amendment.

Motion passed.

Main motion passed.

7. **04-05 CIC 20**, New Certificate in Graduate Economics Studies

M/S/ (Soares/Tontz) to approve.

Maxwell reported that in the department they have two comprehensive exams and 2/3rds of the students do not pass; students asked for proof of doing the coursework without passing the exam; she worked with Bellone’s office and they can do it at the college level, but she wanted to do this on a campus level; Mashaw

asked for data on how many students are affected; Maxwell replied that they will give all of their students (about 60) the certificate once they complete the coursework; also asking if additional resources needed; only Rees' signature; Bowen asked if there is precedent for this and how students will use the certificate; Maxwell replied that we have a lot of certificates on campus that do the same kind of thing; the use of the certificates by students is a concern of all CBE faculty – worked with Bellone to word the certificate so that no degree is listed on the certificate; the benefits outweigh the costs; Norton reported that Statistics have 2 certificates and they cost \$4, liked the idea and they have not found their students abandoning the Master's and they only give a certificate when requested, and it is never mistaken for a Master's degree; Rees recommended that the certificate is given when requested and not automatically; Stoper supported the motion; Andrews asked about #3, do certificate students have the same GPA requirements; Maxwell replied that yes, there is a cover letter with the certificate that explains this to ensure that they understand that if/when they go back to fulfill the Master's requirements, that they understand their GPA is maintained as defined by the University. Bowen asked about adding "this is not a Master's Degree" on the certificate; Maxwell replied that Bellone did not want the word degree or Master's on the certificate; Mashaw commended the department; Caplan asked about taking out the word graduate; Maxwell replied that the certificate requires graduate courses. Bowen asked about the number of students and making it on a request basis; Maxwell agreed and Wiley recommended that the catalog language be reviewed.

Motion passed, with one abstention.

8. **04-05 BEC 6**, Election of the Affirmative Action Liaison Office (AALO) for 05-07

M/S/P (Caplan/Hird) to place the document, which nominates David Larson (Geography & Environmental Studies) for an additional two-year term, on the floor of the Senate. No further nominations were received.

Motion passed/ Larson was elected with acclamation.

9. Adjournment

M/S/P (Wiley/Tontz) to adjourn at 3:53pm.

Respectfully submitted by,

Liz Ginno, secretary