Approved Minutes May 15, 2008

Present: Kim Geron, Political Science
Jiansheng Guo, Human Development
Barbara Hall, Philosophy
Tony Lima, Economics
Jason Singley, Physics
Linda Smetana, TED
Aline Soules, Library, Chair
Jay Tontz, CBE
Margaret Wright, Nursing

Apologies: Colin Ormsby, Presidential Appointee
Michael Lee, Geog & Env. Studies, Incoming CAPR member

Absent: Denise Wong, EOP

Guests: Linda Beebe, GE, Incoming CAPR member
Patricia Jennings, Sociology, Incoming CAPR member
Chung-Hsing Ouyang, Math & CS, Incoming CAPR member
Jim Okutsu, CLASS
Janet Patterson, CLASS
Benjamin Bowser, CLASS
Carl Bellone, AVP Graduate Studies & Academic Programs
Iliana Holbrook, Modern Languages and Literatures
Dianne Rush Woods, Social Work
Terry Jones, Social Work
Phu Phan, Social Work

1. Approval of the Agenda
   NOTE: The organizational meeting of the committee was added to the agenda and held first.
   NOTE 2: Due there being two reviews, the business of the meeting was deferred until after the reviews.

6a. Organizational Meeting

   After a process of elimination, it was agreed that Aline Soules would chair the committee next year.

6b. Modern Languages and Literatures

The following points were raised in the course of the oral review:
Which languages and how many should be taught? Which can be sustained?
Holbrook’s concern about the dis-connect between student demand for language classes and the programs’ “not being sustained by build-in requisites in CLASS” (p. 2 of the self-study)
How one “defines” a language requirement. ASL is one example; a computer programming language could, conceivably, be another
The need for a philosophical discussion about the role of language in programs at CSUEB
The tenuous history of the French program
The desire of the department to revitalize the Spanish and French BA and the Asian minor
The department’s submission of a proposal for a Minor in Chinese
The elimination of the language component from Liberal Studies (2002). It was noted that in the five year review last year, Liberal Studies was working to reduce the number of units required.
The concern of the department that it was not treated fairly by CLASS. They offer nine languages, but endure many shortages. Their FTES is high, yet they have been labeled in the past as having the least FTES in CLASS. There is also desire for transparency and a sense that this quality has been missing from discussions in the past; however, there is appreciation for the current Associate Dean assigned to the program (Patterson). They wish the resources they are given to be equitable with other programs in CLASS and in sync with their FTES.
The faculty request that CAPR support them in their bid to CLASS that there should be small requirements for language in selected programs, e.g., music, liberal studies, history, and more in English. Students don’t align to the requisites.
The growing trend in languages, particularly since 9/11.
The fact that there is no requirement for languages for teachers in California (unless they plan to teach languages)
The fact that language skills would help students to be more competitive
The program chair’s desire to speak to the provost directly

During discussion, there was a question about what other CSUs required in the way of languages. There was also a suggestion that the program approach CIC regarding the curriculum issues. There was further discussion about SFR and FTES. The issue of the amount of literature component was raised. The courses have a strong cultural component and are linked to current issues. The faculty believes in a strong interdisciplinary and cultural component for every course. This led to a discussion of how to make the courses attractive to students. The faculty plans to revise the titles of courses to reflect the true content and perhaps even revise the department’s name. Marketing is critical.

Ultimately, CLASS needs to make a decision about what to do for the students and the department. The committee expressed a concern about the five year plan. What are the plans? What are the needs? What is the strategy to justify the need for a tenure-track position and the increased need?
6c. Social Work

The accreditation report is highly detailed and extremely extensive. In her opening remarks, Rush Woods raised these points:

- They have worked to mirror the program at both Hayward and Concord
- CLASS has provided support, but they have also been very successful in securing grants, which support a significant number of students
- Enrollment has grown at a rapid rate and exceeded the infrastructure. They have one of the smallest faculty with one of the largest programs. As a result, they will cap enrollment to match their capacity, with 75 students in Hayward (3 sections) and 30 students in Concord (2 sections).
- They require administrative support at Concord
- Students currently have the options of child welfare or mental health. In spite of their challenges with current growth, they wish to move into the option of gerontology, a rapidly growing area. This will provide stabilization as well as a new option.
- They are seeking to hire a researcher/practitioner.
- For field placements, they currently contract with 160 agencies. With gerontology, this number will increase.
- Phu Phan spoke to the issue of assessment – the strict requirements of their accrediting agency and the need to implement their plans to show results. The accrediting agency will shortly return. The self-study is due in August 2009, the intense review & visit will be between November 2009 and February 2010, recommendations will be made in June 2010.
- Attention was drawn to p. 18 of the five year plan – a critical element.

Discussion centered first on the issue of the plans for Oakland, which led to a discussion of the hybrid/online possibilities in tandem with Saturday classes. There is also potential online curricular material available through Bay Area Social Services Directors. There was also discussion of the type and level of staff appropriate for Concord. Social Work would prefer a coordinator rather than a tenure track line in order to facilitate advising, administration, and other elements besides teaching and lecturing. There was a brief discussion of the lack of contiguous space, and further discussion of grants (for gerontology in particular) and field placements, a major element of the Social Work degree.

Finally, there was discussion of resources – the need for lecturers, the SFR ratio (offset by grants, etc.), and the program’s success at bringing money to the university.

2. Approval of the Minutes of May 8, 2008
   This was not addressed (it will be handled via email).

3. Report of the Chair
Chemistry and General Education passed the Senate on May 13, 2008. If anyone wishes to see any additional annual reports, let the chair know.

4. Report of the Presidential Appointee
   None.

5a. CAPR report for Kinesiology
    Amendment to move part of page 7 to Section 5 (M/S Singley/Geron). Passed.
    Approval of the report with amendment (M/S Smetana/Tontz). Passed.

5b. CAPR report for Geography/Environmental Studies
    Approval of the report (M/S Singley/Tontz). Passed. Minor corrections & suggestions will be incorporated.

5c. CAPR report for Anthropology
    Approval of the report (M/S Tontz/Smetana). Passed. Minor corrections & suggestions will be incorporated.

7. Other business

It was agreed that Hall and Geron would get draft reports to the chair for Modern Languages & Literatures and Social Work respectively by no later than Thursday, May 29. A vote will be held by email.

Following that, discussion returned to the recommendations the committee would make for Modern Languages and Literatures. Concerns included:

- The program being spread too thin with the number of languages they were trying to handle with the number of faculty and resources available
- The lack of evidence of a programmatic direction, in spite of their good FTES and SFR numbers. The five year plan does not describe a clear sense of direction or a strategy.
- The question of whether a language lab is needed in light of available computer technologies
- The appropriateness of allowing some lower SFR classes to provide consistency and continuity in some of the minors and course offerings. This is offset by high FTES in other courses.
- The lack of assessment instruments. There are plans, but no documentation of instruments or enough hard data.
- There was shock at the fact that Holbrook said she had paid for the copying of the documents from her own pocket and was “hoping” to get reimbursement.

It was noted that languages are not part of the standards in CEAS, other than for language teachers. Also, taking a Liberal Studies major no longer allows students to opt out of CSET if they wish to be teachers.