



**ACADEMIC SENATE
MINUTES
NOVEMBER 16, 2017**

ASD 17-173

Approved 12-7-17

11:30 AM - 12:50 PM

PLN-130

Present: Badal, Brunelle, Bruschke, Buck, Casem, Chandler, Childers, Dabirian, Evanow, Filowitz, Fitch, Fujita-Rony, N. García, Gradilla, Heiner, Holland, Jarvis, Kanel, Matz, Mead, Meyer, Myck-Wayne, Oliver, Patton, Perez, Powers, Puri, Rodriguez, Self, Shahi, Stambough, Stohs, Taulli, Tavakolian, Tiwari, Wagner, Walk, Walker

Absent: Ansari, Basil, Bonney, Brown, Dries, Fidalgo, M. Garcia, Sun, Tsang, Walicki, Wood, Zarate

I. CALL TO ORDER

Vice-Chair Patton called the meeting to order at 11:34 AM.

In Memoriam

- Carolyn E. Johnson, Professor Emerita of Communications [died 11-7-17; a moment of silence observed.]

II. URGENT BUSINESS

- M/S/P (Evanow/Matz) Motion to approve ASD 17-169 Faculty Representation on the Presidential Selection Committee passed as amended without dissent.
 - (Mead) Line 18-19: reword the sentence to read...“All faculty will then receive access to an electronic ballot as soon as possible”. *Considered friendly.*

Back to main motion

- M/S/P (Heiner/Fitch) Lines 22-23: Motion to reword the sentence to read...“The two elected faculty will represent two (2) different colleges and will receive the largest number of votes”.
- (Perez) Amendment to Heiner’s motion, to reword the sentence to read...“The two elected faculty will be the highest vote getters and shall come from two (2) different Colleges”. *Considered friendly.*

Back to main motion

[Vice-Chair Patton turned the meeting over to Chair Stambough]

- (Fitch) Where are we with asking for an extension on the implementation on EO 1100 and EO 1110?
 - (Stambough) Statewide senate made a blanket request for an extension for the entire system. As a campus, President García supported and signed our request for an extension, and we have forwarded the request for the extension. Our request for an extension is a little different from what you have seen in the Chancellor's letter due to the turnover on our campus. They wanted more clarification regarding our situation. We will have a phone call. I will update the university community upon speaking with the CO.

III. ANNOUNCEMENTS

➤	Proposing or Refreshing Your Upper-Division Writing Class	Friday, December 1 st , 8:00 -11:45 am Click link to registration: FDC website
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- (Walker) I would like to urge those who are inclined; the AAUP has a petition and an easy way to email your representatives about the taxation of graduation students' stipends and tuition waivers. So if you are going to do it, you can get the language from the AAUP and send it right on to them, or if you want to write your representative on your own, please feel free.

- (Mead) The Strategic Plan Steering Committee continues to engage in their listening exercises for input for the next Strategic Plan (2018-2023). For those of you who have not been consulted yet, there is the opportunity to respond online by going to the feedback tab on the campus Strategic Plan webpage. Also after this Academic Senate meeting in these chambers, there will be our third public forum.

IV. APPROVAL OF MINUTES

- 4.1 ASD 17-162 Academic Senate Minutes 10-19-17 (Draft)
M/S/P (Dabirian/Meyer) Minutes were approved without dissent.

V. CONSENT CALENDAR

M/S/P (Jarvis/Stohs) Consent Calendar was approved unanimously.

5.1 NOMINEES TO COMMITTEES

NOMINEES TO SEARCH COMMITTEE

UNIVERSITY EXTENDED EDUCATION ASSOCIATE DEAN, ENROLLMENT MANAGEMENT OPERATIONS, and UNIVERSITY EXTENDED EDUCATION ASSOCIATE DEAN, INNOVATION AND PROGRAM DEVELOPMENT

Nominees: Binod Tiwari (ECS); Debra Ambrosetti (EDUC); Danielle Majam-Finch (L/A/C/E); Juan Carlos Gallego (HUM); Bob Mead (MCBE); Dean Kazoleas (COMM)

VI. CHAIR'S REPORT – written report distributed on 11-13-17.

This is not a Chair's report that I planned on writing. As you know, on Monday, November 6th we learned that President García is stepping down as President of Cal State Fullerton effective in January. I am excited for her about the new and important opportunity with the American Association of State Colleges and Universities in Washington, D.C. Among many other things, President García's tenure here will be remembered for her energetic advocacy for student success, the importance of that for our student body, and the importance for society that the student population we serve are given the opportunity to learn, grow, and develop to fulfill their potentials. That energetic advocacy is something she will take with her to AASCU as she leads promotional strategies for institutions like ours across the country. On a professional level, we congratulate President García on this new responsibility. On a personal level, we are happy for Millie for this new opportunity and a chance to move to one of my favorite cities.

Obviously, this announcement means that we have a lot of work in front of us and some uncertainty. We begin this week by adopting a policy for the selection of the faculty members of the Advisory Committee to the Trustees Committee for the Selection of the President (ACTCSP). As mandated by the Chancellor's Office regulations on searches, the ACTCSP includes the Academic Senate Chair and two faculty members elected by the faculty. Those three will join others on the committee representing the students, staff, community leaders, alumni, campus administration, and the President of another CSU campus. We need to agree upon a policy for this election and we will do so under urgent business this week so we are ready whenever the Chancellor officially begins the search process. Obviously, we will have an interim president for a period of time. The Chancellor will reach out for input from our campus on the selection of an interim president. I will provide updates on this process as we learn more information.

While we work on the issues related to the presidential transition, the work of the university and of this senate continues. This week includes several critical moments in the General Education agenda items. We continue to push for reconsideration and/or delay from the Chancellor's Office. Our General Education Task Force has its first meeting to start the long-term strategies for General Education and how to better advocate its value to students and community stakeholders, and we begin deliberations on changes to our program.

The Senate and individual senators have been very busy pushing the Chancellor's Office on the substance, timing, and lack of sufficient consultation on these policies. As I mentioned in a previous report, I am proud that our campus senate was one of the first to pass a resolution about this matter. By doing so, we not only expressed our values and concerns but we provided both information and moral authority for our Statewide Senate delegation to lead these efforts at the Statewide Senate. It did the same for me when the Council of Academic Senate Chairs took the rare and unusual step to send a letter as a group to the Chancellor's Office requesting (1) a delay and (2) greater consultation on this and all other future matters. That body doesn't generally make statements such as resolutions. The work in this

chamber provided me with the moral authority to take our case to the Council of Senate Chairs and, with other senate chairs, make the strong case for such action.

In particular, I want to draw senators' attention to the strong argument made by the Chair of the Academic Senate of the CSU before the Chancellor and the Board of Trustees last week. Building off the work of campuses like ours, the Academic Senate of the CSU, and the Council of Senate Chairs, Dr. Miller made strong arguments directly to the Chancellor and the Board of Trustees with a specific ask for a delay. The ask was not just for a delay but that before the clock started again the Chancellor should "engage in a data-driven and genuine consultation with the faculty" about (1) analysis of the costs of modifying GE and academic preparation, (2) analysis of the effect on campus-level resource allocation and its impact on specific programs such as ethnic and cultural diversity studies, (3) reinstate the recently lifted moratorium on changes in ethnic studies programs, (4) use of multiple measures to assess foundational quantitative reasoning levels, and (5) collaboration between the CO and the ASCSU to develop plan for changes and monitoring impact of any changes. I encourage people to read the transcript of her comments which can be found at

www.calstate.edu/AcadSen/Records/Chairs_Reports/documents/Chairs_Report_September_2017_BOT.pdf. I will keep all updated on what we hear from the collective request for implementation delay.

As we continue to push the Chancellor's office for changes to EO1100 or at least the timeline, we are working to be prepared for whatever changes we might have to do. I'd rather be prepared than not be prepared but remember, as we mentioned earlier this semester, we will discuss these but we will not pass anything until we know that we have to do so. This week we begin with one action item and two discussion items. The action item concerns a fix to a limitation on the types of courses that could be counted in Area Z. This is separate from the EO 1100 mandates. We will also have first readings of revisions from our General Education Committee about the areas and the substance.

Finally, I want to end this Chair's Report on a high note. Congratulations to the CSUF Women's Soccer team on winning the conference championship in dramatic fashion and to the CSUF Men's Soccer team on winning the conference championship one week later! There is also a great rumor of a grand re-opening of part of the library this week! Whenever you tour the newly renovated sections of the library, I encourage everyone to visit the "African-American Civic Engagement" exhibit conveniently located near the Starbucks! It is a wonderful exhibit and highlights many CSUF alumni. It's definitely worth a look.

VII. INTERIM PROVOST REPORT – written report distributed on 11-14-17.

First Year Experience

- The Office of First Year Experience continues to work with undeclared students and support UNIV 100 sections in four colleges through peer mentors, Lava Lounge and residential life programming.
 - Four Student Success Fellows have been assigned a caseload of 506 undeclared and Summer Bridge students; 45 peer mentors have been selected to serve with 46 UNIV 100 sections; and five EOP peer mentors have been selected to serve in three FYE Summer Bridge UNIV 100 sections.
- The office is also tracking visits to the FYE Lava Lounge through Titan card "swipes." While most students take advantage of computer study space and printing, so far this semester 425 have met with peer mentors, 104 have met with staff, 106 have attended an event or workshop and 74 have met in person with a success coach.
- According to Admissions & Records, as of Nov. 8 a total of 1,034 first-year students are enrolled in UNIV 100 courses. This includes undeclared, Guardian Scholars and Summer Bridge students, as well as Arts, Health and Human Development, Business and Economics and Communications majors.
- To encourage involvement in campus events, the FYE office has created a friendly competition called "Battle of the UNIV 100 Sections."
 - Awards are presented weekly, with Titan gear donated by campus partners.
 - In October, first-year students competed for the most participation in the University's Civil Dialogue events.
- FYE is also collaborating with Housing and Residence Life to provide programming for UNIV 100 residents.
 - 50 FYE students, led by six peer mentors, completed in fun games during the Pine Olympics on Oct. 27. Feedback was very favorable.
 - Residential advisors met with FYE peer mentors at an October "meet and greet," and discussions are now underway for additional fall programming.
- A fall FYE social media campaign has netted 996 Instagram followers, with the goal of 1,000 by fall break.

Quarterly Grantee Recognition

- The Office of Research and Sponsored Projects (ORSP) hosted the 2nd Quarterly Grantee Recognition event on Monday, Nov. 13, from 1:30–3:30 p.m. at Titan Hall.
- The event recognized principal investigators/co-principal investigators who received grants during the third quarter of 2017 (July - September).
- This included 34 grantees from seven colleges and the Division of Student Affairs, representing a total of 42 grant awards.
- The three largest awards included:
 - \$3,045,000 to Nilay Patel of Natural Sciences and Mathematics for “Bridges to Stem Cell Research, Therapy and Careers: A Talent Development Program for Training Diverse Undergraduates for Careers in Regenerative Medicine”
 - \$853,262 to Dawn Macy of the Center for Internships and Community Engagement for the “Titan After School Education & Safety Program within the Tustin Unified School District”
 - \$698,000 to Ruth Mielke of Health and Human Development for the “Advanced Nursing Education Workforce (ANEW) Program

Ed Week 2017

- Our College of Education is sponsoring Ed Week 2017 this week.
- Ed Week is an opportunity for students to learn about the impact of a credential or degree in education while spotlighting current students and alumni.
- Events have included an online conference, a research symposium and student poster presentations in the Titan Student Union, a writing workshop, future teacher boot camp and future teacher festival and resource fair.

VIII. STATEWIDE ACADEMIC SENATE REPORT – written report distributed on 11-13-17.

[5-page report.](#)

IX. ASI REPORT – written report distributed on 11-14-17.

First, we’re hosting a canned food drive 11/14-11/16, and you can drop off cans at any of the Information & Services desks in the TSU.

This past week, we were able to meet with both Congressman Ed Royce’s staff and Congressman Lou Correa’s staff, to advocate on behalf of our undocumented students and also hear their views in regards to passing the Dream Act.

Next, the executive officers along with Board Chair and TSC Governing Board Chair will be meeting with Chancellor White this Thursday to discuss campus concerns prior to selecting an interim President.

And lastly, the Board of Directors is working on a resolution recognizing and thanking President García for all the great work she’s done for our campus.

X. CFA REPORT

No report.

XI. FIRST READING**11.1 ASD 17-165 Revisions to UPS 410.103 Curriculum Guidelines and Procedures: Academic Programs**

The committee removed the restriction on double counting.

- (Walker) If someone is a double major, that first sentence gets sticky depending on how you look at the GE and how the double major comes together.
- (Gradilla) Starting at line 20, Undergraduate Majors, As a department that has been impacted by this, we have also have not only double majors, but dual degree candidates, and I think it is important to spell that out in one of the bullets.
- (Walker) I don't believe these minimum "unique units" requirements do anyone any good because the department chairs should be making the decisions about who is going to add second majors and this makes it sometimes unnecessarily difficult.

- (Jarvis) Coming from a division that has two majors with some serious overlap, having an official policy is excellent to rely upon.
- (Childers) This discussion seems to be getting beyond the role of the General Education Committee.
- (Brunelle) I would like to remind people there is a GE Task Force that will be put in place and they will be re-thinking the significant issues. So we don't want to jump in now and make changes beyond what is mandated by the Executive Order.
 - (Stambough) The GE Task Force met for the first time this past week. Their first order of business was to elect a chair; Senator Casem is the chair of the GE Task Force. They are going through the raw data from the AA/AS Retreat to find trends and interesting comments and perspectives, with the idea of putting together a preliminary report to this body later this year.

We will make sure the committee receives this feedback.

11.2 ASD 17-166 Revisions to UPS 411.201 GE: Breadth Objectives and Course Development

The committee has not finished this document, they have not touched Area E or Area Z.

- (Stohs) The way I understand the Executive Order is that Personal Finance is moving from Life Long Learning to Area B. The way I read it is the decision has been made to put it into B4 only rather than B5 or both. Our department is debating should we leave it at an upper level, which it currently is, or should we move it to a lower level 100 or 200? The way this document reads it looks like it has to be a lower level B4, but B5 is also quantitative reasoning. So it should be open to the GE committee to allow either one as long as learning goals are met, so I would like the committee to revisit that.
 - (Stambough) I believe the documents out of the Chancellor's office mention personal finance is something they can count towards the quantitative reasoning, so I believe that is where the committee took that.
 - (Childers) The GE Committee considers that B5 draw upon, integrate, apply, and extend knowledge and skills previously acquired in subareas B1-4. So any topic in B1-4 is also available in B5.
- (Kanel) Lines 18-21: If the overlay is not related to Lifelong Learning and Self-Development, then it should be an "F" or come after "Z" because the way it is worded it makes it look like it is related to Lifelong Learning and Self-Development.
 - (Stambough) It is supposed to be related only to "Z", so we will make sure the language is clear for that.
- (Perez) Line 258: Is that an exhaustive list and if it is not, I would suggest being careful. Anytime we have a list of specific content areas or potential course title that we make sure they are exhaustive or don't use them because it might unintentionally privilege certain departments when the language and the particular content area is more clearly aligned with their area.
 - (Stambough) I believe that language came directly from the Executive Order. But is the suggestion to have language that is consistent with the Executive Order but does not list particular courses?
 - (Perez) I think that would be better.
- (Bruschke) Line 60-61: suggestion to replace the word "all" with "any". Also, my concern is I don't think our campus has a firm handle on how many classes people should take people take online, who should be taking them, and do they get evaluated? So I'm not sure this document is the right place to try taking those questions on and I wonder why that change was?
 - (Childers) A requirement of the Executive Oder.
- (Bruschke) Our Department and many others have a research methods class that heavily relies on statistics, would those classes now count under B5? They are upper division and they do use quantitative concepts. So now departments could take that class and count it as GE and then allow our students to double count that course. Is that your understanding that's what these changes do?
 - (Childers) My understanding is that an argument could be made, it's just a matter of the same process, submitting the course change form and arguing it meets the objections for Area B5 and it would be considered by GE Committee.

- (Casem) Regarding the additional language in Area B3, as I recall the Executive Order still included the original language and suggested it is a direct association between courses. So if you were to take a course in Biology, your lab component should be a Biology lab, you could not go and take a Geology lab. My recollection is the new Executive Order retained that linkage and I do not see it reflected in this.
 - (Childers) The intention there was to be restrictive, the Executive Order states that the B3 lab must be associated with a course in either B1 or B2.
 - (Casem) So my question is if I were to take my Biology class as a B2 class, could I take my lab in B1?
 - (Childers) That would be enforced by prerequisites that are part of the labs.
- (Walker) Line 616: asterisk is misspelled.
- (Fitch) As we talk a lot about computer methods, computer science, and quantitative reasoning; which could involve a lot of different kind of classes. Most of the statements under the learning goals talk about mathematics or quantitative reasoning, then in C we have perform appropriate numerical calculations. I'm presuming that means with a machine or doing the mathematical calculations or do we really mean if we are going to have a statistics class we want students to be doing the computations?
- (Stohs) Personal Finance is moved out of Life Long Learning, it is the only course in the whole Executive Order which is automatically moved, so something needs to be done about that.

XII. NEW BUSINESS

12.1 ASD 17-155 Revision to UPS 411.201 GE: Breadth Objectives and Course Development

M/S/P (Childers/Fujita-Rony) ASD 17-155 Revision to UPS 411.201 GE: Breadth Objectives and Course Development was approved without dissent.

- (Mead) Line 421: the word asterisk is misspelled. *Considered friendly.*

XIII. ADJOURNMENT

M/S/P (Dabirian/Walker) Meeting adjourned at 12:50 PM.