



MEMORANDUM

TO: Elizabeth "Betsy" A. Boyd, Chair, Educational Policies and Programs Committee
FROM: Kristina A. Schierenbeck, Academic Senator at-large.
DATE: April 28, 2015
SUBJ: EPPC MINUTES – April 23, 2015, Kendall Hall room 207, 2:30 p.m.

Order at 2:34

1. Approve **minutes** of April 9, 2015 meeting

Minutes approved.

2. Approve today's **agenda**

Changes by Boyd: university writing committee, CAD, graduate council, AURTEC have reports given orally. Added to "other". Approved as amended

3. Announcements

KK: a. End of "Take Back the Night", please see "The Hunting Ground" at the Pageant.
b. Butte and Glenn county intersect in areas of positive child relationships. Opportunities to volunteer per flier.

TH: Dianna Parken, introduced as new AS president. Currently AS VP for Facilities and Services

4. Chair's Prerogative

Move to #5

5. Resolution in Support of Increased Staff and Tenure/Tenure Track Faculty Growth (presented by: Enrollment Management Advisory Committee; Dwyre, Ford) – **Action Item**

Presented by Diana Dwyer, recap: Came about last academic year, enroll management advisory committee to administration was that faculty and staff levels should keep pace with enrollment growth. Information provided via data and context for this need. Document to substitute the introduction document was sent to committee which now includes the data. Moved by KK and seconded by Maris Thompson. Passed unanimously.

KK provided rationale for the resolution: TT faculty have assignments that lectures do not, thus TT faculty have increasing responsibilities. Also first generation students need more help, PELL eligible students now at 40% and double that of traditional enrollments, these students need more help.

The new document also has substitute language which includes 5 whereases moved by KK and seconded by Jeff Livingston.

Susan Roll brought up diversity of faculty as also a problem on campus, is this an appropriate addition for this resolution? KK pointed out the data provided here doesn't track diversity, just appointment status of the individual. Diana Dwyer felt this was primarily a workload issue resolution. The nod to international students however, brings up the issue of lack of faculty diversity. Betsy Boyd said that Susan could entertain the language but needs to make a formal motion. Susan is not ready to propose, but wants to discuss modification of second new whereas. A process issue.

Maris Thompson: in support of the new whereases to serve increasingly diverse student body. Not maintaining tenure density, and our workload is increasingly more specialized. We are, in fact, also seeking faculty representatives of color to better serve this student population.

Jeff Livingston: faculty and staff are doing informal work without compensation for first generation students, and students of color. We are overworked.

All in favor of amendments to have 5 whereases, passed unanimously.

Angela Tretheway: What is the connection between staff and TT faculty? What about lecturers, these things are required of them too? DD: they purposefully focused on TT because lecturers have increased, trying to highlight work that lecturers don't have to do, i.e. the work of the department. AT, concerned that underrepresented students are in all of our classes, not just TT faculty.

Jim Aird says resolution is soft, a bit fishy statistics. What are the real values, what is that we are trying to keep equitable. Very complicated, in that what is the measure of "keeping pace". DD: hard to measure on a one-to-one basis, but it is more work and we feel that the case is well-enough made. Higher-ups were bent out of shape about this idea and that lecturers are here to do the work too. Yes, it is soft, but it has already had an impact. JA: But when will we get there? When do we know that the problem is been fixed? DD: lost ground needs to be made up, enrollments have gone up again this year, increased 1.5 percent against the recommendation of enrollment management advisory committee. JA: still need to make progress toward finding better measures. DD: But there can be interpretation issues. FTES or head count? What is the measure?

KK moved to strike in second new whereas to remove staffing levels. MT seconded.

Rationale: total decline in resources across campuses, using system data that uses concrete measures that are on page 4. The data from the system don't necessary add up depending on the sources. Lecturers are on different workload contracts. So staff perhaps confuses the measures. AT: a variety of folks do the things in the second whereas, workload issues needs

to be addressed just for TT faculty. Maris likes to keep in the workload language. Susan Roll supports amendment by KK to focus on TT faculty. JL is reluctant to delete this because staff is mentioned throughout the document. LE agrees with JL in that we would then need to re-amend other whereases. Are staff providing more services as levels have dropped? KK yes, but, measures are about tenure density. DD: reduction in number of staff in various centers have had major impacts with more diverse student body, different and more work. Good evidence for the same problems with staff. Kaitlyn Baumgartner-Lee likes the "and staff" because it feels inclusive. Also a compensation issue because many positions get downgraded. KK called question, passed unanimously. Vote on motion to delete "and staff" from 5th whereas. Motion fails.

Maris Thompson: Why not have a bench mark? What is a healthy campus? KK, CSU doesn't have this standard. Chris Nichols: student faculty ratio hasn't changed but 70 to 59, is this intentional? Administrators will maintain it is a cost saving major.

Lyndall Ellington proposes amendment in 4th whereas" to include chairing graduate thesis committees". KK seconded. Fifth line. Unanimously passed.

General Discussion: KK political context, CSU said cheaper is better.

KB-L on 4th whereas remove many, friendly amendment. KK seconded. Passed unanimously.

MMcC: question about staff, important to include but data only addresses TT faculty?
DD: can't be broken out:

Susan Roll: 5th whereas add "particularly those who represent minority communities". Second by MT. KK objects because there is no data in this data set. MT: but workload on diverse faculty has grown as diverse student body has grown. No increase in faculty diversity. JL: is sensitive to the issue but better to collect the data. LE: in support of argument about composition but could be interpreted in blaming students of color. TH: important to serve underrepresented students, serving a new community of students, it is important to be relatable.

Nick Janos: if we add this whereas we need to also add a resolved?
Amendment withdrawn by SR. Maris and Lyndall, Jeff, will help recraft it.

Amendment on faculty diversity will be included at a later time.

Entire document was unanimously carried and will move to full senate.

6. New Graduate Option: Master of Business Administration Option in Enterprise Information Systems (BUS: BSIS) (presented by: Sager, Gardiner, Meuter) – **Action Item**

Jim Sager, proposal for new option, a differentiated degree. "Emphasis" does not appear on documentation for degree or transcripts, options do. Students come here for this particular program. Conversion of emphasis to option, just one additional course and more specificity

in the requirements, but otherwise no substantive changes. More of a known quantity for employers and students who come here. JA: one additional course and prescribed courses. KB-L: emphasis will be deleted when option is passed. Passed unanimously.

7. Significant Change Proposal – BA Music Option in Music Education (HFA) (presented by: McConkey, Knight, Roby, Tevis) – **Action Item**

Presented by Michelle McConkey, Dean Knight, and Lloyd Roby. Background: option was suspended three years ago, asked to reexamine program so the option and credential are combined together and get out in four years. Example given of students being hired on the spot. Only program like it in the Northstate, ensures our students stay in the credential program. It has high units because it is a blended program, CAB agreed to let some of the courses count as GE. KB-L questioned payscale might be lower for these students, since they don't have postbac credential. MMcC: School district has the prerogative to decide this, but the student would be saving money because it is 4 year degree instead of 5 year degree, one less year of debt. Ortek will also weigh in on the program. KB-L: what if student is half way through and it is not appropriate to finish, can they finish without the pre-credential courses? MMcC: They would graduate in general music. Lloyd Roby: students have benchmarks in their sophomore courses, are evaluated for further work in the program. Passed unanimously.

8. Proposed Academic Reorganization – Teaching International Languages (CME to HFA) (presented by: Knight, Trethewey, Summers) – **Action Item**

Dean Knight, Dean Trethewey, and Tara Summers presented: AT: moving TIL from CME to HFA, interdisciplinary program with connections to education but not squarely in mission of school in education (K-12) teacher training. A better fit in HFA, nothing changes in the program, resource neutral move. MT: well discussed in the school of education, well-vetted through student and faculty surveys. Is it really resource neutral? HFA faculty is excited but are there faculty to serve this degree since there are only two faculty linguists in the HFA? International, interdisciplinary means faculty workload for cumulating activity gets called into question. Dean Knight heard the concerns by graduate council, program needs to be resource sufficient, but there is a new Spanish faculty member and new advisors. Linguists do exist but they are being bought out because they are in high demand. English has no retirements or FERPs, so no new line hires. CSUS advisors have provided ways to support graduate programs, but Knight can't do this independently. Full course release provided to graduate coordinators. MT: I hear constraints in terms of parody but pedagogy strand is chaired by education faculty, so this increases workload for comp exams or thesis reading. AT: Education faculty will continue to support these students. CME faculty will bank service for thesis advising, even if program moves to HFA. Confirmed by AT that it works as an interdisciplinary program. Full time faculty will be in charge and a 0.2 coordinator for the first time in four years. KK: it should move it doesn't belong where it is. LE: let senate be your advocate to support this move and provide resources for the program with the provost. AT: advocate for interdisciplinary graduate work on the whole campus. LE, agrees and suggests that this is brought to GC. Dean Knight, we have a lot of international students, and increased pressure to add international students. We also need support staff or they will leave. LE: if TIL stays in CME and Hilda retires, then that position goes away, so we would

need to reargue for a position. Dean Knight: international studies was disbanded and all programs except TIL were moved to HFA.

9. Revision of EM 99-003 (presented by: Fosen) – **Action Item**

Editorial corrects made on introduction item. Chris Fosen presents EO1100, changes GE delivery on campus. Especially addresses Area A2 which institutes a grade for WP courses of “C” and prerequisites to remove confusion and recognize the rigor in these courses, as they ascend to their majors. KK passed around handout to Jean Irving. Not the case that it is related to EO1100. Refer to handout.

CF: the proposed changes are not mandatory, but supported by the GE committee. CN: disagreement with KK about intent of change from C- to C. CF: Concerns covered by catalogue rights, so KK concerns not relevant. KB-L, GE catalog rights are a bit different than major catalog rights.

LE, proposal to not have requisite grade for WP courses, from C to C-. Seconded by ???. WP are capstone courses in the student’s field, faculty member needs to have more discretion to be able to give a C-. Doesn’t like dictation of campus wide policy. EB clarifies that change is on Page 2, #1, Page 2, #2, the first bullet to return to original language. KK: doesn’t want someone in another discipline telling me I can’t discern the student should be a C. CN: writing committee determined that the university has already told us that the certain levels must be reached. KK: no, this is discipline driven. NJ: support idea for raising the bar, but in his course the content is the hurdle, not the writing. CF: resists notion that this is a loss of control over grading, just changing the bar, no real qualitative changes. LE: science writing in her field and in a WP course is quite specific, they will not have this specific type of writing in GE courses. KB-L: helps for less confusion for WP and A2. JA: are we giving grades or are students earning grades? There is subjectivity, but why not give the student the grade they earned? LE: needs the C- to be assigned. MMcC: Does EM1100 only address A2 courses, where are the benchmarks? EB: clarification, EO1100, now bottom grade has been raised to C, not C- for Fall 2016. GE writing has proposed that, in addition, prerequisite also be in line with the EO1100. Also, writing committee has tried to clarify to this minimum of C for WP, C- students still don’t pass. Motion failed by a vote of 7 to 8.

KK: page 2, first paragraph, first sentence. The prerequisite to all WP courses at CSU Chico is meeting the minimum requirement for AreaA2. KK rationale: accepted as articulated transfer. But new students, as freshman, face a new standard, better to say that were certified. Same change on page 3, first bullet at top.

The larger document: Motion carries.

10. Proposed Certificate in Interreligious and Intercultural Relations DRAFT (Roll, McCarthy) – **Discussion Item**

Presented by Kate McCarthy and Susan Roll: for open discussion and thoughts. KMcC: just a discussion for a certificate in interdisciplinary degree, 21 unit. Multi-disciplinary, with 11 departments involved. KK: department chairs were not consulted and there was strong pushback. KS: Should evolution be included? CN: why a certificate and not a minor?

KMcC: provides a better credential in that it is pragmatic. LE: better place for evolution might be in teacher training. KMcC: not necessarily department commitments. KMcC is part of national group to increase interreligious competency, there are no public universities that have these programs. We would be pioneering something that is compelling. SR: collecting information now, please collect information. KS: a vehicle to increase diversity? EB: run pass student senate.

11. Other

EB: email reports of the committee, is that okay?

CN: C/C- may come back. Thanks to EB

12. Adjournment at 5:10

Note from Chair: End of year reports from Curriculum Advisory Board (Nichols) and Graduate Council (Ellingson) appended.

Report from the Curriculum Advisory Board (CAB) for 2014-15 Academic Year

CAB, the CSUC campus committee in charge of oversight of the campus General Education program, accomplished the following during the 2014-15 Academic Year

Assessment

CAB undertook assessment in five of its 10 SLO's during the 2014-15 year:

- Diversity: this assessment has been completed. A report will be made available to the campus community shortly.
- Information Literacy: this assessment has also been completed. A report will also be made available to the campus community shortly.
- Mathematical Reasoning: in progress. A report will be ready by September 2015.
- Creativity: also in progress; report to be ready by September 2015.
- Personal & Social Responsibility: also in progress; report to be ready by September 2015.

Assessment has been carried out in prior years in Written Communication, Oral Communication, and Critical Thinking.

Curriculum

In Fall 2014, CAB approved the following courses, to be added to its program beginning Fall 2015:

- Eight (8) new Writing Intensive Substitution courses.
- Eleven (11) new Major Course substitution courses.
- Thirteen (13) new Capstone substitution courses.
- One new class (HIST/WMST 335) added to the Gender & Sexuality Pathway
- Two courses removed from the program (HIST/ASST 377 and HUMN 228)
- Note that an additional three courses approved in Spring 2014 will be offered in the GE program beginning in Fall 2015.

Additional changes to the GE program were approved in Spring 2015 (or, in some cases, are still pending), to be added to the program beginning in Fall 2016.

- Four (4) new Writing Intensive Substitution courses.
- One new Major Course substitution course.
- One new Capstone substitution courses.
- Three new courses entirely new to the GE program (ENGL 354, PHIL 303(WI), and PHIL 340); four additional such proposals are pending.
- Two courses currently in the GE program were added to additional pathways; one additional such proposal is pending.

Writing

Much attention this year was paid to the slate of Writing Intensive and Capstone courses within GE, and the WI-substitution and Capstone-substitution courses as well. Important notes are:

- A total of 4671 seats in WI, Capstone, WI-sub, and Capstone-sub courses were made available in Spring 2015. Total enrollment in those sections was 4235 (91%). Enrollment varied from 77% for the WI-sub courses to 96% for the WI courses and 97% for the Capstone courses: these last sections were very full.
- A total of 5362 such seats are being made available in Fall 2015 (as of 4/6/15). This is an increase of 15% over Spring 2015.
- In conjunction with the University Writing Committee, a study of the practices of the WI and Capstone courses is in progress.

- Efforts are being made to help students, faculty, and advisors better understand the WI/Capstone course system, with particular attention to the presence of sections of WI and Capstone eligible courses but not offering WI or Capstone credit (e.g. RELS 264I vs. RELS 264; and ANTH 340Z vs. ANTH 340)

Other

Other items dealt with this year included:

- A small workshop on “Wicked Problems” was held in December 2014, in conjunction with faculty at Yuba College
- A new Executive order governing GE, EO 1100, has been issued by the Chancellor’s Office. It includes one change that will have major impact to GE courses at CSUC: the new minimum grade in Area A courses will move from a C-minus to a “C”. EM 10-001 governing CSUC GE has been edited to reflect this change (which takes effect in Fall 2016), and other campus discussions that have followed the changed EO are underway.

Please let me know if you have any questions or need any further information.

Respectfully Submitted

Christopher J. Nichols, CAB Chair 2014-15

Academic Year 2014-15

Graduate Council Report

to The Educational Policies and Program Committee of the CSU, Chico Academic Senate

Over the course of the 2015-15 academic year (AY) the Graduate Council (GC) met monthly (with one cancellation) from 8-9 am Fridays. Agenda and minutes from these meetings show much discussed, debated, and accomplished. The highlights of the Council's activities are described below:

I. **AY 2014-15 Office of Graduate Studies (OGS) Overview**

- a. There were 722 new enrollments for AY 2015-15, 83 of which were international graduate students.
- b. There were 358 students graduating this AY (Summer 2014: 53; Fall 2014: 58; Spring 2015: 247)
- c. New Program approved by GC: new residency in MA in Education designed to be completed in 18 months (funded by a \$6.5 million grant acquired by Dr. Payne). New Program Conceptual Abstract approved for the School of Education for an MA in Teaching (MAT) degree offered in conjunction with the credential pathways. No graduate programs were suspended or discontinued.

II. **Policy development and changes**

- a. **Letter of Recommendation Policies** Recent experiences illuminated a need for, and specific requirements for, waivers for all incoming recommendation letters. Loopholes were found in the current policy that allowed for non-admitted students, disqualified, and applicants to be able to see letters of recommendations if the waiver form did not accompany the letter. (Enrolled students do not have this privilege). The policy was changed to requiring waiver form to be submitted for all letters of recommendation and that this policy and the waiver form be placed prominently on the Graduate School website and those of individual graduate programs. Additionally, a uniform policy was approved about the retention of recommendation letters (and their accompanying waivers): this new uniform policy states that all letters of recommendation and their waivers should be destroyed after admittance or denial.
- b. **Probation/Disqualification Process**
Inconsistencies across graduate programs in how and why students are put on probation and the options they have to get off probation are creating an unfair playing field. Discussion included issues including what classes can be taken to raise GPA back up to the required 3.0, taking Open University classes to do so, individual contracts between students and graduate coordinators, how best to maintain standards while recognizing the need for flexibility when there is good effort. Small adjustments were made to current policy to reduce inconsistencies while maintaining graduate coordinator control over individual students' probation agreements.

III. **Five Year Reviews**

GC revised and implemented a Five Year Review template (since OGS is now handling the reviews) that reduces redundancies and better delegates fact finding to those who have access to information. Three graduate programs will complete Five Year Reviews this year: English, Biology and Anthropology.

IV. **Administrative Decisions**

- a. GC considered the administrative move of the Teaching International Languages Program (TIL) from CME to HFA. GC approved the move, sending the proposal on to EPPC, with reservations regarding the loss of the tenure track faculty line dedicated solely to TIL and HFA faculty thesis

workload – and with strong recommendation that these be resolved for the health of the program and student success.

- b. The Dean of OGS, Dr. EK Park, will resign from his position effective May 31, 2015. Associate Dean Sharon Barrios will continue to serve in her position and title. Interim Provost Susan Elrod was named Acting Dean of OGS.

V. Ongoing Concerns and Discussions

a. Support for International graduate students and the departments who recruit and serve them

Computer Science (CS) reported that 57 (out of 127 accepted) new international graduate students are enrolled. Although CS is now up from 2.5 faculty members to currently 6.5 tenure track faculty members and two full-time lecturers, the graduate program has gone from a 10.6 faculty ratio to 32—tripling the SFR in one semester – with some graduate classes having more than 50 students in them. GC was informed that a campus committee is looking into this issue. As of this report, no information or recommendations have been disseminated.

b. Compensation & workload for thesis committee work

Grave concerns over the health of graduate studies due to tenure track faculty workload issues were voiced at almost every GC meeting. Currently, very few graduate programs on campus give credit for thesis committee work, and when it occurs it is the form of release time after collecting so many thesis committee credits. The situation is exacerbated by the loss of tenure track faculty in recent years, with the burden of thesis and department/college committee work falling on fewer and fewer shoulders. Solutions were scant, but ranged from changing the culminating activities to comprehensive exams to establishing thesis ‘banking’ systems to compensate.

c. Health and sustainability of OGS

General concerns over the health of OGS could be heard in the discussion of several themes mentioned in this report: with the resignation of EK Park (and no interim dean named for unique representation at CAD), of increasingly uncompensated tenure track faculty workload and density, disconnect between international student tuition dollars and graduate program resources to support these new students, worry for the stability of the TIL Program with the loss of a dedicated tenure track line, the Student Services Center space audit, the crucible between for graduate programs at CSUs with the advent of 4-year degree programs at junior colleges and the staunchly defended graduate programs at the UCs.

VI. OGS support for graduate students

- a. Graduate Equity Fellowships (10 per semester at \$2750/semester)
- b. Small Research Grants (10/year at \$300)
- c. Academic and Performance Scholarships (2/year at \$1000)
- d. Outstanding Thesis and Project Awards (2/year at \$55)