



have a brainstorming session on ideas for celebrating our 150<sup>th</sup>

to brag about it to that same degree. We have outstanding GE courses, Professors, GEAP Advisors, and BOGS members that work hard to make these courses great and the assessment of GE courses is outstanding. I can brag about that. However, I think that more is needed. I'm actually a graduate of CSU Northridge, about twenty or so years ago. We had the same system there that we have here. You pick a category, and something that fits your schedule, and you meet your graduation requirements. We can do more. Our students need to understand why they are taking that liberal education. They need to see it as being

him as someone that can shape a strong campus life program here. Senator Phillips also has a history in Information Technology. That will be important to the senior team.”

Interim President Kassing said, “The other appointment I’d like to talk about is Irene Miura’s replacement as Executive Assistant to the President. I will miss Irene immensely. Gerry Selter will be taking Irene’s place. Selter is a seasoned and well-thought-of Dean at the University. He brings a strong sense of the academic mission to the President’s office. He knows resource management. He also knows research, how the foundation works, and has a good understanding of information technology. Selter is honest and he tells you what  
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same conclusion. I attended a WAC strategic planning session in mid-October. I would argue that the W

It seems to me that we are spending an enormous amount of time talking about athletics. It is only 2-3% of the budget, and yet it is the primary discussion. It wears you out. There are other things that happen here that are much more important, and yet we seem to spend our time on athletics. It troubles me that we decide it is the first thing we need to do. I haven't decided that. We will work on it, and we'll get to it."

Senator Norton said, "I would submit that the Athletics question is the most obvious point for saving a large sum of money that we badly need for the academic program." Interim President Kassing said, "I would agree with you."

Chair Nellen said, "The resolution the Senate passed called upon then President Yu to form a task force to look at the appropriate makeup of our Athletic program. Obviously, the resignation of the President caused some delay as well. We had a very vigorous discussion about this in the Executive Committee today. Many of us raised some of the same questions you are today. I've had discussions with Interim President Kassing on this topic as well. I think it does come down to finances. Every ten years or so, the Senate has passed a resolution saying you have to bring down the percentage of funding for Athletics klces

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Senator Veregge presented

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through Executive Orders (EO). These EOs came about first in 1976, and then in 1978, with the Board of Trustees resolutions on student writing skills. Now we are getting to some specificity with the memo coming out of the Chancellor's office regarding competency in writing.



Professor Shifflett said, “Then there were variations in the complexity of the passage. This was eye-opening for us. In some cases, the reading skill required before students start writing is significant, and perhaps not appropriate. In other cases, we looked at GVAR exams that looked like the English Placement Test (EPT). There was no discernable change in the difficulty, and that was a concern. Then there were variations in the rhetorical challenge. The language being used required, in some cases, very sophisticated understanding of rhetoric.”

Professor Shifflett said, “With respect to essay evaluation—only 1 campus had only one reader. Eighteen campuses had 2 readers, and 1 campus used 3 readers. There is generally more than one person evaluating the essay. The scale is generally 1 to 6. All the assessments are done holistically across the CSU. Most of the campuses are using a scale of 1 to 6 with the total score possible with 2 readers being 12. Of the 17 campuses that have this, the passing rate is 7 for 4 of the campuses, and 8 for 9 of the campuses.”

Professor Shifflett said, “We actually collected essays from the timed essays, essays from classes, portfolios from classes, etc. We asked specifically for materials to be given to us from essay that were just barely passing, and just barely failing. We did not look for the extremes. We asked for borderline material. From the classroom we collected some essays responding to literary works, there were some research papers, and there were portfolios. We compared the coursework to the essay exams. The scope, length, and level of difficulty were quite similar. The primary difference in almost all cases was that the classroom work was composed over time, and there were rewrites and revisions with feedback. The pass rate on the first try of the essay exam at SJSU was 59% and below. Pass rates for the GVAR are significantly different from the exams, but not from other courses. Our pass rates are similar to pass rates holistically across the CSU.”

Professor Shifflett said, “We got into a discussion about non-native English speakers. From the feedback the campuses gave us, and the people around the table that have been involved with GVAR for years and years, they speak very strongly to the extraordinary demands put on faculty given the diversity of our students. The students themselves report incredible challenge and find themselves succeeding in coursework, but failing the GVAR. We have reports from various CSUs of students repeating the GVAR, eight, nine, ten, eleven, or twelve times before passing the GVAR. We also heard of 1 campus where if the student didn’t pass the GVAR they graduated anyway, and a little asterisk was put on their transcript. That will probably change after this review.”

Professor Shifflett said, “The committee came up with some recommendations that I have listed here for you on your handout. Some we would recommend that SJSU adopt include: “Campuses should implement measures to ensure consistency and common standards in faculty evaluation of materials produced in courses.” It appears there needs to be some attention given to the course route through GVAR, compared to the essay route through GVAR. Another recommendation that the committee suggests we adopt is: “That the GVAR course

recommendation we have is that we should perhaps talk amongst ourselves about developing a campus-wide GVAR policy for graduate as well as undergraduate programs. I am not certain, but my recollection is that it is very different from college-to-college, and very different even within colleges. This is probably worth some discussion.”

AVP Cooper stated, “As some of you may know, all departments are being asked to work on their “road map to degree.” This is the outline of the four-year program that leads to a Baccalaureate degree. Each department is being asked to specify not only what is needed for the major, but also what would be a good GE program for that major. So, rather than suggesting that students pick from a list say for area C2 (usually whatever fits into the student’s schedule easily), the department would specify GE courses that would be an important part of providing breadth and perspective for that particular major. As departments were asked to do this, it was recognized that there would be some areas where it really wouldn’t matter what GE class was taken for that particular degree program. However, there would be other areas where a particular GE class would fit with the major. This was an idea that came out of a Provost retreat at the beginning of the semester. This was considered a better way of trying to provide coherence in the GE program, rather than doing it by GE policy. So, rather than putting it in the GE guidelines, it would be put in as a set of suggestions from the departments.”

AVP Cooper said, “In that context, we have been examining our GE guidelines. As I indicated to you, one of the things that Title V specifies is an understanding of how different academic disciplines approach knowledge. One of the things that is being considered for change in the GE guidelines when they come to you in the spring, is that there be some limitation on the number of GE areas that can be fulfilled within a single academic discipline. So, rather than going through your entire breadth program, taking courses from only two or three departments, by the time you graduated with a baccalaureate degree, you would have knowledge from several different disciplines perspective.”

AVP Cooper said, “There are other things that are in the GE guidelines, some of these we don’t currently enforce. The structure of our GE program is that we have a set of skills courses, including writing skills, quantitative skills, critical thinking skills, and mathematical skills courses. We also have core GE courses that are to provide knowledge, and then we have advanced GE courses that are supposed to integrate knowledge acquired at the core level. Completion of core GE courses is a prerequisite for all advanced GE courses. Currently this is an un-enforced prerequisite. When the GE polic

talking about the state of the GE program right now, and then if we have time, we will go on and talk about where we are in terms of the GE process.”

Associate Dean Evans said, “I’m starting with slide 6, if you are looking at the powerpoint presentation that was distributed to you. Basically these requirements came from Executive Order (EO) 595 in January of 1993, which established the current GE pattern across the CSU. The reason it was established was for reciprocity across CSU campuses. If a student moved from one campus to another, they wouldn’t have to start over in terms of their core GE. Their courses would receive reciprocity across campuses. Each individual campus is responsible for developing and creating its own program. Along with this comes the understanding of GE certification versus course articulation. Does anyone know the difference between GE certification and course articulation? It is a misconception among many faculty and students on campus. A course can be certified in a particular GE area, e.g. D1/Human Behavior at DeAnza, and be articulated with a course certified at San José State University in area E/Human Understanding and Development. The student only gets GE credit for the course, in the area in which it was certified where he/she took it. That becomes very confusing for students and faculty. One thing we might do is not have courses articulated as being equivalent, when they are in different GE areas.”

Associate Dean Evans said, “Looking at slide number 8, the distribution of GE Breadth units, this is the way it is mandated by the CSU. As AVP Cooper said, it is a minimum of 48 semester units. Our program is 48-51 units, depending upon whether the student is required to take 100W. If a student is exempted out of 100W based on their score on the WST, then they would only have a 48 unit package. If they have to take 100W, then they would have a 51 unit package. Engineering majors have a 48 unit package, because their area D and R courses are combined into one 3-unit course.

Associate Dean Evans said, “Then it specifies the various breakdowns. We, of course, need all those breakdowns the CSU gives us, but the way it looks for us is that the 9 units in “Inquiry into the Physical Universe and its Life Forms” are met through our Life and Physical Sciences Requirements, our Mathematical Requirement, and our area R, Earth and Environment requirement. That is where we get those 12 units. Most campuses simply have some lower, and some upper division courses. Students must take at least 9 upper division units, but it can be out of any area. We specifically have core and advanced, so that in theory, students take the core courses to be prepared for the advanced courses. They do the classes in sequence. The 12 units in Human, Social, Political, and Economic institutions come out of Social Sciences and our advanced area S—Self, Society, and Equality in the U.S. The 12 units in Arts, Literature, Philosophy, and Foreign Languages would be our

time. There were very few denied certification under the guidelines. Since that time, all of the courses that have been submitted for continuing certification, have received continuing re-certification. There are about 80 faculty now involved in the review of courses.”

Associate Dean Evans said, “If we go to slide 16, we see that there are two types of models of GE, they are core and distributive. If it is a core GE program, then every student takes exactly the same course. In a distributive model, the student can select which course they want to take out of a particular listing. The example I gave you in the slide is of our area S. There are over 30 courses a student can pick from in area S. However, all of those courses must meet the specified guidelines for that particular area. I believe we have an outstanding GE program. The courses are excellent and so are the faculty, but we don’t market the GE program right. Neither the students, nor the faculty know why they are taking GE. They don’t understand the purpose

group that maybe doesn't understand this is the parents of our students, but another group that expressed a lack of understanding or appreciation is our faculty. Faculty will say things to their students like, "I'm sorry you have to do this, but BOGS requires it," or "I'm sorry you have to do this, but GE requires it." This is a major task. As a faculty, we are not doing a particularly effective job of presenting a belief in GE."

Senator Van Selst said, "I know at the CSU Statewide level, Academic Affairs is looking at double-counting, are you guys looking at this?" Associate Dean Evans said, "You mean counting towards both the major and in a GE area? Senator Van Selst said, "Yes." Associate Dean Evans said, "We used to not allow it other than one or two per major. This is something we are looking at again. When the new GE guidelines were drafted, it was felt that it wouldn't matter if a course was taken in a student's major department, because if it was meeting the student learning objective, then the discipline in which those objectives were met shouldn't matter. Upon reflection 6-years later, most of us feel that that is not the case, and that we should

Literacy Conference sponsored by the Library and led by Senator Branz in October 2004. About 50 faculty attended that event, and out of that we got information for integrating all of the information literacy standards across the GE curriculum. That's a change that is 99.9% assured of happening in the new GE guidelines."

Chair Nellen next went over a few handouts from the Educated Persons Dialogue. Chair Nellen said, "We should be thinking about what we want to change in our GE program. I think what has come out of this presentation today, is that we really aren't doing a good enough job in helping faculty, students, and parents understand the purpose of GE. We've got a "Greater Expectations" report from the American Association of Colleges and Universities (AACU). The report says that what students really need today is a strong liberal education that needs to be reinvigorated by making it practical and exclusive, such as including a range of teaching

Senator Van Selst said, “There is a suggestion on the Educated Citizen’s Dialogue to require service learning research with a professor, or study abroad. At the Statewide level in Academic Affairs we are coming out very strongly against required community service. If that is not something we want to do, please let me know.” Chair Nellen asked, “Can you tell me why they are so strongly against this?” Senator Van Selst said, “They are against it because it is required “volunteer” service.”

Senator Wilson asked, “To what degree are students involved in these discussions now?” Chair Nellen said, “There are some students on BOGS, and students are involved in the Educated Citizens Dialogues. There have also been a few students that attended the GE forums.”

Senator Bros asked, “How well are GE Advisors informed about these issues? Associate Dean Evans said, “I meet with the GE Advisors over in Admissions and Records about once or twice a semester. They are the only folks on campus that complained about the new format in the schedule of classes, because they said it is so much easier to check-off the boxes. However, once I explained why we had changed it, and told them what we would like them to explain to the student, they were okay with it.”

**IX. State of the University Announcements. Questions: In rotation.**

**A. Associated Students President** – Associated Students (AS) President Greathouse said, “The semester is winding down and finals are coming up. We are getting ready for the end of the year. We passed our Staff Recognition Award resolution, and we agreed it will be a monthly award and that students would do the nominating. The staff will be honored at our AS Award Ceremony at the end of the year. I will get you



participate in other activities we've had on campus. The role of AS is to provide everything and anything that we possibly can in order to give students a well-rounded college experience.”

**B. Statewide Academic Senators** – Senator Van Selst said, “There was a commendation for the voter registration effort at San José State University (SJSU). Several issues are being looked at in the Statewide Senate. One issue is lecturer representation on Senates, and SJSU is a model being used. Academic Freedom and Professional Responsibility are other issues being looked at for faculty and students. There is also the issue of volunteer service being required of all students. As for the budget, Vasconcellos told us that there is no way that California can sponsor the Compact. A few minutes later Chancellor Reed came in and said that he spoke to the Governor and the compact was good. As for early assessment programs, there is a movement to test people in high school to see if they are on track. This is part of a bigger effort to warn people ahead of time to divert them from having to have remedial education. Finally, the Statewide Senate is looking at the lower division transfer program, and trying to come up with an agreement on core GE.”

**C. Provost – None**

**D. Vice President for Administration – None**

**E. Vice President for Student Affairs** – Senator Phillips said, “I am delighted to be back at SJSU. I am focusing on student success. We will succeed in our work, only if the students we are serving succeed. As far as the status of Student Affairs, I am reviewing all aspects of Student Affairs. There are many, many things I am looking at. If there is something you think I should look at, feel free to contact me.”

**X. Adjournment** – The meeting adjourned at 4:50 p.m.