

**SAN JOSE STATE UNIVERSITY**

**Engineering 285/287  
Academic Senate**

**2 p.m. – 5 p.m.**

**2007/2008 Academic Senate**

Present: Fee, Kao, Schultz-Krohn, Canham

Absent: Hendrick

**MINUTES**

**September 24, 2007**

COB Representatives:

Present: Roldan, Jiang

Absent: Campero

- I. The meeting was called to order at 2:05 p.m. and attendance was taken. Forty-eight Senators were present.**

**ENG Representatives:**

Present: Meldal, Backer, Gao

**H&A Representatives:**

**Ex Officio:**

Present: Van Selst, Sabalius,  
Gorman, Henderson,  
Lessow- Hurley, Kassing

**Administrative Representatives:**

Present: Najjar, Sigler, Phillips  
Absent: Lee

**Deans:**

Present: Parrish, Stacks, Merdinger,  
Wei  
Present: Norton

**General Unit Representatives:**

Present: Romo, Sivertsen, Liu

Please come by the Senate office and meet her.

The chair welcomed our newest Senators, Senators Desalvo and Mok. The Senate is delighted that Senator Desalvo has returned.

The chair thanked the Senate Administrator, Eva Joice, who worked on making the Senate policy webpages accessible to disabled students over the summer.

The chair expressed the Senate's sadness at the loss of Dr. Irene Miura this summer. Dr. Miura was a Senate chair from 1993-1994.

The AVP of Faculty Affairs asked the chair to announce that we will be participating in a national awards competition sponsored by the Alfred P. Sloan Foundation in collaboration with the American Council on Education. Six institutions will receive \$200,000 to enhance tenure and tenure-track faculty career flexibility. Our application involves a faculty survey that faculty will be receiving online. In order to qualify, we must have a 40% response rate. Please complete the survey using your official SJSU email address.

Several policies would be coming before the Senate at the October 22, 2007 meeting, including the timely ordering of textbooks.

Senator Van Selst participated in a group from SJSU that has crafted a white paper on advising. Students are demanding more coherent and reliable advising.

The Professional Standards Committee is working on peer evaluation. We have received contract language about online SOTES, and we have a special presentation today about them.

The Instruction and Student Affairs Committee will be working on a referral from the University Council of Chairs and Directors (UCCD). The UCCD is asking the Senate to reconsider the scheduling policy to restore Monday/Wednesday/F



undergraduate and graduate research. Emily Allen, from the College of Engineering, is doing some fascinating work on nanotechnology, and she brought two of her graduate students to do a presentation to the board. At the same time, Long Beach State did the same thing with its Aerospace Engineering program. Emily was outstanding, as were her students.”

President Kassing welcomed Gwendolyn Mok to the Senate. President Kassing said, “I got to see Gwendolyn play at the 150<sup>th</sup> Symphony last March. She is unbelievable.”

**Questions:**

Senator Sabalius said, “Of course we are happy we’ve increased the enrollment by 8%, but I recall that we were supposed to grow by no less and no more than 2% because we wouldn’t get any more money for enrollment growth. How is this 8% enrollment growth seen and accounted for by the Chancellor’s office?” President Kassing said, “Well, you are referencing a set of conditions a couple of years ago where you were asked to hit your target, and if you went under the target



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## **VIII. New Business –**

### **A. Presentation on online SOTES by Dr. Nira Hativa:**

Chair Lessow-Hurley said, “Dr. Nira Hativa from Tel Aviv University was here last spring to share her expertise on online SOTES. She has kindly consented to join us today for another presentation. Dr. Hativa has Baccalaureate degree in Science, a Masters degree in Science and Mathematics from Israel, and a Ph.D. in Mathematics Education from Stanford. She is a full professor in the School of Education at Tel Aviv University, and has served as head of the department there. Her academic area has been effective teaching in higher education. She is in her fourth year as head of the Tel Aviv University Center for the Advancement of Teaching, which manages their online SOTES. She is also a Senate member at Tel Aviv University. Their Senate has 120 members. We are delighted to have her here today.”

Dr Hativa said, “It is a pleasure to speak to another Senate. I’ll try to talk fast.

What are the advantages of online SOTES? More and more institutions in the U.S. are moving towards online SOTES. Studies have shown that student written responses are longer, more elaborate, and more intelligible when done online than on paper. Online SOTES also reduce chances for error, save paper, time, money, and manpower. In addition, we are able to get the results of the online SOTES to the departments within two days at my university. It is a very efficient way of doing SOTES.

What are the advantages of paper SOTES? With online SOTES, students lose their outside class time. In addition, online SOTES may result in lower participation. However, at Tel Aviv University the percent of response did not change. It is also very smooth and easy to operate at our university.

At Tel Aviv University we evaluate 600 courses every semester. This is the first year of online SOTES for us. There are two types of evaluations we do, formative and summative. Formative evaluations are usually done about halfway through a course. If you want information about how you are teaching, you have it done during the semester. Summative evaluations are done at the end of the semester for decision-making purposes, such as continued employment, promotions, and to help instructors overcome problems in teaching, etc. Our surveys take place during the last three weeks of the semester. Our semesters are 14 weeks long.

What are the faculty concerns about online SOTES at SJSU? Faculty concerns include whether the results are valid and reliable, whether access is secure, and what to do about open comments. SOTES evaluate what students think about teachers. The big question is whether there is any relationship between students’ opinions about teaching and what they learn. Students, on the average, evaluate teachers high if they feel they learn from them. Studies show almost no correlation between course grade and teacher rating. Studies also show almost no correlation between course difficulty and teacher rating. There are also hundreds of studies in the U.S. that show that SOTES are not affected by irrelevant

However, studies do show a high correlation between good teaching and teacher rating. Good teaching includes instructor clarity, an interesting class, and relationship of teacher to the student. The other factor that affects SOTES is large classes. Instructors with smaller classes are rated higher on the average. Also, better performing students rate teachers higher than poorer performing students. In addition, classes that are sequential or hierarchical, such as mathematics or chemistry, are rated lower than other classes.

At the Tel Aviv University, we rate all of our courses. Courses with less than a 40% response rate are not used for decision-making. Also, for some reason, we get more responses in winter than spring.

Many studies have shown that when you go from paper SOTES to online SOTES, faculty ratings are not affected. However, at my university faculty ratings were affected. At Tel Aviv ratings are on a scale of 1 to 7. On the average, ratings dropped ½ point. However, if the ratings go down, they go down for everybody.

SJSU faculty also had concerns about being able to access the ratings online. We have had no technical problems with this at Tel Aviv University. Also, SJSU faculty had concerns about who could access the information. We give out “permissions” for access to ratings at different levels.

Another concern SJSU faculty had was when summative evaluations would be done. We do them in the middle of the semester, and we do not do them online. This is because not many people need them. Faculty at SJSU were also concerned that not all factors would be taken into consideration, such as the lower ratings for hierarchical/sequential classes. This really is a matter of educating the administrators.”

**B. Motion from the Floor:**

Senator Sabalius presented a motion from the floor, *Sense of the Senate Resolution, Opposition to Professional Fee for Graduate Business Degrees in the CSU (First Reading)*. Senator Sabalius said, “At the last CSU Statewide Academic Senate meeting, many Senators were surprised that an agenda information item for the Board of Trustees was a professional fee for MBA degrees in the CSU. This will come to the Board of Trustees in January as an action item. Many Senators were caught by surprise, but then we heard that this had been in the works for two years. However, it was only discussed among Business faculty, deans, administrators, and the Chancellor’s office. We discussed this in various committees and there is almost unanimous opposition to this. We came up with a compromise resolution that called for greater consultation before such a fee is discussed in earnest and acted upon by the Board of Trustees. We called for

mandatory consultation







Senator Sabalius said, “One of the lead arguments was that within four or five years of graduation, the average salary an MBA student would make would be \$165,000. Therefore, it would be an investment that would generously pay off. The hope is that mostly companies will pick up the fees, so this would be a way to tap the corporations. And, while this money may not be applied directly to salaries, it could be applied as assigned time, or for more money for research and travel for Business faculty. This would attract and retain higher quality faculty.”

**Debate:**

Senator Stacks made a motion to refer the resolution to the C&R Committee. The motion was seconded. Senator Peter made a friendly amendment to the Stacks motion to add a date that the C&R committee should report back to the Senate. The Senate decided C&R should report back to the Senate no later than the November 19, 2007 meeting for a second reading. Senator Buzanski proposed a friendly amendment to have the resolution referred to I&SA in addition to C&R. The proposed amendment was not friendly to the body. **The Senate voted and the Stacks motion was approved.**

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

**A. Statewide Academic Senators –**

Senator Sabalius said, “I will forward the Business fee resolution, along with the report that went to the task force, the reference to the statewide resolution, and the response by the Vice Chancellor to the entire Senate for review. It would also be nice if the resolution could possibly come before the Senate at the October 22, 2007 Senate meeting, because one of the ideas is to send this to other CSU Senates.”

Senator Van Selst said some of the issues the CSU Statewide Senate is looking at include: access to excellence, the voluntary system of accountability, the remediation report, the Institute for Teaching and Learning, the Business MBA fee, the Drop/Withdrawal/Renewals task force report, the Textbook Affordability report, general education implementation across campuses, and the lower division transfer project.

Senator Gorman said, “I have been appointed to the Commission of Extended Education, and it is likely there is going to be a resolution calling for the resurrection of a Senate subcommittee on International and Global Studies.”

**B. Provost –**

Provost Sigler said, “Welcome back. I have been urging you to cooperate with the university’s accreditation effort and you have. I’d like to thank you. It is wonderful to have received accreditation, and also not to have that at the top of my to do list. At the top of my to do list now is student retent

successful in redoing our top administrative webpages and we have developed guidelines for the rest of you for your webpages. This is a long-term effort, but for 2007/2008 instructional materials will be the number one item on the agenda. I am also pleased to tell you that we have hired 54 new faculty members.”

**C. Vice President for Administration and Finance** – No report.

**D. Vice President for Student Affairs** –

VP Phillips said, “It is wonderful news that we have increased enrollment as much as we