

2005/2006 Academic Senate

**MINUTES
October 24, 2005**

I. The meeting was called to order at 2:00 p.m. and attendance was taken. Forty-one Senators were present.

Ex Officio:

Present: Veregge, Nellen, Van Selst,
Sabalius, Gutierrez, Kassing
Absent: McNeil

Administrative Representatives:

Present: Phillips, Lee, Sigler
Absent: Ashton

Deans:

Present: Hegstrom, Stacks
Absent: Merdinger, Wei

Students:

Present: Fithian, Glover, Le, Balderas,
Bridgeman
Absent: Estrada

Alumni Representative:

Present: Thompson

Emeritus Representative:

Present: Buzanski

Honorary Senators (Non-Voting):

Absent: Norton

General Unit Representatives:

Present: Griffith, Moriarty, Thames

CASA Representatives:

Present: David, Fee, Perry, Butler

COB Representatives:

Present: Campsey, Osland
Absent: El-Shaieb

ED Represent:

Present: Maldonado-Colon, Parsons
Absent: Lessow-Hurley

ENG Representatives:

Present: Singh, Meldal
Absent: Gao

H&A Representatives:

Present: Van Hooff, Belet, Fleck
Absent: Desalvo, Leddy, Hilliard

SCI Representatives:

Present: McClory, Kaufman, Messina, Kellum
Absent: Bros

SOS Representatives:

Present: Von Till, Peter
Absent: Hebert

SW Representative:

Present: Wilson

II. Approval of Academic Senate Minutes –
Minutes of September 26, 2005, were approved as is.

III. Communications and Questions –

A. From the Chair of the Senate:

Chair Veregge said, "The first order of business is a group photograph. If everyone could please come up on the stage." (photographs were taken)

Chair Veregge said, "I'd like to welcome the new Senators that couldn't make it to the last meeting. Please don't hesitate to participate in the meetings. I'd also like to thank our

student Senators again for their participation and dedication."

Chair Veregge said, "I'd like to acknowledge everyone involved in the homecoming events. I heard the Alumni College was a success. I also heard there were about 18,000 people at the football game. There were many other homecoming events which were also a great success. I'd like to thank President Kassing, Gerry Selter, and VP Ashton as well as all the people in Associated Students, and the many people that helped put together a great homecoming week. It was well worth the effort."

Chair Veregge said, "I'd like to update the Senate on the Strategic Planning Process. I'll try and have an update at every meeting, and I'll also send something out this week to all the faculty about what is going on. I gave an update at the last meeting if you will recall. Since that meeting, we have formed another University Planning Council (UPC) Panel. It is called the *Investment in Faculty Panel*. The members of that panel include: Senate Chair Sally Veregge, Senate Vice Chair Judith Lessow-Hurley, Senator Bros, Michael Gorman, Rona Halualani, Nikos Mourtos, John Boothby, Bruce Magid, Patricia Backer, Joan Merdinger, Charles Whitcomb, Mary Jo Gorney-Moreno, and Mary Sydney. I'd like to thank each of these members for taking two hours a week to participate on this panel."

Chair Veregge said, "The panel will be addressing item number 3.0 of the Strategic Planning Process--Investment in Faculty. I'll briefly read through 3.0 just to remind people what it was about. It indicates that by 2010, SJSU will have developed and implemented a comprehensive recruitment, development, and retention plan for faculty that incorporates the following considerations:

- increases the number of well qualified faculty committed to the mission, values, and vision of the university, and reflective of the diversity of the student population
- increases the percentage of tenured and tenure-track faculty
- increases efforts in professional development and research
- continues exploration of strategies to reduce faculty workload
- and has a provision of incentives toward faculty scholarships for creative and professional achievement, and exemplary service contributions that enrich the student experience

The panel met once and divided into three subgroups that will meet simultaneously and then regroup as a panel. One subgroup is working on the incentives to award faculty, and faculty development. Another subgroup is addressing faculty workload and research. And, the third subgroup is addressing recruitment of faculty, and increasing the number of tenure and tenure-track faculty."

Chair Veregge said, "We have a very ambitious agenda, and I will be reporting back on all the activities of these groups at each Senate meeting. We will also be posting information on the web. We are working on a site to post strategic planning information. I'd also like to mention that the Resource Planning Board (RPB) will be meeting October 31, 2005. The agenda and minutes of the RPB will be posted on the university planning website for review."

Chair Veregge said, "In keeping with our theme of Student Success, we are having our annual Senate Retreat on November 18, 2005, in the Martin Luther King Library, Rooms 225B and 229A. I believe all of you have been informed of the retreat, and we ask that you RSVP as soon as possible so that we can plan for breakfast and lunch. We have an agenda that should go out soon, but I think that we hope that the outcome of the Senate Retreat will be one or two action items that promote student success. In preparation for the retreat, Thalia Anagnos will be making a presentation today on the National Survey of Student Engagement (NSSE). This survey indicates the items that help get students engaged with the university. We will also have a student panel at the retreat."

Senator Buzanski said, "I have a comment regarding strategic planning and the creation of a subgroup to address faculty workload. It seems to me that we need not reinvent the wheel here. I am perfectly aware of the fact that Senator Peter did a fantastic job with the Academic Innovation Model (AIM) research. It is there and it is complete. Why are we creating a new task force to do something that has already been done?"

Chair Veregge said, "Actually, I'm very happy you raised that question Senator Buzanski. I would say that that AIM report is going to be the central focus of this group. And, yes it is complete, but I would ask has it been implemented? I don't anticipate the task force going out and gathering more data, or creating a parallel report. I anticipate them studying the AIM report, and being creative in coming up with ways to implement its recommendations. I think the AIM task force did an outstanding job, and I agree we don't have to redo that. But, it hasn't been implemented and we need to come up with strategies on how it can be implemented, and where it fits in our priorities as a university."

Chair Veregge said, "Also, Senator Van Selst will be presenting a report today on *22 points to facilitate graduation* that came from the Board of Trustees.

B. From the President of the University –

President Kassing said, "There are just a couple of comments I'd like to share with you. VP Rose Lee will be outlining the budget for you at the next December Senate meeting. Then in February 2006, there will be a campus-wide budget forum. And, I have just one comment about enrollment. About a year ago we were a little over 29,000 students, and this year we are just a little under 30,000."

President Kassing said, "One item I'd like to spend a few minutes on is something Chair Veregge already mentioned--Homecoming week. We began the week with the dedication of the statue of John Carlos and Tommie Smith. This was a very powerful event. We had an enormous amount of national coverage. Peter Norman, the 1968 Silver Medalist, was there. Norman turned to the crowd and said that SJSU had given back John Carlos and Tommie Smith what they didn't get in 1968."

President Kassing said, "There are a couple of other comments I'd like to make about Homecoming. I'm very pleased and proud of the way the campus came together. I know some of you were there, and I'd like to highlight some of the events. I know the colleges of

Education and Engineering hosted open-houses, and I appreciate that immensely. The Justice Studies Department also rearranged their 75th Anniversary celebration to Friday night, and then had a ceremony Saturday Morning. And, Associated Students had a whole series of activities including the Spartan Idol event, and a night where they gave out free Root Beer floats."

President Kassing said, "On Friday night we had a homecoming gala that featured Dana Carvey. We sold 47 tables. We also gave out Gold awards that recognize alumni that have succeeded while not being away from campus for more than ten years. I believe this event is potentially a 1,000 person event. The alumni that were there were very positive, and many said they would buy several tables next year."

President Kassing said, "Provost Sigler's enrollment management team had an Admissions Information Day, and they had over 700 students come. We also had a very nice turnout for the grand opening of the campus village. And, the Alumni College had five faculty members give presentations."

Questions:

Senator Singh said, "The College of Engineering had an open house at the same time many of the other events were occurring. This prevented me from being able to attend some of your events."

President Kassing said, "Good point, we are going to discuss this during debriefing and see what we need to change for next year."

IV. Executive Committee Report –

A. Executive Committee Minutes –
September 26, 2005 – No questions
October 17, 2005 -- No questions

B. Consent Calendar – Approved as amended.

C. Executive Committee Action Items:

Senator Buzanski presented *SS-F05-1, Sense of the Senate Resolution, Honoring Robert D. Clark, 18th President of San José State University*. **The Senate voted and the resolution passed unanimously.**

Senator Nellen presented *AS 1305, Sense of the Senate Resolution, Appointment and Term of the Faculty Athletics Representative (Final Reading)*. Senator Stacks made a friendly amendment to change the resolution from a Sense of the Senate Resolution to a Policy Recommendation. **The Senate voted and AS 1305 passed as amended.**

V. Unfinished Business - None

VI. Policy Committee and University Library Board Action Items. In rotation.

A. Professional Standards Committee – No report

B. Curriculum and Research Committee –

Senator David presented *AS 1306, Senate Management Resolution, Creating an Institutional Review Board-Human Subjects Task Force (First Reading)*. Senator Buzanski made a friendly amendment to add "One current member of the IRB" to the task force membership. Senator Nellen made a motion to make this a final reading. The Senate voted and the motion was approved. **The Senate voted and AS 1306 passed as amended.**

Senator David presented *AS 1307, Sense of the Senate Resolution, To Maintain Current CSU General Education Pattern (per EO 595) (Final Reading)*. Senator Van Selst presented a substitute resolution.

Amendments to the substitute resolution:

Senator Stacks made a friendly amendment to underline the new Whereas clauses. Senator Nellen made a motion to have the Senate take a 5-minute break to read the substitute resolution. The Senate voted and the Nellen motion was approved. Senator Van Selst presented an amendment to add a new Resolved clause to read, "Resolved, that SJSU supports a 48-unit GE package." Senator Buzanski made a friendly amendment to the Van Selst amendment to change "package" to "program." The Senate voted and the Van Selst amendment failed. Senator Meldal made a friendly amendment to add the Peter amendment to the original resolution (see below) to the substitute resolution. **The Senate voted and the substitute resolution failed.**

Amendments to the original resolution:

Senator Nellen presented an amendment to change the title to read, "To Maintain the Purpose and Approach of the EO 595." The Senate voted and the Nellen amendment was approved. Senator Sabalius presented an amendment to change the Resolved clause (beginning with the 2nd line) to read, "should not be diminished, although campuses may choose to revise their own GE curricula to address such issues as information literacy, community service-learning, and ethics (as SJSU has already done). It provides the...." The Senate voted and the Sabalius amendment was approved. Senator Peter made an amendment to add a new Resolved clause to read, "Resolved: That the formulation of curriculum and requirements is a matter appropriately vested in faculty collegial governance." Senator Peter made a friendly amendment to his amendment to change the Resolved clause to a Whereas clause, provided it becomes the last Whereas clause. **The Senate voted and AS 1307 (as originally presented) passed as amended with 1 Nay and no abstentions.**

C. Instruction and Student Affairs Committee –

Senator Thames said, "I don't have any policies or resolutions today, but I wanted to give you a report. We received a referral from the Executive Committee to address an issue about the online Schedule of Classes. We reported back to the Executive Committee this past Monday. The main recommendation that we made was that there continue to be a limited print version of the Schedule of Classes. The Associated Students (AS) Print Shop

is willing to print and sell them."

Senator Thames said, "The Instruction and Student Affairs Committee is currently working on the Final Exam, Grade Distribution Report, and Late Drop Policies."

Questions:

Senator Peter said, "On the printed availability of the schedule, is there going to be any kind of recommendation about making some of the printed schedules available for departments for advising purposes, or are we going to have to go buy them from the AS Print Shop?"

Senator Thames said, "We didn't make any specific recommendations about that. However, there is a very printer friendly version on the SJSU website. It is about 120 pages."

Senator Peter said, "We used to get free copies. One of the things that happens with these paperless revolutions is that it simply pushes the printing down to the department. I was hoping that the university would be willing to help the departments out by providing us with some copies."

Senator Thames said, "The Instruction and Student Affairs Committee wasn't asked to make a policy recommendation on this."

Senator Peter said, "Just so the administrators hear, we printed and duplicated copies of the last Schedule of Classes ourselves at great expense to the department, so that the faculty could sit around the table and talk with students about them. By going paperless, we have greatly increased the cost for the departments. This doesn't seem like a very efficient way to do things."

D. University Library Board - No report

E. Organization and Government Committee -

Senator Parsons said, "We have no resolutions or policies today. The committee is focused on reviewing Senate committees and their charges. Upcoming items include a revision to the by-laws due to the merging of the College of Social Work."

VII. Special Committee Reports – None

VIII. New Business –

Dr. Thalia Anagnos gave a presentation on NSSE. Dr. Anagnos said, "There is lots and lots of data, and anyone on campus is free to view it. If any data that you want is not on the website, we can get it for you. First let me explain what NSSE is. NSSE is a National Survey of Student Engagement. It is a survey designed to look at the best practices at universities to improve students' educational experience. The questions are designed so that you can get an idea of what you might want to change on your campus to get students more engaged and more successful in their educational experience. A lot of this is discussed in the handout you have from our website on NSSE data. There are

two or three different websites listed on the handout where you can go for additional information."

Dr. Anagnos said, "The NSSE is a relatively new national survey. It has only been around for six years. It was piloted in 1999, and then implemented in 2000. Over 970 universities have participated. The universities range from large public institutions to small private colleges. There is a large range of institutions, and lots of universities we can compare against. It is administered to freshmen and seniors. We ask the freshmen questions such as, "How do you plan to participate in service-learning, etc.?" For the seniors we ask, "What have you done?"

Dr. Anagnos said, "We participated for the first time in 2002, then again in 2004 and 2005, and we plan on participating again in 2006. We typically would not participate every year. However, several opportunities arose that allowed us to participate more frequently. CSU has a consortium of campuses that are participating on a three-year basis. The idea is that other CSUs are more comparable to us. We can compare against other universities, but they may be small private institutions. It is really nice for us to be able to do this. As part of being a consortium, we can have additional questions on the survey that might be specific for our campuses. And, when they compile the data, they compile it looking at the whole consortium. In 2006, the CSU consortium will participate again."

Dr. Anagnos said, "Some examples of questions on the survey are as follows, "During the current school year how often have you asked questions in class or participated in class discussions? How often have you come to class without completing the reading? How often have you discussed ideas from your reading with faculty outside of the classroom? These are the kind of questions that are asked. They are very different from, "Is the swimming pool large enough?" They shy away from asking about a student's satisfaction with the campus and focus on how they are learning and how engaged they are."

Dr. Anagnos said, "In addition to NSSE there is something called the FSSE. The FSSE is a Faculty Survey of Student Engagement. We have participated just once so far. We have this data also, and it is posted on the website. This is a parallel survey with very similar questions. However, it is designed to measure how the faculty perceive that the students are engaged in the educational best practices. There are four areas that they look at. They include: faculty perceptions of how often their students engage in certain activities, the importance placed by faculty on certain areas of learning, the nature and frequency of faculty-student interactions, and how faculty organize class time. As you can imagine, the faculty have very different perceptions than the students do. Maybe the conversation we have to have is, "Why are students giving us different answers? And, maybe it's because we aren't communicating to the students what our expectations are."

Dr. Anagnos said, "In order to understand the data, NSSE has developed five benchmarks. They take the responses to the questions and they toss them under certain areas and to come up with a composite score. Composite scores are set in the following

five areas: level of academic challenge, active and collaborative learning, student-faculty interactions, enriching educational experiences, and supportive campus environment. These benchmarks give a very quick idea of where we stand. The two graphs in your handout show these benchmarks, and how we compare to comparable institutions."

Dr. Anagnos said, "What you see is that we are doing well in the level of academic challenge and collaborative and active learning, but where we didn't do so well in 2002 was in enriching educational experience. It was a bit uncomfortable to see that we were in the negative there, and also in supportive campus environment. Now, the good thing is that in 2004 we went up in just about every area. The Assessment Committee is trying to determine what is driving these numbers, and see if there is some particular thing that might have caused the numbers to go up. The good news is that it looks a lot better than the 2002 data. I haven't seen the 2005 data yet, but hopefully it will be up. This may be due to all the new programs we have such as MUSE, LARC, MOSAIC, etc. The trend is certainly in the right direction."

Dr. Anagnos said, "Someone asked me if I could give a comparison of how we did in relation to other CSUs. I don't have the 2004 data to compare with, but I can compare our 2002 data. Here are some areas where we are performing below the other comparison groups. In the areas of "providing the support you need to help you succeed academically" and "coping with your non-academic responsibility," we are performing below the comparison groups. Those are some areas we could really work on. By looking at this data, maybe we can ask other questions to find out why students are responding this way."

Dr. Anagnos said, "Another area was quality of relationships. Students rated their relationships on a scale from an unfriendly to a friendly/supportive environment. We performed significantly below our comparison groups in this area also. This is an area we need to think about in terms of our student engagement."

Dr. Anagnos said, "The last area I pulled out was overall satisfaction. Students were asked how they evaluated their overall experience at this institution. Again, this is an area where we need to improve. This is just a quick overview of the kinds of data that are there for anyone to review."

Questions:

Senator Van Selst asked about the difference between freshman and senior responses.

Dr. Anagnos said, "Generally, the seniors are more content than the freshmen. If you look at the benchmarks, the seniors indicate that they are more engaged and more involved. I think that once a student gets into a major, the departments tend to be more family-like and there is more interaction with the faculty. Upper-division students have a much more intimate experience than lower-division students."

Senator Butler said, "One thing that jumped out at me was the area of supportive environment. I'm wondering how much similarity there is, or where there might be overlap with the survey that Wiggys Sivertsen's group is doing on campus climate? I think that the campus climate not necessarily being a supportive environment for students, for whatever reason, could be feeding into this data."

Dr. Anagnos said, "I think the idea is to get information from all areas including this survey and the Campus Climate Survey, and then to pull all the data together and focus on what the problems are. The surveys help us identify where we need to focus our energy."

Dr. Singh asked, "How large was the survey?" Dr. Anagnos said, "The sample size was relatively small. The sample size in 2002 was 375 students. Usually equally split between freshmen and seniors. The number of surveys that were sent out was around 1,000 I believe. In 2004, the sample size was only 264 students. What we are trying to do is administer it as a web-based survey in hopes that will increase the response."

Senator Peter asked, "Was an effort made to survey students that had dropped out? It occurs to me that one of the reasons seniors are scoring much higher is that the students that weren't supported dropped out, and weren't around to be surveyed as seniors. Thus, by process of elimination, you have a much more satisfied group."

Dr. Anagnos said, "My understanding was that a random sample of enrolled students was surveyed."

Senator Meldal asked, "What is the standard deviation?" Dr. Anagnos said, "I think the important thing is this. The engaged and active students are from all over the United States. The number of students surveyed is around 900,000. These benchmarks and comparisons are based on answers from students all over the United States. We are being compared with all the other institutions that have the same problems with the survey technique that we do, and yet we are still not scoring above the median. I think there is value to being compared with comparable institutions."

Senator Buzanski said, "I just wanted to point out to you that years ago Serena Stanford tracked students from the time they entered San José State as freshmen until graduation. If those records are still available, you could contrast and compare them with this data. I think she was doing it out of her department at the time, which was speech communications. Maybe Senator Hegstrom could help them out with this."

Chair Veregge said, "I will see what I can find out."

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

A. AS President -

Senator Gutierrez said, "There were approximately 2,000 to 2,500 people that attended the dedication of the statue of John Carlos and Tommie Smith. Also, we had a series of events in support of Homecoming. First, we had a barbeque on Tuesday, and we served

over 800 burgers. We also had a bounce house, and the Spartan Idol competition. And, we held a tailgate party at the Homecoming game that was quite successful. In addition, we registered 881 students to vote. On October 26th and 27th, we will be sending three students from SJSU to the Board of Trustees' Meeting. Our goal is to get them to stop taxing students for the money that the CSU lacks. There is another 8% tuition increase being proposed. We also want to get them to support getting legislators to make education a priority. Last, we will be bringing two proposals before the AS Board of Directors opposing Propositions 74 and 76 on Wednesday, and another proposal supporting a printed Schedule of Classes."

B. Statewide Academic Senator(s) –

Senator Van Selst said, "What I'd like to do is actually go through the 22 points to facilitate graduation. If you take a look at the various items, you will see that some of them clearly require responses from faculty. The idea behind each of these 22 points is to facilitate time to graduation. We would like campuses to identify which of these are good ideas, and which of these should be resisted."

Senator Peter asked, "Is this a document meant to be read by faculty?" Senator Van Selst said, "I'm guessing not." Senator Peter said, "It just boggles the mind that they would want to compare us to oil pressure sensors in item 20. Were there any items on here that the CSU Statewide Senate actually looked favorably upon?" Senator Van Selst said, "Best practices, the easy availability of road maps, the online access, and the importance of degree audits."

Senator Peter said, "Has anyone raised the number one barrier to graduation with the Trustees which is the price of education? Our students work enormous numbers of hours that takes them away from class. I don't see lowering the cost of education as one of the 22 points."

Senator Buzanski said, "Senator Van Selst I understand that a lot of this is from the Trustees themselves who want the university to quicken the time to graduation and all that. What does it require to educate the Trustees themselves that there is more to education than just going through a degree program and graduating. There are courses that students want to take because they are interested in that subject. None of the Trustees are talking about that. They are talking about money, and getting students out of here faster. Let's invite more and more Trustees to come here so we can share our views."

Senator Sabalius said, "I totally share the sentiment. However, the argument is always one of fairness. If we keep students in the system longer than necessary, we keep other students out. I also have a tendency to resist seeing the university as an industry. However, the Trustee's argument is that they want to facilitate access."

Senator Nellen said, "Before we have a discussion with the Trustees, we need to have a discussion about what we view our concerns are here. I think what the Trustees are getting at is that we would prefer our students to graduate in the most efficient way."

Senator Peter said, "When the Trustees came up with the Cornerstones plan, this Senate developed a fairly elaborate response that caught on across the CSUs, and it seems to me that we could take the lead in responding to an item like this. We could develop our own 22 points to facilitate graduation at San José State."

Senator Kassing said, "There were eight or nine new Board of Trustee members last summer. They brought with them some very strong views about the graduation rates in the CSU. They, to a large extent, have triggered this work by asking why we don't graduate more students. The central administration tried to respond to that. What is in front of you is that effort, and it has been working. I would argue that if we have ideas on this campus that would facilitate graduation, we ought to try and put them in alignment with the CSU's. I'm not sure we are in competition. Isn't this what we all do-- try to help our students graduate?"

Senator Sabalius said, "When we talk about time to graduation, the idea is four years, but that doesn't really mean that it can be reasonably accomplished. We have students that work, and therefore, their time to graduation is extended. Also, not every person is alike. In the past we were eager to make students learn and to have them take electives. Now we don't want students to take any extra classes. There is even talk that extra tuition should be charged for every unit over 120. I think this is reversing the education philosophy that we have had for the past century."

Senator Kassing said, "I would want to emphasize that I have not heard pressure to graduate students in four years. I think the academic administration has worked very hard to try and get the Trustees to understand that there are a lot of variables in our system. I have heard a lot of interest in why our graduation rates are so low and what can be done about it."

Senator Peter said, "I think the Trustees need to know that by far the biggest contributor to a lackluster graduation rate is financial expense. Seventy percent of political science majors work 25 hours a week or more. The students take a full load of classes, and they get into trouble because they try and do too much. Then there is the question of why do we only have seven or eight general education advisors, and the answer is that we can't afford any more. And, there is the issue of why do our students have to work so much, and the answer to that is the expensive area we live in. And, then there is the question of why faculty advising isn't any better. This is because faculty pay is very low, and faculty commute longer since they aren't on campus that many days a week. All of these things keep students from graduating in a timely fashion. And, they are all related to the gradual starvation in the CSU of the resources we need. We should do anything we can to help our students graduate faster, but we should put the emphasis first on getting the resources we need to help our students. The other things are frills."

C. Provost --

Provost Sigler said, "The total enrollment for fall 2005 was 29,975 students. That is really good news. Our fall enrollment was 22,335, and we had 697 FTS this summer."

This is 3% above what we had last year at this time. We have started making predictions for spring 2006. A very conservative estimate would be a spring enrollment that is 92.5% of fall. This would allow us to make our target enrollment. If we get 96% of fall enrollment in spring 2006, we will exceed our target by 1.7 to 2 %. If we have a stronger spring, which we may not have, we will do even better. We anticipate meeting our enrollment target, and conservative estimates show we may even exceed that. This is extremely important to the campus because our revenue is based on our enrollment. I would like to thank the faculty, Deans, and Department Chairs because they have worked very hard to make this happen."

Provost Sigler said, "I would also like to echo the comments made by the President and AS President about Homecoming. It was a great week. I had a lot of fun. I took the housing village tour incognito, and it was great to hear some of the people's comments. It was also a great pleasure for me to introduce the students that won the Gold Awards."

Provost Sigler said, "A couple of other items include the paper Schedule of Classes. The report from the Instruction and Student Affairs Committee has been referred to my office, and we are looking at the recommendations and how we can implement them."

Provost Sigler said, "Regarding the 22 points of light, we are addressing some of them through the strategic planning process. Our theme this year is student success. We are looking at our advising practices, and also conducting training for IRB. Another piece of training that is occurring is mandatory sexual harassment training. This is a result of a mandate from legislature. The CSU has to do it. The training is being done online and it takes about two hours. I request your cooperation in this. Don't complain to Human Resources, because it wasn't their idea."

Provost Sigler said, "The WASC team will be returning to campus on March 1, 2, and 3, 2006. An accreditation team reviewed the College of Engineering last week, and they were very positive. Normally, when an accrediting team comes they will talk about deficiencies that could put your programs in jeopardy. This team did not identify any deficiencies. Congratulations to the College of Engineering! Also, this Friday there is going to be a CSU sponsored event here, called *The CSU Impact in Engineering*."

Provost Sigler said, "The UPC continues to work. We just formed the *Investment in Faculty UPC Panel*. The panel met for the first time last week, and will meet again tomorrow."

D. VP for Administration and Finance – No report.

E. VP for Student Affairs -- No report.

X. Adjournment – The meeting adjourned at 5:05 p.m.