

9 March 2006

Members – PM, VR, MH, SB, SC, MS, LS, TS, AW (liaison), CW, LM, ES

Additions to Agenda

MH – EPC calendar scheduling related to FYE pilot, will be in PM's report

SC – Carmen thought we would discuss assessment at this meeting,

Perry said that it would be in his report

Guest – Ada Jaarsma, Philosophy

Andy Merrifield, PHIL

Helmut Was__, PHIL

Robert Coleman-Senghor, ENG

John Sellins, PHIL

Roger Bell, PHIL

Corrections – MS, vote for new chair, no abstentions, but 2 write-ins

Chair report

APC is proposing core academic priorities; they'd like feedback. Read the email and respond as an EPC member. Deadline 3/13 or 3/15

Timeline for Semester

2 substantive issues – FYE, GE 4-unit

FYE – 1st reading 3/23, 2nd 4/6

Senate Chair Stanny would like to have a buffer (5/25) – no 2nd reading on 5/25

Remaining mtgs focus on 4-unit GE, GE assessment

PM asked if EPC must come to resolution by end of semester? YES

MH – students register in 1st week, EPC must look at impact on full faculty and university. The Fall schedule will go through before the approval is given.

She recommends EPC send a message to Sascha that they should have a Plan B to start pilot in Spring. She wants it on today's agenda.

PM – says that it should come up during the 1st reading and in today's discussion

SC – 4/27 is GE Subcomm coming with a proposal for 4-unit plan?

PM – GE subcomm chair (PD) will come to discuss and get guidance

AW – agrees with MH about getting realistic about planning timeframe re 4 unit

Is unsure that 4-unit plan can be resolved this semester. PM agrees.

We will address the issue, probably not resolve.

PM – information item

He received no input from members, HE and ES put EPC Guidelines for Program and Course Revisions together. Plans to send it to Exec Comm as Info Item

If approved it will go on a website.

Next, forms to be revised to be available online for Program and Course Revisions.

Item #3

Bill Babula/Wanda Boda – FYE, here by request of EPC

PM – FYE is controversial; please be respectful in this discussion.

They'd like to respond to questions

AW – what's status of syllabus and status of assessment?

MH – English dept being required to add 8 new sections with no new faculty?

Is that an FYE impact??

BB – No, a schedule was asked for that related to the incoming freshman list.

Many of the eng 101's are shadow courses to be opened when/if needed. Faculty will be assigned as needed.

MH – what about 15/1 ratio?

BB – we don't have funding for that ratio

LS – no advising course on the syllabus, or

WB – confusion is around the name similarity. FYE advising needs to be addressed by Sascha. Many freshmen don't have advisors; she's trying to help with that.

Adding 1-unit career exploration course/advising course

Trying to find many ways to get students advised

TS – he brought statistics re Eng 101 (nothing re Eng 30, Eng 99)

Philosophy guests will also speak (ratio = 25/1)

Budget question = 2 tenure track faculty in FYE (Tim and Greta) and an adjunct that teaches 101. He's on the scheduling comm Of Eng dept and is seeing conflicts

Hard to ask question because no Fall schedule

Will FYE impact come from major courses? Will ratios go up?

BB – plan is to keep numbers the same for 99 and 30, though more sections may be added. Trying to keep 101 down to 25 students, but students get in.

Told Chair not to change ratio, don't cut major courses to provide for incoming freshmen.

New money will deal with freshmen

There may also be an increase in transfer students.

Growth funding will handle freshmen at 25/1, plus FYE students

Hutchins also takes 70 of those new students

TS – Freshmen composition ratio should be 25/1 = disciplinary standard

Eng 101 is higher because of 15/1 for FYE

BB – If full FYE is approved English and Phil would always be involved in teaching it. It may grow the ENG and PHIL faculty, not decimate the programs.

WB – the pilot is feasible, but it's expensive because of low ratios. Looking at how to cover all of the freshmen not just FYE. Will be difficult to staff and it works for some majors but not all. Need to look at growth rate of FYE. Students may still need options.

MS – agrees with the need for options. EPC/GE subcomm/FYE planning
The draft doesn't have the student development piece yet. Advising is planned. Not full EMT curriculum, but sufficient. SSP's have contributed to the syllabus.
Assessment – there's a team w/in the committee that is comparing the trial groups.
Advising staff is only 8 or 9, so having SSPs involved in FYE, it takes a toll on the incoming class advising/workshops
Understands that growth funding doesn't include advising money

SC – asked WB if pilot happens will we have as many FreshSeminars as we need?

WB – they've lost a couple of teachers to FYE. 3 person teams may not be possible because SSPs are in FYE. Looking for more faculty. The combination of 500 students plus FYE creates an impact. Worried about people who fall through the cracks.

AW – supports TS's issues (even 22/1 ratio seems large)
Not all SSPs are qualified to deal with student issues
Control group needs to be looked at (15/1 doesn't match 25/1)
APC looking at FYE as a 2-year pilot before growing
APC feels Assessment needs to take priority over innovation

WB – agrees,
PM – prgm review has been lacking campus-wide

CW – FTES to Phil and ENG, will they receive lower funding – directed to FYE

BB – new hires will be brought on to fill new slots/ broadening interdisciplinary approach
The same teachers will be teaching the courses in FYE. The ENG and PHIL new hires will teach FYE as part of their jobs.

MH – next Fall, 1650-1700 new freshmen and lower eligibility standards

BB – lowered to CSU eligibility (2900)

ES – eligibility index has been 3200-3600 for about 10 years, always been 2900 for local region and EOP

WB – when UC switched their policy it affected SSU, competing for same students

Helmut Was – Faculty standards and affairs comm..

Objections to FYE comm have not been addressed. Concerned that program is assumed to be approved before the process is complete.

SC – how many units are fac getting for FYE?

BB – was going to 3. Provost agreed to 4 units each semester. Students get 9.
Molds to 4-unit plans. Paul Draper is going to chair A&H curriculum comm.

SC – wants to invite chair of PHIL and ENG so they can give input re curriculum

MS – keep open mind – this is a new way of doing things (pilot). Please don't go line by line in the comparison between old system and FYE.
All EOP students are NOT at 2900

RCS – BB charged A&H school curriculum comm. to evaluate 4 unit feasibility
If there's a substantial difference between learning objectives of old system and FYE – we'll have problems with articulation and staffing re: growth

TS – concerned that there's not a focus on the teaching of writing. Eng dept reslotion about FYE asked for 200-level ENG course to be added to bring in just writing.

BB – also concerned that the same sort of writing and critical thinking will not be taught in FYE. This is a faculty training issues

WB – How many interdisciplinary faculty can be found? OR should there be specialists in each area?

BB – looking for teachers who are interdisciplinary 'at the freshmen level'

SB – what does that mean?

BB – will be part of a job description, ability to teach to syllabus

MS – draft syllabus wasn't meant to circulate. A proposed syllabus will be layed out this weekend that addresses each dept's issues.

PM – asked for the latest changes to be forwarded to EPC ASAP

AM – will the learning objectives be similar to old system? To MS
What about the faculty that wasn't hired under this rubric? To BB

MS – even the PHIL profs have different ways to get students to critical thinking goals and standards,
Same with ENG profs
There is budget for faculty training in ENG and PHIL to get them to competence

BB – agrees with MS

AM – will FYE deliver the same learning standards?

AW – attention to pedagogy is important, critical question = assessment of outcomes
Should be assessed at freshman year and GE as a whole

LS – concerned about lowered eligibility index, not a concern

HW – logistics of hiring interdisc faculty
100 people need to be hired with logic and writing teaching abilities
it is not fair to say that PHIL dept is not cooperating when it objects to generalists
teaching critical thinking courses

JS – (on FYE comm.) echoes HW's concern
What needs to happen? Formal logic needs to be taught outside FYE or train teacher how
to teach logic with FYE.

PM – questions and comments have made assumptions about FYE-in-the-future.
EPC is addressing the pilot only.

Item#4

Provost Ochoa

He wants to share budget for the pilot (attachment)
150 students, lecture and small seminars (15x10 sections)
assessment team thinks that an outside reviewer will look at the assessment rubric and at
the results that the internal team comes up with
Ford Foundation grant will cover the outside reviewer

LM – faculty development content – not training but their work over the summer

WB – 8 unit vs 9 units?

EO – funded in 2 ways, the big lecture and the extra unit pays for SSPs

HW – the lecture stipend for outside speakers only?

EO – Sascha says yes. Thinks faculty will volunteer, not ask for \$\$

HW – questioning competency of teachers and unfamiliarity with material.
Has the union been involved in the issue the extra work and reading by faculty grading
students in courses where they are not experts?

EO – he let the statement stand

WB – will there be more grant writing?

EO – pilot is not self-supporting. If it scales up then it WILL be self-supporting through growth money.

TS – summer stipends for current design team?

Curriculum will have to be designed for the next year – is there a budget?

EO – not yet. If FYE pilot extended, assumes that curriculum will be stable for the extension.

The biggest amount of work was the initial conversations about how to start the work. 2nd year won't require that much work.

TS – summer \$\$ for current fac?

EO – yes

TS – will there be new faculty for the potential 2nd year?

Eo – assuming that it will be the same/similar faculty

MH – summary question

EO – answered.

MH – costs per student credit unit. How does it compare to current figures?

EO – growth formula at 157. the difference is being covered by the other funding sources.

SC – how much being spent in this current academic year? Development year, retreats? Where did it come from?

EO – needs to check. Modest amount came from Provost's discretionary funds.

PM – asks if EO would send the info to EPC

EO – yes

AW – APC also interested in that info. Wants student/faculty ratio figures for current programs.

EO – needs to check

RCS – FYE calls for FT fac involvement with freshmen.

How will that faculty be replaced in the depts.? How will funding be allocated?

EO – the FYE rate is higher than average. this is a problem in the Senate as well.

RCS – so depts. Lose funding if their senior fac is in FYE

EO – it's a question that needs to be looked at in a general way for all kinds of replacement, not just FYE

MH – budget for comparable ENG101 and PHIL sections to have a direct comparison with FYE?

EO – feels that the comparison should be at the dollar cost level, not SFRatio.

MH – there is no control group?

EO – the direct comparison is not going to happen. The programs are different

MH – SSp budget allowance – no more SSPs for larger student group? Impacted by FYE

EO – some growth money will go to Student Affairs. The number of SSPs used in FYE was negotiated directly with SA.

RB – Time line for the curriculum?

PM – EPC will see it 3/23 11am at 1st reading

A larger space will be found because large interest is anticipated

Hopes that Sascha and Paul will attend

EO – remind ourselves of the process of the pilot

SSU has been working on GE reform for many years. GE Reform document outlined an FYE and a capstone experience. It was faculty-generated and –driven.

A pilot is like a special topics course. They are experimental and usually don't require approval.

However, this pilot is being allowed to substitute the FYE courses for existing GE paths.

This is what needs faculty approval. It's always good practice to have faculty involvement.

Adjourned.