Members Present: Doug Knerr, Bob Barnett, Donna Fry, Susan Gano-Phillips, Scott Johnson, and Chris Waters

Guests: Amged Eidelsafy, President/Student Government
Mike James, Vice-President/Student Government
Greg Tewksbury, Vice Chancellor for Budget and Finance

The meeting was called to order at 10:00 a.m.

General Education Requirements ➤ Amged Eidelsafy and Mike James, President and Vice-President of Student Government, respectively, gave a presentation regarding five platforms that Student Government is recommending for possible campus implementation.

Diversity and Inclusion

Student Government is proposing that six credits be developed/incorporated into General Education that focus on Diversity; a three credit intro course and a three credit advanced class – Culture in the Workplace. The recommendation is to shave off three credits from every major in order to accommodate the Diversity courses. In addition, the recommendation calls for every student to take the Intercultural Development Inventory (IDI) at the beginning of their studies and then again before they graduate. An assessment can then be done on whether the courses and their university experience have had any impact.

The Deans were very receptive and much discussion took place. Some of the items discussed were as follows:

- The question of whether the courses should be defined unit-by-unit or university-wide. Some thought that they should not be unit by unit because of transfer issues; however, some thought that they should be because there were special issues that, for instance, the health professions would have that others would not. There was uncertainty whether courses could be hardwired into the program that would fit all.
- Discussion involved incorporating it into FYE courses. Some felt that because there is so much already included in the FYE, it would get lost and/or not have enough impact.
- The possibility of including courses in the Social Science package was discussed.
- All faculty need to be brought to the same level of intentionality as students regarding this issue.
- Felt that the process will be somewhat of a political challenge having two courses replace discipline-defined courses.

Based on the support of the Council, Doug asked Chris to pull all of the cultural competency courses together in order to make an assessment of how best to move forward.
Shorten Lecture Time

The second Student Government proposal was to shorten lecture times from 75 minutes to 60 minutes. The recommendation was based on difficulty students have getting to other classes; trying to talk to their professor after class along with their peers; using the rest rooms between classes, and from an academic standpoint, most students have trouble maintaining an attention span for that long. They cited the average lecture times at other universities are many times 50 minutes.

The Council was a little less enthusiastic about this proposal. They asked whether the longer lectures were the problem or the short breaks were really the problem. Amged indicated that both were problematic.

90% = A

A universal grading system is being proposed with 90% A, 80% B, etc. Amged indicated that many courses have the grading scale broke down into one or two points for various items and students are very stressed with this. He felt that the mindset of many students is that they worry about their grade rather than about learning … the system takes away the essence of learning. He further commented that they are not engaged in the material, but rather, will do anything to increase their grade or get the ‘A’. He indicated that some go as far as cheating. Students don’t want to be challenged; they want a good grade.

Discussion took place regarding whether (+) and (-) could still be used, cumulative exams, and the thought that faculty would have to structure their courses on what they want to achieve. Some students need early formative feedback and so a broader spectrum is necessary. Amged said that a program is in place where juniors and seniors are matched with Freshman to help them with all kinds of issues, i.e. helping them select professors that fit their learning styles, mandatory tutoring at 2.5, etc.

Online Classes

Student Government’s proposal is to have more classes recorded and available to students online. Amged and Mike said that if a professor is worried that his/her attendance would decline, there are a number of things that faculty could do such as giving extra points/credit for class attendance, etc. He explained that there are many reasons why this would be beneficial: sometime students want to review the lecture again to capture something that they missed; if students miss a class because of illness or some other reason, they either fall behind or have to get notes from another student which isn’t always helpful; students that are parents have to miss class sometimes if their children are ill/babysitting problems; adverse weather conditions, etc.

He also said that there is a great deal of complaints regarding some of the current online courses. They compared it to a self-study where they get the book, read it, and take the tests – no interaction with the professor.

Deans indicated that all professors are required to take the Intensive Online Development course; however, that does not ensure the content and/or interaction. Some suggested that perhaps out liars should be identified.

Capstone Courses

A proposal was made to allow test prep programs or internships to count as Capstones. Much discussion took place regarding internships. Amged indicated that some students struggle with obtaining an internship because they work and cannot afford to give up their job. Discussion also took place regarding readying students for the workplace. One of the deans indicated that there are all kinds of internships and we need to get away from the thought that they are “finishing” experiences for students. Bob agreed and indicated that now education students have five classroom experiences before they do their student teaching.
Doug thanked Amged and Mike for their impressive presentation and for Student Government’s progressive thinking about these issues. He asked them to provide a similar presentation to AAAC. Sue will find a mutual meeting time with AAAC.

**Budget Planning**  
Greg disseminated a draft of the proposed budget planning process for FY16 which included forms for the Deans to use. He said that he wanted the Deans to concentrate on five key areas: new initiatives, course fees, space needs, cost containment, and commitments on balances. He said that in response to the Deans’ request to start the budget planning process earlier, that November 15 is designated as the due date for receiving budget documents. Greg explained that in order to expand the audience for review of budgets, a town hall concept will be incorporated; the thinking is to allow 30 minute presentations with question time at the end. For those meetings, he asked deans to only concentrate on the first three key areas.

Greg explained that concentrating on the priorities of retention and faculty development would be helpful, but also having a business plan for each item and being able to tell the story is important. He mentioned that there is no central funding for renovations.

Discussion took place regarding what the Regents actually review and on which items they make decisions. Greg emphasized that they are very interested in cost-containment.

Based on input from the Deans, adding the Commitment “New Posts” on Section D was included. Also, including a section “Non-Unit General Space” on the Space Related Equipment Request section was made. Greg concluded by asking the Deans to provide any additional input regarding the plan/forms by the end of the week.

**Approval of Minutes – September 29, 2015**  
The September 29, 2015 Minutes were approved as written.

The meeting adjourned at 11:55 a.m.