

Budget and Planning Committee Minutes

Thursday, January 30th, 2020
10:00 –11:30 AM

Student Health Center, Conference Room (HCCR)

I. Call to order: 10:04 am

- a. Attendees:** B. Street, J. Kegley, A. Wan, T. Davis (ex-officio), A. Hegde, A. Grombly, C. Lam, J. Kegley, D. Boschini (ex-officio), M. Martinez, L. Lara, V. Harper (ex-officio)

II. Approval of Minutes

Minutes – 12/12/19: motion, A. Hegde; 2nd, M. Martinez; passed

III. Announcements

1. Welcome back Jim Drnek
2. Welcome Jackie Kegley
3. All Faculty Meeting February 10th, 11:30 – 1:00 p.m. Stockdale Room
 - a. Will be streamed
4. Canvas Open Forum February 12th, 1:00 – 2:00 p.m. Location Student Health Center, Conference Room
 - a. B. Street and F. Gorham to moderate and present
 - b. Should be streamed, and you can send questions and comments to B. Bywaters
 - c. Canvas homework – its.csub.edu/lmseval
 - d. LMS timeline

IV. Approval of Agenda: motion, L. Lara; 2nd A. Wan; passed

V. Old Business

1. Campus Budget and IRPA data discussion
 - a. B. Street contacted K. Krishnan for updated data; tentatively scheduled to be at the 2/27 meeting.

- b. B. Street and T. Davis working on the budget book, discussion for including the outlook for the future, a draft budget. Discussion of when the budget is released to department chairs and campus constituents who make forecasts and decisions. A release date will be added to the budget calendar.
2. Calendar – Spring break survey
- a. B. Street working with D. Cantrell on draft survey. Goal is to make it straightforward asking whether constituents whether they want the break aligned with K-12 or week 8 (or some specific week).
 - b. What additional materials should be provided for context? Should anything be included at all?
 - c. Maybe just make it two questions with a short preamble and a comment box. Possible to link out for additional information if respondents want more. Because it's not for research or a referendum, we can keep it really simple to encourage participation as most people already have an opinion.
 - d. Options: follow KHSD the week before Easter and Week 8; is there a possibility to add an omission of Spring Break completely. Also add a “no preference/no opinion” option.
 - i. Do you want a Spring Break: Y/N(if no, end)
 - ii. Do you want mid-semester (week 8 or 9)/KHSD/no preference
 - iii. What about Thanksgiving Break? Discussion of changes would be needed to start-up week. One day is possible, but more is not. Wednesday before Thanksgiving seems reasonable. Still an outstanding issue.
 - iv. Commencement is also still an outstanding issue.
 - v. Calendar went out on schedule.
3. Referral 17 Learning Management System – Canvas
- a. Where is everyone at with their understanding of Canvas and Blackboard? We have looked at finances and software impacts. We also have a timeline. Do we feel we have enough information to start

making a decision? The website is created with more information here: its.csub.edu/lmseval and you can look at your migrated courses in Canvas. There are FAQs and other information on the website.

- b. There's no rush to make a decision, but we do not want to wait to make the decision just because we can. We also need to be fair to campus constituents; the campus has to make some decision by April or May because of contract expirations. If we don't make a decision this semester, it may carry over to Fall.
- c. Timeline:
 - i. BPC: 1/30, discussion; 2/13, resolution discussion and first document read; 2/27, resolution final read
 - ii. General Senate: 3/5, first resolution read; 3/19, resolution second read; 4/2, if needed
 - iii. Discussion of how reasonable/feasible the timeline is and the information available to the committee as this point. It is really important and helpful to look at the software in action.
 - iv. Concerns over resources available to make the transition. Discussion of how materials migrate. Reading the report is one thing, but using the software is different.
 - v. Make a timely decision so that we can accommodate workload for faculty. We may need faculty with experience with Canvas to work with committee members or other faculty to demonstrate or model coursework in Canvas. We have the opportunity to plan at this point.
 - vi. Discussion of committee members need to take the temperature of their areas and be familiar with the information available. All committee members should be prepared to vote.
 - vii. Further discussion of the need for getting this decision made early enough that it is complete before Commencement.
 - viii. Canvas meets the need of transfer students in terms of transition, and freshmen will have to learn platforms either

way. The faculty are more impacted in that they have to recreate coursework.

- ix. ASI approved a resolution to move to Canvas as most students have experience. It took ASI a month to make their decision. This is a big issue for the campus.
- x. Straw poll: are you comfortable at this point to make a decision and what is it?
 1. Tool for the students as opposed for the faculty, and students are preferring Canvas.
 2. Some faculty don't use it; they have other means of communicating to students. Which system crashes more? Discussion of timeliness of assignments and due dates.
 3. We gain some functionality and lose some; one of the important issues is support. Blackboard support does not seem to be improving. The platform seems stagnant and the company does not appear to be doing well.
 4. Staff are affected insofar as they support faculty.
 5. Discussion of tracking student progress, general usability, course creation, and mobile ability. Quality Matters functionality is available there (Mastery Paths), but more training/learning is needed.
 6. In Blackboard, it is hard to find all of the course content depending on how the faculty member is organized; it is "instructor dependent. "Canvas offers multiple access points and is "instructor independent." The experience for students, and their ability to access the information is important. Using either LMS as a file manager, if Canvas organizes the information well then it is better for students.

7. Focus of strategic plan on student success, the ASI resolution is important, and our transfer students will have experience with the platform. Trying to improve transfer student experience to support their graduation rate. Canvas does provide a more consistent experience for our students.
8. Discussion of how prevalent the platform is in graduate schools.
9. Discussion of technical issues for and against each platform.
10. Further discussion of how LMS is used to assign work and timelines may need to be addressed elsewhere.
11. Results of straw poll indicate we can move toward a resolution at or ahead of the timeline.
12. Further discussion of Quality Matters and the future need to review online teaching standards if the migration happens.
13. Next meeting will happen after the All-Faculty Meeting and Canvas Forum. Will have a draft resolution to discuss at the 1/30 meeting. There is the hope to have a single resolution, but that will depend on the decisions of AAC and AS&SS. B. Street to coordinate with the chairs of those committees.
14. Request that resolution ask for additional training. Faculty Affairs is going to have concerns about workload, but maybe we need separate resolutions, especially with QM and review of online teaching. Those issues could be a separate resolution so that the decision about the migration is made in a timely manner.

15. Further discussion that there is a committee, DLC, which manages the guidelines for online teaching. The discussion of QM and training may drive opposition to the migration. Will QM certification migrate? V. Harper to follow up with R. Weller and FTLC.

4. Referral 20 Proposal for Energy and Power Engineering Emphasis within the B.S. degree in Electrical Engineering
 - a. Entirely new proposal; the last was from Physics and Engineering. This is from Computer Science and Computer and Electrical Engineering.
 - b. Discussion of difference between concentration and emphasis. The paperwork says emphasis. It will have to go to the Chancellor's Office for approval. A concentration can later be raised to a degree program where an emphasis cannot. The concentration shows up on the diploma, but the emphasis does not.
 - c. Discussion of consistency of terminology: the template focuses on concentration. B. Street to confirm with M. Danforth that the department means emphasis.
 - d. Charge is to review demand, structure, and resources.
 - i. Demand: no survey, but there is a mention of the need for the emphasis. This type of degree does seem important for our region.
 - ii. Projected 37 students by 2024.
 - iii. A few other campuses that offer this emphasis, mostly in the UC.
 - iv. This is a repackaging of existing resources, and if it is marketable, then this would be useful for students. One obstacle could be the frequency with which the classes are offered. Issues with enrollment may also affect the number of students earning the emphasis.

- v. Is this a case where they do not request additional resources, but there is not sufficient enrollment to maintain the class offerings, and there is a resulting need for additional resources to support the emphasis?
- vi. This is grants funded for equipment, but what about the budget for maintaining the equipment. This seems like a university issue. Is this a broader question of issues related to insurance, warranties, maintenance? Yes.
- vii. Discussion of consistency in prerequisites and course requirements.
- viii. Physics provided a letter of support.
- ix. Impacted constituencies support the emphasis, and the proposal seems well plan.
- x. Clarify emphasis or concentration and the move forward with a resolution. B. Street to consult with AAC on possible joint resolution.

VI. New Business

- 1. None

VII. Open Forum (time certain 11:15)

Discussion of informal feedback cards for the Canvas Forum.

VIII. Adjourn: 11:30 am