

## March 06 Plenary Minutes

- 1) **CALL TO ORDER:** The meeting was called to order at 10:00 a.m. on Thursday, March 9, 2006 by Chair Marshelle Thobaben.
- 2) **ROLL CALL: Senators Present:** (Bakersfield) Jacquelyn Kegley, John Tarjan; (Channel Islands) Dennis Muraoka, Lillian Vega-Castaneda; (Chico) Jim Postma, Paul Persons, Sam Edelman; (Dominguez Hills); Rudy Vanterpool; (East Bay) Hank Reichman, Calvin Caplan; (Fresno) Jacinta Amaral, Sherman Sowby; (Fullerton) Vincent Buck, Barry Pasternack, Diana Guerin; (Humboldt) Marshelle Thobaben, Bernadette Cheyne; (Long Beach) Luis Arroyo, David Hood, Maria Viera; (Los Angeles) J. Theodore Anagnoson, Nancy Hunt, Marshall Cates; (Maritime Academy) Greg Cho, James Wheeler; (Monterey Bay) Ken Nishita, Mark O'Shea; (Northridge) Steven Stepanek, Barbara Swerkes, Michael Reagan; (Pomona) Marvin Klein, Ann Morgan, Rochelle Kellner; (Sacramento) Cristy Jensen, Thomas Krabacher, Bob Buckley; (San Bernardino) Buckley Barrett, Tapie Rohm; (San Diego) Fred Hornbeck, Michael Perkins, Cheryl Mason; (San Francisco) Darlene Yee, Jan Gregory, Robert Williams; (San José) David McNeil, Romey Sabalius, Mark Van Selst; (San Luis Obispo) Unny Menon, Manzar Foroohar, Myron Hood; (San Marcos) Dick Montanari; (Sonoma) Robert McNamara; (Stanislaus) Mark Thompson, Paul O'Brien; (Retired & Emeritus Faculty) Harold Goldwhite; (Chancellor's Office) Gary Reichard.  
**Others Present:**; John Travis, CFA President; Craig Smith, Faculty Trustee; Ron Kroman, ERFA Representative; Hiro Okahana, CSSA Representative; AVC Keith Boyum, Chancellor's Office; Ann Peacock, Executive Director ASCSU; AVC Beverly Young, Chancellor's Office.
- 3) The agenda was approved. m/s Anagnoson/Wheeler
- 4) The minutes of the January plenary were approved. m/s Anagnoson/Wheeler

### 5) ANNOUNCEMENTS/INTRODUCTIONS

- a) EVC Gary Reichard was introduced to the body. AVC Beverly Young and other visitors were welcomed.

### REPORTS

- b) **Chair**—(Marshelle Thobaben) The chair's written report was distributed via e-mail.
- c) **Academic Affairs** (Mark Van Selst)
  - i) We have 6 resolutions
    - (1) Second reading on textbooks

- (2) LDTP Descriptor Approval Process when multiple disciplines are involved.
- (3) Availability of paper copies of catalogs.
- (4) Tracking enrollees in extended U programs.
- (5) Opposition to AB 2168 (Liu) (aligning GE).
- (6) Opposition to Morrow "Student Bill of Rights."
- d) **Faculty Affairs** (Jan Gregory)
  - i) Resolutions
    - (1) Timely academic support for lecturers.
    - (2) Reinstating the Academic Conference.
    - (3) Workload for Independent EdD Instructors.
  - ii) We discussed the following issues:
    - (1) textbook prices.
    - (2) retention of junior faculty.
    - (3) communicating with the BOT on shared governance principles.
    - (4) various campus approaches to RTP issues.
- e) **Fiscal and Governmental Affairs** (Tom Krabacher)
  - i) We have 3 resolutions
    - (1) One in conjunction with our capitol staffer award commending Jason Murphy.
    - (2) A request for an annual adjustment of the Senate budget.
    - (3) Salary Inversion and Compression.
  - ii) We reviewed legislation being considered in Sacramento
    - (1) AB 2168 (Liu) on GE
    - (2) SB 1412—Morrow Bill
  - iii) We are planning legislative days.
- f) **Teacher Education and K-12 Relations** (Jim Wheeler)
  - i) We discussed:
    - (1) the math science education summit.
    - (2) the EdD task force report.
    - (3) the annual report on teacher education in the CSU.
    - (4) reaffirmation of the CSET requirement for entrance into CSU teacher education programs.
  - ii) We are tracking potential legislation:
    - (1) technical education credentialing.
    - (2) bilingual education credentialing.
    - (3) early childhood education credentialing.
  - iii) We have 2 resolutions
    - (1) Second reading on EAP in- and pre-service.
    - (2) First reading on collaboration between subject matter and teacher education faculty.
- g) **LDTP Advisory Committee** (John Tarjan) (Marshall Cates)

- h) Cates: Of the first 33 majors, 12 campuses are still missing their local patterns. Of the second 14 majors, about half of the local patterns are still missing. The descriptor approval process has encountered some problems. It is more rigorous than the CAN process. It requires  $\frac{3}{4}$  of offering campuses to approve to be implemented. Almost all of the descriptors are receiving positive votes but almost all are at approximately 50% approval. We have approximately 35 LDTPs that can be posted using the existing CAN descriptors until new descriptors are approved. There are 8 brand new courses. We have to wait until those are developed and approved to post a descriptor and the associated LDTP. There is a legislative mandate to post these descriptors by June.
- i) Tarjan: The LDTP Advisory Committee has met 3 times over the last several weeks. The LDTP Executive Committee met for the first time on Tuesday morning.
  - i) The schedule for course submission and reviews was discussed.
  - ii) The following issues were referred to the ASCSU Executive Committee:
    - (1) A request for letter to be sent to campus senate chairs with a list of disciplines on that campus that have not voted.
    - (2) Ensuring that discipline leader contact people on the campus departments who have not responded. A new person should be named if the current discipline facilitator is unwilling or unable to follow up.
    - (3) Several disciplines in the first wave have still not sent forward descriptors for ratification. We should verify that a committee was assigned to do this. The committee should if a new facilitator should be named for these disciplines.
    - (4) The committee needs to begin to plan for the recruitment of review coordinators and reviewers.
    - (5) The role of the review coordinators should be discussed. It will be a major responsibility. The Executive Committee needs to discuss and provide recommendations to the LDTP Executive Committee.
- j) Marshall Cates made available a list of department responses that are still outstanding.
- k) **Campus Initiatives to Facilitate Graduation Visitation Teams** (Harold Goldwhite) The visits will begin this month with a large team visiting Northridge. This will function as a training opportunity for teams visiting the other campuses this spring.
- l) **General Education Advisory Committee** (John Tarjan)
  - i) The campus GE surveys are coming in.
  - ii) SciGETC is on hold pending an appointment of a UC faculty representative.

- iii) The course review cycle has been completed—about 1400 courses were reviewed, including about half of the existing A2 (English composition) courses. They are being reviewed as a part of a comprehensive review process of all of these courses.
- iv) The committee would like to meet with Mary Gill (chief staff person dealing with AB 2168).
- v) In response to questions
  - (1) It is not anticipated that we will do more campus data collection.
  - (2) In some cases it is unclear who responded on the campuses.
  - (3) There were several items dealing with UD GE on the survey.

m) **Independent Doctorate Policy Oversight Committee** (Cristy Jensen)

The group was established at our last plenary. It consists of 6 faculty from this body and 5 directors of existing EdD programs. Our charge is to look at the materials/guidance that should be provided to campuses. In some instances, the role of the group may be more prescriptive. Quality and process issues are important. Examples of important issues include the roles of the CCC and district partners and CSU faculty in governance bodies; curriculum; and necessary resources. We had a joint meeting yesterday with AAC and TEKR to discuss potential changes to Title 5 language. We will communicate any guidelines we develop to this body. Campuses will submit initial planning proposals during the spring semester with the final proposals due during the fall. There is great urgency in developing these guidelines as implementation efforts are already underway.

6) **PRESENTATIONS**

- a) **Executive Vice Chancellor Gary Reichard** indicated that in this introduction to the ASCSU, he was heartened by the civility and open expression of deeply-held values in a debate over reducing the size of the Senate. Dr. Reichard introduced himself by describing his background. Having been elected to academic senates at three institutions, he has always had great regard for shared governance. Though he hasn't been teaching regularly in recent years, he has remained active in his discipline (history). He was also on the CSU collective bargaining team and has been involved in faculty issues and collective bargaining issues on the national level.

He then discussed a number of important issues. EAP is a great success when considering the numbers of students taking the exam, but it is clear that we need to find ways to intervene earlier than the last two years of school to help with the college preparation of students. In the report that will be given to the Board of Trustees at the March meeting, he will deliver the news that progress is lagging in reducing the need for remediation but

will highlight the promise of EAP. The campus peer team visits in connection with the Board's twenty-two initiatives to facilitate graduation are an opportunity for productive engagement on this important topic. We are behind our ambitious schedule on LDTP, and we need to make this a priority and get things moving along so that students have a program in place that can guide them prior to transfer.

Many good things are happening in the CSU, including a math/science summit and a system-level conference on early childhood education, both held in the past week. The CSU will likely be involved in developing credential training for individuals preparing for the latter field. It's hoped that there will be cooperation in this initiative across campuses. The first wave of CSU campuses offering the independent Ed.D. has been announced, along with the groups of campuses included in subsequent waves. Based upon faculty-developed guidelines, these programs will be coordinated among the participating campuses. We are also currently planning for joint doctorates in Audiology. San Diego State, San Francisco State and CSU Northridge will each be partnering with UC campuses to offer this degree. In addition, we are beginning to look at how to respond to the approaching requirement of a doctorate as the minimal degree for certification in Physical Therapy.

The Academic Council (system-wide Provosts' body) has begun to pay increased attention to enrollment planning. Since funding is tied to enrollment growth under the compact, and the CSU is aiming for 2.5% growth per year, it is important to decide carefully on the amount of growth that is appropriate for each campus, in order for the CSU as a whole to meet its growth target. With respect to enrollment/ admissions strategies, declining transfer rates from community colleges pose a concern. The system as a whole will achieve its target for 2005-2006, but several campuses are having trouble meeting their current targets. For the system to be "safe" in terms of meeting growth targets in coming years, individual campuses will have to be realistic in developing their targets. This year, only campuses that fall more than two percent below target will lose any funding, but beginning in 2006-2007 target shortfalls will lead to reductions in funding. This conversation about enrollment targets with presidents and provosts is not an easy one.

A positive development has been the recommendation by the Department of Finance to increase the marginal funding rate for graduate students. However, this change introduces new complications into the calculation and projections of FTES. In the most recent meeting of the provosts, it

was emphasized that Academic Affairs should be actively involved in campus discussions of enrollment targets. This should include faculty involvement. To aid such planning discussions, there will be two enrollment planning summits (north and south) in March. Academic Affairs is to give three reports to the Board of Trustees at its March 14-15 meeting: remediation, teacher evaluation, and academic plans and programs.

EVC Reichard stated his belief that the academic side of the house should have a strong voice in policy deliberations and decision-making in the CSU. He highlighted the value of the joint ASCSU Executive Committee/Campus Senate Chairs/Academic Council meeting last fall on graduation initiatives, and hopes that there may be more such meetings. He is looking forward to a reenergized Academic Council. While it is important to recognize the importance of local campus autonomy in the CSU, it is valuable for provosts to come together and share views and insights. He hopes also to see clarification and renewal of the role of the ITL in the system. Although teaching will always be foremost in the CSU, there is also a need to support faculty in their scholarship and other mission-related functions, including such activities as community service learning. Academic Affairs should also be able to play a stronger facilitative role in helping multiple campuses to come together to develop consortium-like programs and initiatives. He looks forward to working with the Senate in advancing such initiatives. He then responded to a number of questions and comments.

Q: What do you think will happen with remediation in response to the Trustee mandate to eliminate remediation by 2007? A: We are clearly not on track to meet the Trustees' goals for 2007, but we will continue to have access as a major priority. The Early Assessment Program (EAP) should help, even if it was not in place early enough to ensure reaching our ambitious goals by 2007. The CSU has actually been doing a great job of helping students "catch up" during their first year. Through the EAP, we hope to repeat this success with students in their senior year. The changing demographics of our student body continue to make the remediation a challenge.

Q: Strategic planning on the system and campus level seems to be ineffective. Faculty should be involved to a greater extent. A: You are correct about the need for faculty involvement. I hope the enrollment planning workshops will be worthwhile and will stimulate such planning.

- Q: What specifically does the increased graduate differential mean? How can we assure faculty will be involved in enrollment target generation?  
A: The legislature has taken the 2004-2005 percentage of graduate enrollments and will fund projected increases in graduate enrollments based upon growth above that level.
- Q: Could you address the recently announced “relaxations” in admissions standards?  
A: About a month ago it appeared that there was a chance that the CSU would not meet its overall enrollment target for 2005-2006. While this year now appears solid, the system must be absolutely sure to meet growth targets next year. This led to some rethinking about admissions standards. The only real “relaxation” of standards that has been announced is to permit campuses to take lower-division transfers. Impacted campuses are also being encouraged to consider taking more first-time freshmen without lowering standards.
- Q: Many campuses struggle to meet enrollment targets partially because of the economic realities of the students making up their student bodies. Facilitating graduation can also result in lowered FTES.  
A: This year, there will be a “payback” for campuses that miss their targets by more than 2%. We do not want to put campuses in jeopardy of being able to effect recovery of enrollment, but there also need to be recognition that funds need to flow to where the students are.
- Q: There are concerns about the mandated reduction in CERF funds and the impact of YRO on extended education enrollments and revenues, and potential resulting pressures to move to remove inter-sessions.  
A: There has been no talk about eliminating inter-sessions. If CERF fund balances are too high, however, it is a fact that they could be at risk of a “scoop” from the system.
- Q: There are great differences across campuses as to how they approach shared governance. How will you approach this?  
A: I have little formal authority or inducements to offer campuses to change their practices, but I will try hard to convince campuses to adopt best practices in governance, as in other areas. I am a consistent advocate for shared governance and respect for the role of faculty. I will also be stressing the importance of focusing on student success.
- Q: The K-12 population is not growing. Dropout rates are increasing. There are fewer CC students. The UC is increasing enrollment. There

are pressures on enrollments. This may end up in lowered preparation and increased need for remediation among our students. It may be that the 2.5% growth target in the Compact is unrealistic. A: Let's see what happens with EAP. The HS graduation rates are disappointing, and the CSU needs to help to address that. Our growth, in fact, may be tied to helping to reduce the dropout rate. It's expected that growth in the overall numbers of college-age students will resume in 20013-15. I think we are attempting to address these factors in the right way. We hope to have enough resources to address them.

Q: Access, resources and quality are intertwined. However, we seem to often emphasize access over quality. The increase in enrollments has not been accompanied by an increase in the number of faculty. Reductions in faculty can result in a downward spiral of enrollment. A: The conversation on how to deal with campuses that may be in distress is not over. Perhaps we can revisit ACR 73, which calls for the hiring of more tenure-track faculty. To maximize our chances for adequate funding, we need to emphasize student success in our discussions with the state. Our system strength depends upon campus strength. All campuses need to be healthy.

Q: What about funding for EdDs? A: The only source of additional funding will be the graduate differential for new enrollments.

b) **Chancellor Charles Reed** I believe there is a feeling in the business, larger community, in Sacramento and on the national scene that the CSU is on the move and good things are happening. We have a good, not great, budget for this upcoming year. We hope for some more money for nursing and perhaps other targeted programs. We now expect to receive a graduate funding differential. We will now have an adjustment to the marginal cost calculation. I appeared before the Assembly Budget Committee this week. The committee was very gracious. I met with various ethnic caucuses before the meeting. They were very positive about the CSU. I expect a good, on-time budget this year.

We are pushing hard for new infrastructure to be funded by bonds. The costs of construction have risen very rapidly. About 50% of our buildings are over 30 years old. Bringing project in on budget is difficult. It will be much better for us to have the bond initiatives on the ballot in June.

The CSU has received a lot of national recognition. Diversity is one of our great strengths. There is great interest in developing much more language



proficiency. I have been invited to talk about our EAP program and our partnerships, etc. by various groups at the national level. Our outreach and EAP programs are being emulated by other states. We continue to meet with our business partners. We have spent most of this time listening to their needs and concerns. The CSU got the only earmark in the farm bill last year.

One of the biggest challenges for higher education is to determine how best to serve underserved populations. We are 3 times more diverse than any other system of higher education. Still, gaps exist in participation in higher education in this state. We provide over 70% of the educators to the state; 80% of the nurses; over 90% of those in criminal justice; over 80% of the social welfare workers. We are redesigning our "How to Go to College" poster. Boeing has offered to underwrite the new printing. The poster has been done in 5 languages. We will add a language this year. We are reaching out to minority communities and traveling to locations in ethnically diverse areas. The meeting at an African-American church was a big success. We needed to send for more posters during the meeting. 34% of HS graduates are Latino. 16% of CSU eligible HS graduates are Latino. Many drop out before graduating from HS. Many students need remediation. We are doing a good job of remediating students within a year. Some of our presidents and I will meet in African American churches in Oakland. We are focusing on HS math/science instruction. We held a summit here in LB. We are pushing for a-g to be the standard HS curriculum. A stumbling block is the dearth of HS math and science teachers. We held a meeting on the early childhood workforce. 90% of the people in this industry graduate from CSU. I have met with CSSA. We are receiving our 5<sup>th</sup> yearly teacher education evaluation. We are the only ones tracking the success of our students. Our graduates stay in the profession longer. We will be discussing teacher education and remediation at the Board meeting. I have great hopes that the EAP program will help on the remediation issue. It is urgent that we get LDTP finished, including the approval of course descriptors. We are going to be working on compensation. Last year I met with the athletic directors for the first time. We got some bad news on NCAA standards.

Q: Why was the expansion of the size of the senate a bad idea? A: I didn't think it was a bad idea per se. Q: What about remediation? A: We will always have to do some remediation. We should NOT have to do most of it. Most should happen at community colleges. That would be more cost effective. Q: Do we have any executive or faculty supplemental salary adjustments that are not public knowledge? A: No. We have provided the

public with all compensation information. We do not “supplement” administrative salaries. I personally receive \$30,000 retirement annuity. This is to make up for a loss of benefits from leaving the Florida system. Presidents who join the system after 1997 are frozen in the amount of their retirement benefits.

Q: What can we do about foreign languages in the CSU? A: Many things are possible. All industry leaders we have talked to would like foreign language proficiency. In agriculture, speaking Spanish is a must. There is a huge need for “heritage language speakers” in a variety of federal agencies. In some cases, retirees are brought back to do translation and interpretation work. Q: How much of the capital budget would go to deferred maintenance rather than new construction. A: There are priorities in the budget for earthquake retrofitting, etc. About 20% will go to deferred maintenance.

Q: What are we doing to plan for the impact of the HS exit exam? A: There are 34m people in the state. We are growing by 500,000 per year. The growth across the state is uneven. K-12 growth has leveled out. This is not the case in San Diego and parts of LA and the Central Valley. There is no growth in the bay area and in the North. In the past we had to reduce admissions due to budget cuts. It is hard to get back to a growth mode quickly. It is hard for us to turn growth on and off. It is hard for us to precisely meet targets. There are some campuses over and some campuses under target. We hope to have a future arrangement to not be penalized for missing our target by less than 1%. We hope to do a better job of projecting future demand. There is a problem in minority student preparation. We need to work with our K-12 partners more closely than ever. The community colleges are down in enrollments about 5%. Transfers are down as a result.

Q: What can we do to get replacement faculty? A: We hope to generate more revenue for compensation through our increased marginal cost formula. We have a 5-year plan to address our salary gap for all employees. One sticking point is that faculty would need the biggest increase by far among employee groups. We have built or are building 1800 faculty and staff housing units. We have about the same number planned. I am encouraging presidents to build. This may help. Q: Why is remediation not done at adult and continuation schools rather than community colleges? Q: Scarce resources and an emphasis on access results in potentially lowered quality of our graduates. A: For the first time in the face of budget cuts we limited enrollment. Access is very important.

I agree that there is a point where we cannot expand access at the cost of quality. We spend a lot of time thinking and worrying about quality. Funds are scarce for all segments of the CSU. Q: Jack Scott is calling for the construction of new campuses? Does this signal a change? A: Jack Scott is a good friend to the CSU. We do not have enough capacity in San Diego. Palm desert is remote. It is over 100 miles to a campus. There may be other areas that are not adequately served. We do not have adequate resources for our current campuses. Senator Scott's piece is looking to the future.

Q: Have student learning outcomes had a lot of play in your meetings with outside groups? A: Yes. Folks always eventually mention skills. Employers are very positive but they highlight the same concerns. 1) Students need to be able to communicate in writing and in making presentations. 2) They need to be able to work well in diverse teams 3) They need a foreign language. 4) They should be able to analyze problems and recommend solutions. Work ethic was also mentioned. Q&A: We have a great pool of bilingual speakers that outside groups could benefit from. We are looking at improving access to the CSU on the part of veterans. There are many education benefits that are not being used. These are tens for thousands of dollars. Fewer 40% use their education benefits. We are reaching out to the military in CA to increase their participation.

Q: You have talked about added value. We are about to consider reducing the size of our Senate. I hope you can help us with our budget. A: I support the recommendations of the Executive Committee to return the Senate to its previous size.

- c) **John Travis** (CFA President) This week we have had events on the campuses. We hope to convince presidents to support what we are asking for at the bargaining table. Many faculty have participated. We are bargaining on YRO-related issues. We hope we will have some clarity before the beginning of the summer term. Consultants have been hired to facilitate relations between the CSU and CFA bargaining teams. The preliminary findings indicate that we have severe problems in our relationship. We will be having facilitated discussions. We are cautiously optimistic that we will have a contract ready for a vote before the end of this academic year. Q: Do you recognize the difference between undergraduate and graduate in workload discussions? A: No. But, Article 20 deals with variations in workload. We are looking at workload issues associated with the independent EdD. Q: Could you address chair compensation? A: We have negotiated a 4.5% salary increase for 12

month chairs. There are other technical details regarding this issue. Q: What about FERP? A: The CSU initially proposed eliminating FERP. They have now proposed reducing the program by one year for each year of the contract (5->2 years). We will return to FERP bargaining after YRO discussions are concluded. Many CSU proposals appear to revolve around giving more discretion to local administrators over compensation and other issues.

- d) **Trustee Raymond Holdsworth** is the past chair of the California Chamber of Commerce. He hopes to assist the Academic Senate in its work. Quality is foremost in the Trustee's mind. We hope to help them progress towards the completion of a degree. The students need to both have a great experience in college and accomplish their academic goals. We need to reach out to more students and make the CSU their first choice for an education. We want them to feel pride in the CSU. Q: We would like to hear more about the skills and competencies our graduates need. What do you think of a liberal arts education? A: As a business person (architecture) we look for written communication and leadership and oral communications skills in addition to more technical skills. A liberal arts background is a great complement to technical ability. Q: There is a feeling that the Board is out of touch with faculty and the campuses. They can appear indifferent to faculty concerns and not respectful of faculty. Salary and workload are troubling. The Board has not done much to address these problems. A: I have never heard a member of the Board say anything disrespectful of faculty. We look at salary, workload and cost of living. We understand the problem. Q: The Board seems to be very concerned about access. The other side of the coin is quality. Q: What will the Board do on remediation? A: I cannot speak for the whole Board but I am confident we will not take draconian measures to reduce remediation. We are hopeful that EAP and other programs will help reduce the need for remediation. Q: It is difficult to attract and retain faculty. A: I understand. I have heard this clearly. We are open to information and suggestions. Q: What about math and science? A: China is producing lots of engineers. The U.S. is turning out 10% fewer every year. Q: Salaries for new faculty are not competitive given the cost of living. Bargaining is frustrating. There is a lack of respect for faculty and what they do. Merit pay is a contentious issue. We already have a merit pay system through RTP. Why is "merit pay" so important to Trustees. A: The Trustees respect faculty. The merit pay issue revolves around annual recognition of performance. Q: Many faculty expressed concerns about the critical issues facing faculty. A: Communicate your specific concerns to us and make sure you also communicate your concerns to the legislature as they have a major say on our budget.

- e) **Faculty Trustee Craig Smith** I have completed 17 campus visits and also been part of the CSU team that visits legislators. We have worked to correct several bills and also put the damper on others. Since my last report, I have visited Monterey Bay and Sonoma State, and have done re-visit to East Bay to conduct a special half day session on Academic Freedom. I'm happy to report that the Compact has been fattened as of this date by \$96,000,000, and hopefully this increase over the minimum will be sustained through the legislative process. One of the big issues facing the CSU is remedial classes. It might be helpful to propose that impacted campus, that is, campuses which are going with no problem, trim back their remedial offerings to make more classes available to regular, certified students.
- f) **Hiro Okahana** (CSSA Representative) We just held CHESS in Sacramento. We held a rally on Monday. AB 2183 (student financial aid) and fee buybacks and restoration of outreach funding are our main lobbying items. The Governor has appointed a second student trustee. 10 students applied to replace the second trustee. We will be having interviews in Fresno next month at our CSSA meeting. Hiro expressed his support for ASCSU. Q: Have the students formed a PAC to support candidates against raising fees? A: Yes. There is no official connection with CSSA.

## 7) RESOLUTIONS

- a) **Amendment to the Constitution** (AS-2729-06—amended/EX) Second Reading M/S Anagnoson/David Hood
  - i) Changes were made to the amendment to accommodate future growth of the system via additional senators prior to the meeting.
  - ii) The effect of this resolution and implementation details were discussed.
  - iii) Details of specific cost savings were requested.
  - iv) Questions about specific effects of the resolution were addressed.
  - v) Various amendments were proposed. There is concern about changing the size of the Senate in response to budget situations.
  - vi) The resolution passed.
- b) **Provision of E-Text Material to the CSU Center for Alternative Media** (AS-2730-06/AA) M/S Van Selst/Pasternack Second Reading
  - (1) The resolution has been revised to include materials other than textbooks.
  - (2) The distribution list was increased to include major textbook publishers.
  - (3) Several editorial changes were made.
  - (4) The resolution passed unanimously.

- c) **The Early Assessment Program: In-service and Pre-service Programs** (AS-2731-06/TEKR) M/S Wheeler/Caplan Second Reading
  - i) The resolution both commends the efforts of individuals who have worked on this program to date and urges support of efforts needed in the future.
  - ii) Several suggestions for perfection were offered.
  - iii) The resolution passed unanimously.
- d) **Reinstating the CSU Academic Conference** (AS-2732-06/FA) First Reading M/S Gregory/Kegley
  - i) The conference has been very beneficial.
  - ii) Several suggestions for perfection were offered.
- e) **Providing Lecturers with Timely Academic Support** (AS-2733-06/FA) First Reading M/S Gregory/Kegley
  - i) Comments for perfection were made.
- f) **Academic Senate CSU Calendar of 2006-2007 Meetings** (AS-2734-06/EX) M/S Anagnoson/Jensen
- g) **Honoring Jason W. Murphy** (AS-2735-06/FGA) First Reading/Waiver M/S Krabacher/Goldwhite
  - i) A second reading waiver was granted.
  - ii) The resolution passed unanimously.
- h) **Concern about Faculty Salary Inversion and Compression** (AS-2737-06/FGA/FA) M/S Krabacher/Gregory
  - i) Concerns leading to this resolution were expressed.
  - ii) Perhaps the terms “inversion” and “compression” could be provided.
- i) **Lower Division Transfer Pattern Descriptor Approval Process** (AS-2738-06/AA) First Reading M/S Van Selst/Edelman
  - i) This addresses interdisciplinary and “service” courses. Procedures for addressing associated potential problems are addressed.
  - ii) This is very complex process. We have an advisory group with majority faculty membership to deal with these types of issues.
  - iii) There is also an oversight committee with majority faculty membership to deal with issues like the ones contained in the resolution.
  - iv) The resolution was referred back to Academic Affairs.
- j) **Availability of Paper Copy of CSU Catalog** (AS-2739-06/AA) First Reading M/S Van Selst/Gregory
  - i) This is in response to the proposed move to exclusively electronic catalogs.
  - ii) Many groups have found paper catalogs to be invaluable.
  - iii) Suggestions were offered for perfection.
- k) **Creation of a Statewide Database of CSU Extension Enrollees** (AS-2740-06/AA) First Reading M/S Van Selst/Pasternack

- i) The resolution expresses the desire to have better contact with these students via mailing lists. It would be useful in marketing campus programs.
- ii) There were several suggestions for perfection.
- l) **Reaffirmation of Academic Freedom—In Response to Morrow’s Purported Student Bill of Rights (current iteration SB 1412)** (AS-2741-06/AA/FA/FGA) First Reading M/S Krabacher/Gregory
  - i) This is in response to another version of the “Morrow Bill”
  - ii) It opposes the current and previous versions of the bill.
- m) **Timely Notification about Private Security Personnel on CSU Campuses** (AS-2742-06/FA) First Reading M/S Gregory/Wheeler
  - i) The resolution calls for faculty participation in developing guidelines for the use of private security personnel.
- n) **Support for *Subject Matter-Teacher Education* Faculty Collaboration** (AS-2743-06/TEKR) First Reading M/S Wheeler/Hunt
  - i) The intent of this resolution is to recognize the efforts of faculty in this area through the RTP process.
  - ii) Suggestions for perfection were offered.
- o) **Opposition to AB 2168 (Liu): A Single, Common General Education Curriculum for Community College Students who Transfer to UC and CSU** (AS-2744-06/AA/FA) First Reading M/S Van Selst/Edelman
  - i) This is an inappropriate intrusion into curriculum.
  - ii) This may have the effect of imposing a UC curriculum on the CSU.
  - iii) The purported reason for this bill may be based on incorrect conclusions.
  - iv) Senators Krabacher, Tarjan, Thobaben and Jensen will meet with the author to discuss our concerns.
  - v) The legislature may have better ways to meet the needs of students rather than legislate curriculum.
  - vi) Several suggestions for perfection were offered.
- p) **Faculty Workload Issues in Doctoral Programs** (AS-2745-06/FA) First Reading/Waiver M/S Cheyne/Gregory
  - i) A waiver was passed due to the imminent initiation of these programs.
  - ii) There was a lengthy discussion of doctoral workload versus post-baccalaureate workload.
  - iii) The motion passed.
- q) **Title 5 Language to Accommodate the Independent Doctorate of Education Within the CSU** First Reading (AS-2732-06/AA/TEKR) M/S Van Selst/Wheeler
  - i) There was a question about the level of specificity of the proposed language.

- ii) The language was developed in conjunction with Academic Affairs staff.
  - iii) The purpose of putting forward a resolution dealing with language that is being developed is to allow broad dissemination of the proposed language for feedback. The item will be in front of us again in two months.
  - iv) Some proposed changes are not yet reflected in the proposed Title 5 language before us. Updated versions will go out with the campus packets.
- 8)** The meeting was adjourned at 12:07 pm on Friday, March 9<sup>th</sup>, 2006.



## STATUS OF SENATE RESOLUTIONS

The status of the resolutions that were circulated for Senate consideration at the March 9-10, 2006, meeting in Long Beach are listed below.

( 1) AS-2729-06/EX	Amendment to the Constitution	APPROVED
( 2) AS-2730-06/AA	Provision of Accessible Electronic Material by Publishers	APPROVED UNANIMOUSLY
( 3) AS-2731-06/TEKR	The Early Assessment Program: In-Service and Pre-Service Components	APPROVED UNANIMOUSLY
( 4) AS-2735-06/FGA	Honoring Jason Murphy, 2006 Recipient of the Distinguished Legislative Staff Award	APPROVED BY ACCLAMATION
( 5) AS-2745-06/FA	Faculty Workload Issues in Doctoral Programs	APPROVED

The following items were introduced at the March 9-10, 2006, meeting and will be acted upon at the May 4-5, 2006, meeting.

( 6) AS-2732-06/FA	Reinstituting the CSU Academic Conference	SECOND READING
( 7) AS-2733-06/FA	Providing Lecturers with Timely Academic Support	SECOND READING
( 8) AS-2734-06/EX	Academic Senate CSU Calendar of 2006-2007 Meetings	SECOND READING
( 9) AS-2737-06/FGA/FA	Concern about Faculty Salary Inversion and Compression	SECOND READING
(10) AS-2739-06/AA	Availability of Paper Copy of CSU Catalog	SECOND READING
(11) AS-2740-06/AA	Creation of a Statewide Database of CSU Extension Enrollees	SECOND READING

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( 12) AS-2741-06/AA/ FA/FGA	Opposition to Morrow's Purported "Student Bill of Rights" (current iteration SB1412) and a Reaffirmation of Academic Freedom	SECOND READING
( 13) AS-2742-06/FA	Timely Notification about Private Security Personnel on CSU Campuses	SECOND READING
( 14) AS-2743-06/TEKR	Support for <i>Subject Matter-Teacher Education</i> Faculty Collaboration	SECOND READING
( 15) AS-2744-06/AA/FA	Opposition to AB 2168 (Liu): A Single, Common General Education Curriculum	SECOND READING
( 16) AS-2746-06/AA/TEKR	Title 5 Language to Accommodate the Independent Doctorate of Education Within the CSU	SECOND READING

The following item was not approved at the March 9-10, 2006, meeting of the Academic Senate CSU (copy not included):

( 17) AS-2738-06/AA	Policies Governing Transfer-CSU Course Descriptor Development and Adoption for use with the Lower-Division Transfer Patterns	REFERRED BACK TO COMMITTEE
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The following item was withdrawn from the agenda at the March 9-10, 2006, meeting (copy not included):

( 18) AS-2736-06/FGA	Annual Adjustment of the Academic Senate CSU Budget	WITHDRAWN
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