Members present: Snyder, Gooden, Amaral, McGough, Cates, Kellner, Thompson, McKillop, Nishita, Wheeler

Visitors: Gary Hammerstrom, Sue Curzon, Bob Cherny, Kathy Kaiser, Mike Lee, Gerry Hanley, Ted Anagnoson, Gordon Smith, Lynne Cook, Don Moore

1. Approval/amendments to the agenda:
   Add:
   (a) Specialty Centers/Data Bases (5.6) - time certain 3:00 pm, 3/5
      Gerry and Gordon
   (b) Foreign Language Resolution Discussions - time certain 1:00 pm, 3/5
   (c) Liaison Report - CSU 4CSU DRAFT Dual Admissions Policy (RK)
   (d) Liaison Report - Master Plan Task Force (SM)
   (e) Liaison Report - E.O. 393 (GH)
   (f) Liaison Report - High School Assessment (MC)

2. Approval/amendments to the minutes: minutes approved as presented.

3. Announcements: none

4. 5.2 - Susan Curzon, Dean of the Library, CSUN, visited AA in her capacity as Chair of the System-wide Committee on Information Competence. She came to discuss the state of information competence in the CSU. Background information and documents included the 1998 ASCSU Position Paper on Information Competence (endorsed by Senate Resolution AS-2409-98/AA – 3/5-6, 1998 and the Phase I, and Phase II reports of the CSU Committee on Information Competence, which was established in 1995. Currently, ASCSU is interested in assessing the state of information competence in the CSU… in light of the various system-wide initiatives and programs that exist. The committee she chairs has implemented a two-fold program to (1) increase awareness of the need for information competence and (2) generate greater levels of system-wide support for advancing information literacy within the CSU. Outreach to CCC and high schools has also been an element of the committee’s efforts. The committee’s focus has been information content, not technology of delivery (i.e., computer literacy).

BS – Have system-wide efforts translated into individual campus requirements of information competence.

SC - The committee has functioned in an advisory role… funding individual campus initiatives to develop programs of information competence, but the committee has not had an agenda that would include urging individual campuses to impose an information competence requirement. Chair Curzon indicated that her committee was recommending that the committee be disbanded. She suggested the possibility that the committee might be replaced by a group established by the Office of the Chancellor’s under its IT unit, possibly headed up by Ilene Rockman.

Question of AA: Are modifications of system-wide structure in the area of information competence in the offing that would involve the creation of an advisory group reporting
to Finance rather than Academic Affairs… ref: Survey of Information Competence
conducted by Ilene Rockman who is associated with the Chancellor’s Office of Finance.

Should the Senate proceed with a survey of our campuses to see where they stand with
respect to IC… and to see the extent to which campus efforts are collaborative (i.e., not
exclusively or primarily library based). Are efforts related to information competence
discipline-based or library-based.

AA will recommend that the current Committee on Information Competence continue on
and that the committee continue to report to Executive Vice Chancellor for Academic
Affairs, David Spence.

Bob Cherny provided his historical perspective on the Committee on Information
Competence. He had no awareness of its potential disbanding or the possible
establishment of a new IC advisory group under the Office of Finance.

Kathy Kaiser, a member of the Committee on Information Competency (at its inception,
as an outgrowth of CLARIT), suggested that issues related to the Library/Discipline
control issue have been addressed. The committee has functioned primarily as an
entity that dispersed seed money/grants to promote integration of information
competence across campus curricula and programs.

MC – poses question, “What do you see as the natural evolutionary step for the
Committee?”

KK – Given that the original charge of the Committee started during the tight fiscal times
following the early 90’s… and, that would appear to be what we, as a system, are
looking at presently… a group with a charge that parallels that of the original committee
is indicated.

Committee agreed to draft a letter… asking the present advisory committee to make a
recommendation to us that would describe the future charge and membership of an
ongoing Information Competence Advisory Committee.

5. 5.3 - Grade Inflation, ref: “Evaluation and the Academy: Are We Doing the Right
Thing?” and “The Consequences of Grade Inflation” –The American Academy of Arts &
Sciences, February 1, 2002 – Topic brought to the attention of AA by Chair Kegley.

GH - No system-wide policy exists that attempts to address grade inflation.

Consensus of committee… recommends that article be sent to local senates as an
Information Item under the signature of Chair Kegley.

6. 5.4 – Lynne Cook, Chair of TEKR, in her capacity as chair of the Ed.D. task force, spoke
to the need for requiring joint doctoral programs to meet national accreditation (NCATE)
standards. Adequate funding and quality are goals; quality goal is being pursued
through efforts to require national accreditation. Policies that will influence the content
of these programs all presently go back to UC policies… which focus primarily on
publication requirements and not on ensuring programmatic excellence. A requirement
of national accreditation would require a modification in the focus of the policy drafting
process to make it more reflective of the desires of the CSU for programmatic rigor and
excellence. Accrediting agency would ensure equitable distribution of funds under joint doctoral programs. Academic Affairs will look at (NCATE) national standards and collect data regarding current states of accreditation of Ed. Programs on CSU campuses in contemplation of some statement of position being crafted by our committee.

PM – suggests that consultation with existing CSU education programs (some of which may not be nationally accredited), regarding the impact that requiring national accreditation of a joint Ed.D. would have on those departments of education (as a necessary role player in the joint Ed.D. programs) should be occurring.

7. 5.5 - SB 593 (Vasconcellos) – California Integrated Elder Care and Involvement Act of 2002. Portions of this bill would impose specific curricular elements on the CSU, UC and CCC. A letter will be drafted and sent to Senator Vasconcellos, focusing on the benefits that accrue from having faculty bear the responsibility for curriculum development.

8. Foreign Language Resolution history laid out by Kathy Kaiser. New CSU foreign language entrance requirement (minimum of two years in a single language) creates the possibility that a student will take a first semester of a foreign language for GE credit at the CSU when they have already been given high school credit for that "course." The resolution would address that issue, even though neither the focus nor the rationale of the current resolution speaks to that issue.

Extended discussions ensued…

MC - Motion to withdraw the resolution with a follow-up letter to all major stakeholders (CSU and CCC Foreign Language Councils) requesting input on how to solve the problems associated with the new foreign language entrance requirement that we were attempting to address with the resolution, was seconded (JW) and carried, unanimously.

9. GH - EO 393 – Scholastic Probation and Disqualification – follow up to discussions from January. Gary Hammerstrom brought current draft of proposed revisions of 393… incorporating suggestions that the committee made during last plenary session.

Additional suggestions were made…

10. 5.6 – Specialty Center Data Base Acquisition and Management. Priority Funds have been used to support these efforts. Acquisition explanation and current status described by Ted Anagoston. Campus based Centers have been set up as Data Base acquisition and husbanding entities… as opposed to doing data base acquisition and husbanding at the system level. The system has designated specific campuses as Specialty Centers and assumes some of the responsibility for data base acquisition, while the individual campuses assume responsibility for staffing and management of databases. Specialty Centers charge other campuses in the system a use fee (minimal). The Technology Infrastructure Initiative is the phenomenon that will ensure that the infrastructure for data sharing, throughout the system, will exist. Request for moving Campus Center databases to a COLD type administrative system is in the offing. Currently PHAROS is an example of a database that is accessible system wide.
Gerry Hanley – Move to modify specialized data base acquisition and management is motivated out of a desire to make resources more usable and accessible, and to increase the stability of funding for data base acquisition and maintenance. No intention of campuses buying individual licenses exists. Rather consortium based purchasing is indicated… example: SWAT (an offshoot of ATAC) has been set up to evaluate and recommend academic technology data base acquisitions.

11. 5.7 - English Language Competency – Mark Thompson sent a communication, on behalf of AA, to Kate Clark, Chair of an ICAS task force. Her response included the forwarding of a draft document – “Academic Literacy: A statement of Competencies Expected of Students Entering California’s Public Colleges and Universities.”

12. Liaison Reports – (RK) Dual Admissions Committee – 4CSU Program for California Community College Students – designed to ease transferability of community college students. Proposal to create an overarching System-wide transfer and articulation program guidelines.

Admissions Advisory Council (RK) – Most important development… modification in the units to qualify as an upper division transfer will be changed from 56 to 60 to guarantee that students transferring in as juniors will have the number of required units to qualify for junior level financial aid. This would also make our transfer policy consistent with that of the UC.

Graduate Education Task Force – (KN)
Liaison report for Task Force on Graduate Post-Graduate Education

The task force met on February 8, 2002. The committee continued the review of the 1989 document and assigned topical areas to different members. Christy Jensen, chair, assigned members topical areas for the next report. A draft report is planned to be completed by early May, 2002. Christy will attend the upcoming meeting of the Graduate Deans and will seek their advice and help in drafting the preliminary report. An outline of the topical areas for the new report will be discussed at the meeting of the Graduate Deans.


G.E. Advisory Council – (KN)
GE Advisory Committee and Subcommittee for GE Course Review (3/7/02)

The GE Advisory Committee has not met. Plans are being made to discuss courses in “Mathematics for Teachers” offered by blended teaching credential programs among the CCC-CSU campuses.

Approximately 800 courses were submitted this year for GE course review. Six members of the Subcommittee for GE Course Review met four days and completed the faculty reviews on March 1. This year’s course review was facilitated by three factors: (1) the quality of the CCC course submissions have greatly improved and a streamlined
staff review process is now in place, (2) six faculty reviewers were available for the review dates compared to 2-3 reviewers in past years, and (3) faculty reviewers representing multiple disciplines were present at the same time; including English, communication studies, mathematics, physical science, and social sciences.

COLD (RG) & (MT) – beyond the Specialty Center discussions above, nothing.

Assessment Test Alignment Group (MT) – Test is being developed (a California Standards/Golden State amalgam) that would be administered at the 11th grade that would either satisfy CSU entrance (i.e., non-remediation, and exemption to EPT) requirement. This is an effort that is parallel to that in the mathematics area… and would give students their senior year to remediate. State Board of Education is thwarting the effort. Senate concern would be whether this amalgam exam would establish appropriate levels of competency.

English Council (MT) – Test alignment development in progress.

Report of the Task Force on the Visual and Performing Arts (SM) – progress has been made on alignment standards and preparation of visual and performing arts instructors. By 2006 all high school students will face exactly the same entrance requirements… UC having opted in on this entrance requirement will result in an increased need for high school instructors.

Master Plan Task Force (SM) – efforts are ongoing… Joint Committee workgroup reports will all be finalized within the next month and will provide the foundation for the actual drafting of the Master Plan which will be occurring over the next three months. Some continuing Senate involvement is indicated. Notion of ensuring a stable core funding for all levels of education seems likely to be incorporated as a recommendation to the legislature in the Master Plan.

Post Baccalaureate Task Force (KN) – review of 1989 Post Bac Report; Chair Jensen was to meet with Graduate Deans to garner data on the current state of graduate programs in conjunction with efforts to secure graduate funding differential. Draft outline of the report of the Task Force on Graduate and Post-Graduate Education in the CSU was distributed.

High School Assessment (MC) – 11th grade test development is ongoing; State Board of Education is reviewing suggested amalgamated exam. Both Math group and English group are having to deal with the same roadblocks. Design group has more-or-less completed their efforts; further progress will be based upon political compromise and expediency. Administering exams during 11th grade will impact the most effective time for high school students to register for their senior year classes… if their registration is to be informed by how they perform on the exam. Office of the Chancellor has potentially undermined the efforts of the faculty vis-à-vis holding firm on the standards and rigor in the exam, by indicating that the CSU will accept whatever the Board of Education deems appropriate.

Key players are the Department of Education & Board of Education

ATAC (MT) – discussions are underway that could result in the CSU at the system level encouraging individual campuses to develop “On Line Degrees.” Discussions are also
underway regarding whether there should be incentives offered to campuses to promote this enterprise.