Agenda

1. Welcome, Call to order: Darlene Yee-Melichar, Chair; John Tarjan, Vice Chair

2. Approval of the agenda (action item)

3. Approval of the minutes from the meeting of February 9, 2007 (action item)
   http://www.calstate.edu/AcadSen/Committees/Academic_affairs/aa_minutes_0207.pdf

4. Times Certain
   4.1 11:00am
      Chancellor’s Office: Keith O. Boyum, Associate Vice Chancellor, Academic Affairs;
      Christine Hanson, Interim Dean, Academic Program Planning
      Academic Affairs Update and Discussion

   4.2 1:00pm
      Chancellor’s Office: Allison G. Jones, Assistant Vice Chancellor, Academic Affairs,
      Student Academic Support; and Fiscal & Governmental Affairs Committee
      AB 178 (Coto): High schools: curriculum and enrollment: College Readiness and
      Equity Program. You may access at:
      http://info.sen.ca.gov/pub/07-08/bill/asm/ab_0151-0200/ab_178_bill_20070124_introduced.html

   4.3 1:30pm
      Chancellor’s Office: Allison G. Jones, Assistant Vice Chancellor, Academic Affairs,
      Student Academic Support
      Troops to College (see information sent under separate cover)

   4.4 2:30pm (conference call)
      Nancy Shulock (Executive Director, Institute for Higher Education Leadership &
      Policy, CSU Sacramento)
      "Rules of the Game: How State Policy Creates Barriers to Degree Completion and
      Impedes Student Success in the California Community Colleges.” You may access
      at: http://www.csus.edu/ihe/.

5. Chair’s report: Darlene Yee-Melichar
   5.1 Comments for the good of the order

6. Liaison reports (as updates are available)
   6.1 Academic Technology Advisory Committee (ATAC): Tapie Rohm
6.2 Admission Advisory Council: Rochelle Kellner
6.3 CSU EdD Faculty Consultation Group: Darlene Yee-Melichar
6.4 Early Assessment Program Advisory Committee (EAP): Myron Hood
6.5 General Education Advisory Committee: John Tarjan, Jim Postma, Maria Viera
6.6 Lower Division Transfer Program Advisory Committee: Jim Postma, John Tarjan
6.7 UC-CSU Joint Graduate Board: Darlene Yee-Melichar

7. Items of business (see plenary meeting agenda for resolutions)

7.1 Finalize resolution on “Support for Carnegie’s New Community Engagement Classification”
7.2 Finalize resolution on “Response to Professional Science Master’s (PSM) Degree Programs”
7.3 Finalize resolution on “Disability Support and Accommodations through Systemwide Program Accessibility”
7.4 Finalize resolution on “Graduate Education in the California State University (CSU)”
7.5 Review and co-sponsor resolution (with FGA) on “Support for AB 178 (Coto): High schools: curriculum and enrollment: College Readiness and Equity Program” (see item 4.2 above)
7.6 New business (please identify and bring new items for action—discussion, referral, resolution— for planning our April 2007 meeting agenda)

8. Adjournment

Please see attachments
Darlene,

**AB 178**

AB 178 (Coto) would establish the College Readiness and Equity Program. It appears to be a 3-year pilot, and the Department of Education will seek requests for application from high schools that agree to enroll all entering pupils in the a-g sequence of college preparatory courses. The school will receive $100 per pupil who enrolls in this sequence. Eligible high schools must rank in deciles 1 to 6 of the API, and at the time of application, enroll fewer than 35% of its graduates in four-year universities in each of the prior three school years, offer all a-g courses, and commitment by the teachers via vote of 2/3rd of the high school teachers. The bill notes that the college prep courses include career technical education courses approved by CSU and UC as meeting one of the a-g requirements.

Funds received by the high school may be used to provide tutoring and additional support to ensure that students have the prerequisite skills necessary to enroll in courses identified as fulfilling a-g. In addition, funds may be used to provide additional teachers necessary to provide the additional college prep courses.

The intent of this bill is to increase the percentage of high school graduates who complete the a-g course pattern at high schools that prepare fewer than 35% of its graduates to meet CSU/UC a-g requirements. This bill ensures a rigorous curriculum and provides resources to support the implementation of the courses via additional academic support for students and additional teachers.

We will recommend to AIR a support position on the bill because it is consistent with CSU's public policy goal to encourage all high schools to implement a-g course pattern as a high school graduation requirement. This bill provides a pilot program to fund low-performing high schools to achieve this goal via an alternate funding model.

I have copied Jackie Kegley on this email since her committee is likely to review this bill as well.

I would ask if either your committee, Darlene, or FGA has any concerns about this bill, and if so, to share them with me.

**Troops to College**

I have provided below information regarding the Troops to College initiative. Please let me know if you have any additional questions.

**Vision**

California will become the Nation’s leader and model in providing education opportunity and assistance to active duty and veterans.

**Mission**
The California Community Colleges, the California State University, and the University of California will expand their respective outreach programs, academic and financial aid advising, and admission opportunities for active duty and eligible veterans. This will be achieved through collaborative partnerships with the Department of Veterans Affairs, Education and Labor and Workforce Development Agency, and military forces in California by actively marketing California’s education opportunities.

**Governance**

The California Veterans Education Opportunities Partnership Oversight Committee has been appointed by Governor Arnold Schwarzenegger as the formal body to discuss educational issues between California’s public colleges and universities and the military. It will to provide policy direction and guidance to both state and military organizations on key active duty and eligible veteran’s issues. (The Oversight Committee membership includes the Secretaries of Education, Labor and Workforce Development, Veterans Affairs, the chancellor of the California State University, the chancellor of the California Community Colleges, the president of the University of California, and the following military commanders: Commander Marine Corps Installations West; Commander Navy Region Southwest; Commander Space and Missile Systems Center (Los Angeles Air Force Base); Commander National Training Center (U.S. Army, Fort Irwin); Commander U.S. Coast Guard, Pacific Area (Alameda); Adjutant General, California National Guard.)

The day-to-day implementation of the California Veterans Education Opportunities Partnership will be overseen by the Veteran’s Workgroup chaired by Colonel Bucky Peterson, USMC (Ret.), and Vice President for Development at Sonoma State University.

**Implementation**

California higher education began to implement the California Veterans Education Opportunities Partnership in May 2006. Five Task Force Committees have been appointed by the Veteran’s Workgroup to achieve the following outcomes:

**Communications, Marketing, and Website Task Force**

*Chair, Karen Heinrich, Deputy Chief of Staff, Office of the Secretary of Education*

**Charge:**

- Develop and implement a veteran website template for use by colleges, universities, and the military;
- Establish reciprocal digital communication links between the military and colleges and universities, military.com, and the Office for Veteran’s Affairs;
- Ensure campuses establish a “Vets Corner” on campus websites; and
- Develop and distribute to Education Service Officers (ESO) information about college admission requirements, costs, transfer of military courses
Veteran’s Outreach Task Force
Chair, Jack Kirwan, Chief, Veteran’s Services Division, California Department of Veterans Affairs

Charge

- Develop and implement information outreach program targeted to veterans about the California Veterans Education Opportunities Partnership;
- Identify community events, organizations, and agencies to help provide information about the California Veterans Education Opportunities Partnership;
- Engage county veterans services and veterans hospitals to support the California Veterans Education Opportunities Partnership; and
- Provide information to active duty and veterans about education requirements for careers related to military experience.

Admission and Financial Aid Task Force
Chair, James Blackburn, Associate Director of Enrollment Management Services, The California State University, Office of the Chancellor

Charge:

- Ensure SAT/ACT tests are available in a timely manner at military bases;
- Review Armed Forces Vocational Aptitude Test (ASVAB) to develop an SAT equivalency (the ASVAB was originally designed to predict future academic and occupational success in military occupations. Numerous validation studies indicate the ASVAB assesses academic ability and predicts success in a wide variety of occupations);
- Review procedures and American Council on Education (ACE) guide on acceptance and transferability of service experience;
- Develop and implement a dual admission and transfer guarantee programs;
- Review residency provisions for members of the armed forces and recommend as necessary revisions to California Education Code to provide greater access and waiver of non-resident tuition;
- Identify policies and/or waivers available to help increase admission to and better transition of active duty and veterans to public colleges and universities in California; and
- Identify financial assistance packages available to increase admission for active duty and veterans on higher education campuses.

Partnership Task Force
Chair, Colonel Ken Gardiner, USMC Director of Policy and Operations, Marine Corps Installations West

Charge:
- Identify contacts at each military base and colleges campus;
- Develop matrix of military bases and campuses within those regions to provide services;
- Foster communication between military base and campuses identified in the matrix;
- Develop policies and protocols for access to military bases and access to university campuses; and
- Develop a college counseling corps consisting of veteran college alumni to work with active duty men and women.

_Best Practices Task Force_

*Chair, Jeff Spano, Student Services and Special Programs, The California Community Colleges, Office of the Chancellor*

Charge:

- Identify best practices among campuses and military services that support education for veterans in California public universities;
- Develop and implement outreach plan based on best practices identified; and
- Develop and implement effective outreach programs that include participation in job and education fairs, campus veterans support teams, websites.

Outcomes

- By aggressive and proactive marketing and communications, California public colleges and universities will become the schools of choice for active duty and eligible veterans evidenced by the following:

  - A significant increase in the number of admission applications to California public higher education from active duty and eligible veterans who recognize that California is military and veterans friendly.

  - A significant increase in enrollment of active duty and eligible veterans by the 2007-2008 academic year:
    - The California Community Colleges will increase enrollment of active duty and eligible veterans from 6,000 to 9,000;
    - California State University, from 2,800 to 4,700; and
    - University of California, from 1,200 to 1,600.

    Enrollment targets for active duty and veterans will be revised for academic year 2008-2009 based on the prior year performance and associated adjustments to the campaign.
• Unique challenges for educational opportunity for National Guard and Reserve members will be identified, and recommendations to expand access to members of these service branches will be forwarded to the Governor.

• Enduring relationships will be formed between California’s public colleges and universities with military bases and stations in their geographic regions.

• Dual admission and transfer admission guarantee programs for active duty and eligible veterans enrolling at a California Community College will be implemented for those interested in admission to the California State University and University of California.

• Campuses will have established Veteran Support Teams within their organizations to offer academic, financial, and career advising.

• Universities will develop veteran websites to serve the academic information needs of active duty and veterans who want easily accessible information regarding, admission, cost, and academic offerings.

I'll look forward to your comments and reactions.

--Allison

GRADUATE EDUCATION IN THE CALIFORNIA STATE UNIVERSITY (CSU)

RESOLVED: That the Academic Senate CSU receive, and offer the below consideration to, the paper on “The Place of Graduate Education in the CSU” developed by the CSU Academic Council; and be it further.

RESOLVED: That the Academic Senate CSU generally supports the State/System-Level recommendations to enhance our graduate programs in the CSU; and be it further.

RESOLVED: That the Academic Senate CSU urges that the mission of providing quality undergraduate education in the CSU not be compromised by enhancing our graduate programs; and be it further.

RESOLVED: That the Academic Senate CSU commends the CSU Academic Council’s commitment to pursue full funding for all CSU graduate programs; and be it further.
RESOLVED: That the Academic Senate CSU urge that the individual campuses use funds raised by graduate fees exclusively for graduate programs; and be it further

RESOLVED: That the Academic Senate CSU urge that a task force be formed to study the myriad of issues implied in the campus recommendations such as:

- the feasibility and process of intra-university graduate programs prior to implementing such programs;
- the effect of additional fees on the CSU mission of providing accessible education;
- the quality and normal curricular review of high service/high price programs, the professional orientations for graduate degree programs in the liberal arts and sciences, and the Professional Masters (PSM) programs; and be it further

RESOLVED: That the Academic Senate CSU urge that individual campuses ensure that all requests for new graduate programs follow the established curriculum review and approval process for that campus; and be it further

RESOLVED: That the Academic Senate CSU send copies of this resolution to the Chancellor, Executive Vice Chancellor for Academic Affairs, campus presidents, provosts and campus senate chairs.

RATIONALE: The CSU Academic Council (composed of CSU provosts) developed a paper entitled “The Place of Graduate Education in the CSU” in December, 2006. In this paper, the Council makes the case for enhancing graduate education in the CSU. Further, the paper suggests several possible new areas for graduate study.

The Academic Senate CSU has expressed support for graduate and postbaccalaureate education in the CSU contingent on adequate funding and assurances that those programs not undercut the CSU commitment to its mission of providing quality undergraduate education. In March 2001, AS-2534-01/AA (see attached) reaffirmed support for the recommendations in the 1989 study of graduation education in the CSU. In March 2004, AS-2652-04/EX (see attached), the Task Force on Graduate and Postbaccalaureate Education in the CSU made numerous recommendations on graduate education and adequate funding.

Graduate education in the CSU has provided a needed and necessary pool of graduates for California. In spite of these efforts, the State Legislature and Governor have not adequately funded graduate education in the CSU in the past, and their recent efforts to address this problem have only provided additional funds for increased graduate enrollment. This action guarantees a continual under funding of our graduate programs. At the same time, the State has adopted differential funding for all University of California graduate students.

Recently, when funds became available for the Professional Science Master’s Program through a grant from the Sloan Foundation, some campuses felt the need to create new
programs to take advantage of these funds. Creating programs under such circumstances often results in the usual curriculum review and approval process being at best rushed or, in the worse cases, being by-passed. Critical questions such as need, faculty and resources must always be addressed by the established curriculum review and approval committee prior to implementing any new program.

RESPONSE TO PROFESSIONAL SCIENCE MASTER’S (PSM) PROGRAMS

RESOLVED: That the Academic Senate of the California State University (CSU) support the concept of Professional Science Master’s (PSM) programs as innovative two-year graduate degrees created to meet industry needs by providing math, science, and engineering graduates the skills essential to excel in technical industries; and be it further

RESOLVED: That the Academic Senate CSU applaud the CSU campuses that are preparing to launch new PSM degree programs with external funding support; and be it further

RESOLVED: That the Academic Senate CSU urge that the individual campuses ensure that all requests for new PSM degree programs follow the established curriculum review and approval process for that campus; and be it further

RESOLVED: That the Academic Senate CSU urge other CSU campuses with strong linkages to business, industry and technology to strongly consider involvement in this timely and unique opportunity which will help to facilitate student success.

RESOLVED: That the Academic Senate CSU send copies of this resolution to the campus presidents, provosts and campus senate chairs.

RATIONALE: California State University is the first statewide higher education system in the nation to launch the Professional Science Master’s Degree program on multiple campuses. An $891,000 grant from the Alfred P. Sloan Foundation will enable the CSU to initiate the program on individual campuses.

CSU plans to launch new PSM programs on individual campuses within the next three years, which will be implemented in a variety of fields, including: bioinformatics, biostatistics, biotechnology, clinical project management, computational science,
ecological economics, environmental science, and forensics. PSM programs also include internships, which provide essential industry-based experience and exposure.

Additional support for the initiative has been committed by the CSU, the participating campuses, and business and industry partners. Long-term institutionalization within the CSU is planned to sustain the programs.

Currently, there are approximately 100 PSM programs spread across the nation. These programs are increasingly recognized as the vehicle best suited to prepare scientists and professionals to meet the demands of top employers.

CSU's PSM programs will be developed in concert with the state’s largest growth industries, such as biotechnology, medical, and computational sciences, by building on successful models already piloted on CSU campuses. San Diego State University, a pilot campus, will play a key role in administering the new grant.

The PSM has received substantial interest nationally due to the positive impact it has on local and the national economies. In fact, proposed new federal legislation—the National Innovation Act—would provide $20 million to support national PSM programs as an important component in building the nation’s innovation infrastructure.

More information on the Professional Science Master’s Program can be found on the CSU website (http://www.calstate.edu/psm/).

DRAFT     FGA/AA

Support for AB 178(Coto): High schools: curriculum and enrollment: College Readiness and Equity Program

1. **RESOLVED:** That the Academic Senate of the California State University (ASCSU) communicate to the Chancellor, and Assemblyman Coto its support of AB 178
(Coto): High schools: curriculum and enrollment: College Readiness and Equity Program; and be it further

2. RESOLVED: That ASCSU urge Assemblyman Coto to include in AB 178 a provision that members of the CSU faculty be authorized to conduct evaluation research on this pilot program at the end of the three year period.

RATIONALE: This bill seeks to establish a three year pilot program in which the Department of Education will seek request for applications from high schools that agree to enroll all entering pupils in the a-g sequence of college preparatory courses. The school will receive $100 per pupil enrolled in the sequence. The bill targets high schools in the 1 to 6 deciles of the API and that, at the time of application, enroll fewer than 35% of its graduates in four year universities in each of the prior three Graduate education. Further, teachers, via a vote of 2/3rd of the total number of teachers, must commit to offer all a-g courses. This pilot program is in concert with the concern of the AS, CSU and the CSU in general to promote increased access for the citizens of California is a four year university education. Further, support of the a-g curriculum was expressed by the AS,CSU in its unanimous adoption in January 2007 of AS-2778-06/AA/TEKR “Support of the a-g Curriculum as California’s Primary High school Graduation Course requirements. In that resolution the AS,CSU affirmed its belief that the a-g curriculum contributes to a school culture of high expectations for student learning and achievement and that this curriculum is important for preparing high school students for both college and employment.
SUPPORT FOR CARNEGIE’S NEW COMMUNITY ENGAGEMENT CLASSIFICATION

RESOLVED: That the Academic Senate of the California State University (CSU) express its support for the new Community Engagement Classification designated by the Carnegie Foundation for the Advancement of Teaching in affirmation of the importance of community engagement in higher education; and be it further.

RESOLVED: That the Academic Senate CSU commend the five CSU campuses (Chico, Fresno, Monterey Bay, San Francisco, and San Marcos) that sought and were selected for this new Community Engagement Classification; and be it further.

RESOLVED: That the Academic Senate CSU urge other CSU campuses well-known for community engagement to elect to participate by submitting documentation for this classification in the categories of curricular engagement and/or outreach and partnerships; and be it further.

RESOLVED: That the Academic Senate CSU dedicate this resolution to our esteemed colleague, Dr. Paul T. Persons, Member-At-Large of the Executive Committee and Professor of Political Science and Statewide Senator from CSU Chico in honor of his conscientious contributions in support of community engagement; and be it further.

RESOLVED: That the Academic Senate CSU send copies of this resolution to the campus presidents, provosts and campus senate chairs.

RATIONALE: The Carnegie Foundation for the Advancement of Teaching selected 76 U.S. colleges and universities for its new Community Engagement Classification. Unlike the Foundation’s other classifications that rely on national data, this is an "elective" classification—instiutions elected to participate by submitting required documentation describing the nature and extent of their engagement with the community, be it local or beyond. This approach enabled the Foundation to address elements of institutional mission and distinctiveness that are not represented in the national data on colleges and universities.

To create this elective classification, the Foundation, working with a team of advisors, developed a documentation framework to assess the nature of an institution’s community engagement commitments. Eighty-eight institutions applied to document community engagement for the new classification. Institutions were classified in one of three categories:

Curricular Engagement describes teaching, learning and scholarship which engage
faculty, students and community in mutually beneficial and respectful collaboration. Their interaction and curricular engagement and outreach & partnerships address community-identified needs, deepen students’ civic and academic learning, enhance community well-being and enrich the scholarship of the institution.

**Outreach and Partnerships** describes two different but related approaches to community engagement. The first focuses on the application and provision of institutional resources for community use with benefits to both campus and community. The latter focuses on collaborative interactions with community and related scholarship for the mutually beneficial exchange, exploration and application of knowledge, information and resources (research, capacity building, economic development, etc.).

**Curricular Engagement and Outreach & Partnerships** includes institutions with substantial commitments in both areas described above.

In order to be selected into any of the three categories, institutions had to provide descriptions and examples of institutionalized practices of community engagement that showed alignment among mission, culture, leadership, resources and practices.

The new Community Engagement Classification was developed as part of an extensive overhaul of the Carnegie Classification of Institutions of Higher Education and represents a second phase of work that began last year. Last November, Carnegie released five new classification schemes, and last February released a revised version of the basic classification (the traditional framework developed in 1970). The Foundation has also created online tools that allow institutions and researchers to examine institutional classifications and generate custom listings.

The Foundation, through the work of the Carnegie Commission on Higher Education, developed the first typology of American colleges and universities in 1970 as a research tool to describe and represent the diversity of U.S. higher education. The Carnegie Classification of Institutions of Higher Education continues to be used for a wide range of purposes by academic researchers, institutional personnel, policymakers and others.