

Academic Senator

A Publication of the Academic Senate of the California State University (CSU)

January 2009

Message from the Chair

John Tarjan (Bakersfield)

Given recent developments, it is perhaps appropriate to focus my report in this edition of the newsletter on the budget. I would like to begin by sharing my impressions of developments over the last several years that have gotten us to this point.



In the “old days” of relatively adequate funding driven by formulas, we could count on fairly consistent state support. Beginning in the 90’s, economic realities led to shortfalls in state funding. We kept track of these shortfalls and held out the hope that the state would “make us whole” when better economic times returned. It turns out that our hopes were not met and it became clear that the state would never replace the hundreds of millions of dollars that were promised, yet not delivered, to CSU budgets. Shortfalls and erratic budgets became our reality. President Dynes of the UC and Chancellor Reed determined that a better strategy would be to “start afresh” and negotiate a more stable approach to higher education funding that held the promise of eventually getting us back to adequate funding. This negotiation resulted in what is known as the Compact for Higher Education. The Compact provided gradually increasing budgets, with funds for growth and relatively small amounts to tackle things like lagging salaries and deteriorating infrastructure. “Below-the-line” (in excess of the com-

part) funds were also requested to fund new initiatives and to meet basic quality requirements. Many of these below-the-line requests were funded, at least partially, in the past. We are now facing a new reality.

It is clear that the CSU will not receive funding at Compact levels this year nor next year, and will likely not receive it when have a new Governor who may not feel bound by the existing compact. So, was the Compact a net positive for the CSU? There are reasonable arguments that the Compact acted as a ceiling to give political leaders cover for not adequately funding the CSU. However, I think it is important to recognize two crucial facts when passing judgment on the Compact.

The first is that from Governor Schwarzenegger’s first day in office, the fiscal situation of the state has been both precarious and unpredictable. The second is that the CSU did receive funding in excess of the Compact guarantees. While it is impossible to know if pursuing a different funding strategy over the past three years might have resulted in a higher level of funding from the state, I am convinced that the Compact will ultimately result in a higher funding level for the current year than would have been the case in the absence of the Compact.

In preparing initial budget proposals, the Office of the Governor reduced funding for all state agencies by 10%. When preparing the initial budget for the CSU, increases to the Compact totaling roughly 7% were added to our budget prior to reducing the new amount by

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PLENARY SUMMARY

Full Minutes:

www.calstate.edu/acadsen/Records/Minutes

FUTURE DATES

January 19	Holiday — Martin Luther King Jr.
January 22	Committee Meetings
January 22-23	Plenary
January 27-28	Board of Trustees

Message from the Chair (Continued)

10%, resulting in a net decrease of roughly 3%. In the Governor's May Revise proposal, the 3% was restored. After subsequent developments in the California and national economies, two cuts of 1% and 2%, respectively, were requested by the Governor. The CSU budget is now back at the general level of funding proposed earlier this year. This level of funding is both inadequate and, I believe, a betrayal of the Master Plan ideals. However, I believe we would be in a worse place this year without the Compact.

Given our current dire scenario, what should we do? I have three suggestions:

- *Do not despair.* The state has been through difficult times before and the CSU has always emerged as a vibrant, great institution. We may have to weather an unprecedented storm. We may have to fight for higher education like we have never fought before. We may have to adapt and modify the way we do things. But our mission is too important for the CSU to not continue to be strong and to provide a quality education to the citizens of this state. Indeed, if anything, our mission will likely increase in scope as we enter into new educational and scholarly areas of activity.
- *Maintain a strong faculty voice on your campus when budgetary decisions are made.* Remember, the Board of Trustees Statement on Governance and Collegiality states, "The collegial process also recognizes the value of participation by the faculty in budgetary matters, particularly those directly affecting the areas for which the faculty has primary responsibility."
- *Tell the CSU story.* You may contribute to system-level advocacy efforts by sending stories about the impact of budget cuts to the chair of our Fiscal & Governmental Affairs Committee, Buckley Barrett at bbarrett@csusb.edu. These stories will both be used in a report to Sacramento due at the beginning of the year and be a resource for advocacy throughout the upcoming difficult year. We have found that anecdotes are much more effective in our efforts than the many figures and statistics that we regularly provide to decision-makers. You can participate in advocacy at both the local and state levels. Lieutenant Governor Garamendi, a CSU trustee and former legislator, has told us repeatedly that visits to legisla-

tors' offices, especially when the press is present, are probably the most effective tool we have to impress upon legislators how critical the CSU is to the well-being of California. The impact of these visits can be even greater if students are a part of the visitation team. You can write editorials. Most newspapers are hungry for editorial page content. Letters detailing the impact of budget cuts are likely to be very effective in convincing readers that maintaining a healthy CSU needs to be a funding priority, even in the midst of the current fiscal situation.

REPORTS

Faculty Trustee Craig Smith (Long Beach)

On November 18 and 19, 2008, the Board of Trustees met. My full report is on the Academic Senate's web page at www.calstate.edu/acadsen and the Board's agenda, reports, and resolutions at www.calstate.edu/BOT. In this space, I want to highlight some of the major items considered and actions taken.



First, a pall hung over the board after a report on the budget situation. As you know, the legislature has been called into special session to consider budget cuts of \$5 billion, use of reserve funds of \$1.7 billion, and \$4 billion in tax increases. The current revenue shortfall is \$11.2 billion, about 10% of the entire budget. Next year's shortfall is estimated at \$13 billion. In that context, the Governor has proposed cutting the CSU budget by \$97 million, or back to his initial January proposal, which we had overcome.

While we continue to seek restoration of our 2008-2009 budget, we were obligated to consider the proposed support budget for 2009-2010, which is composed of \$3.271 billion in General Fund Appropriations, \$1.5 billion in Student Fees, and \$4.5 million in reimbursements for a total of \$4.83 billion. The budget includes \$79 million to reduce salary gaps but assumes that funds to make up for cuts in the compact would be supplied and that student enrollment would then return to the 2.5% growth rate to provide new revenues. The proposed budget does not include a stu-

Faculty Trustee

Craig Smith (Long Beach) (Continued)

dent fee increase even though 121,000 students now receive State University Grants, an all time high and none of those would be affected by an increase in fees. Our focus is on how budget negotiations will affect the CSU. California Senate will remain 25 Democrats and 15 Republicans, demonstrating that Gerrymandering works. Of the eleven open seats, only one resulted in a close race (Strickland, Ventura County). In the Assembly, the Democrats made only a gain of 2 seats to increase their majority to 50 to 30, though one race is very close as of this writing (Lodi). Of those elected, 28 members of the Assembly are brand new. Proposition 11 passed and will result in re-apportionment after the 2010 census by an independent commission.

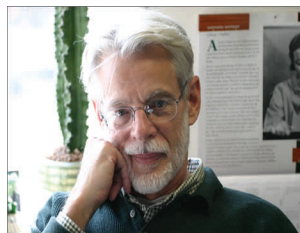
To deal with our underfunded status, the board heard a report on the implementation of a system-wide impac-tion program. More than 8 campuses already are im-pacted. The impac-tion program requires campuses seeking that status to form an advisory committee and for the president to “consult” with that committee. This policy was authorized in March of 2000. It was amended in 2001 to assure local, place-bound appli-cants entrance into their local CSU campus.

Finally, the board approved the implementation plan for *Access to Excellence*. There are three layers to the strategic plan which run from system-wide support and suggestions for improvement to individual excel-lence on each campus. Accountability will be reported to the Board and to the public to provide a basis for our appeals for funding.

Executive Committee (EX)

Bob Buckley (Sacramento), Vice-Chair

With the economy well into a recession; the state facing what appears now to be un-precedented budget deficits; and absent any responsible leadership capable of deal-ing rationally with any of these issues, the uncertainty over current year funding-as well as funding in 2009-2010 and beyond—affected much of what was dis-cussed during the November Plenary. One major topic at that meeting involved the implications associated



with the report on “systemwide impac-tion” which the Chancellor presented to the Board of Trustees the fol-lowing week.

Like most, if not all, of the state-supported services, cuts to the CSU over the years have become perma-nent. The affect has been a gradual but steady decline in the system’s ability to provide for and maintain quality. Similarly, when the state’s economic climate improved it has not restored funding. Public education has been forced to serve its students with declining resources relative to the need. The logical conse-quence, as we are all aware, is a decline in the quality of the state’s ability to educate its students the ability to adequately serve has been reduced in educational systems at all levels. student populations. Investments in education – and for that matter, in the state’s infra-structure – have not been made.

The unprecedented action taken by the Chancellor to institute systemwide impac-tion is a strong statement that the CSU cannot continue to educate increasing numbers of students without the funding necessary to provide for a quality education. In cobbling together yet another flawed annual state budget, the legislature intended to include language that would absolve any state responsibility to backfill the CSU for any of the funding cuts that have been made. Their “logic” being that the CSU has served these students even though the funding has not been provided. Decline in quality does not happen at one point in time, but gradually erodes year after year.

In the report to the Board, the Chancellor clearly as-serts that access to our universities must be “authentic”, that is, each campus must have the re-sources needed “to provide the excellence the students need and the employers of California expect.” The California Education Code requires that the CSU ac-commodate all fully eligible applicants provided that the Legislature appropriates adequate funding to achieve this goal. Like many legislative responsibili-ties, this has been ignored.

With the action taken by the Chancellor, the CSU plans to hold the system’s enrollment target constant. This means the 342,893 FTES target for 2007-08 will be the target for 2008-09 and 2009-10. For the sys-tem, the constraints of systemwide impac-tion will be “voluntarily” applied at those half dozen or so cam-puses experiencing enrollment increases that are al-ready significantly above their intended target. The

Executive Committee (EX) (Continued)

Chancellor's report clearly defines the enrollment management practices that should be utilized to cut enrollments back to target levels at these campuses.

As summarized at the end of the report, the inability of the state to provide the necessary resources to honor its commitment to fully fund the CSU at the level needed to accommodate all eligible students requires that we manage enrollment to match the level of funding provided by the state. Providing access to eligible students is a value shared by our CSU community, but to do so when the legislature ignores its responsibility to provide adequate funding for these students makes the promise of access a false promise. The Chancellor has taken responsible action to halt the further erosion of the quality of the education we are charged to provide as a public good.

Note: The full report (ten pages) can be found in the November 18-19 Board of Trustees Committee on Educational Policy agenda, Item 1. The report contains details of the enrollment management issues associated with systemwide impact.

Academic Affairs (AA)

James Postma (Chico), Chair

As gas prices approached \$5 per gallon, suggestions for small improvements in automobile mileage were proffered, such as checking the inflation of your car tires. As the CSU budget diminishes by nearly \$100 million since May, similar small efficiencies are suggested. One Academic Affairs resolution supports a policy change to allow for campus approvals of academic programs below the "major" level rather than the current System approval process. Granted, this is a small change, but given the circumstances, we can use all of the efficiencies that we can identify.



The Academic Affairs Committee also introduced resolutions supporting a national effort, entitled *Give Students a Compass*, which targets improvements and efficiencies in our General Education programs.

This past year, the CSU System has worked on its strategic plan including efforts to improve its accountability systems, known as *Access to Excellence*. Our committee has introduced a resolution supporting the aspects of this endeavor where faculty involvement is essential to success.

Our final proposed resolution in November concerned the quality of course offerings that include distance education or technology-mediated aspects. It is the sense of the Committee that the responsibility for quality in these contexts can become diffuse or distant and wishes to reiterate this essential element of academic quality. We are concerned about quality in general, given the budget context that we find ourselves in. It is clear that this component of our course offerings are especially vulnerable to "slippage."

Academic Preparation & Education Programs (APEP)

Steven Stepanek (Northridge), Chair

During the October and November meetings of the Academic Preparation and Education Programs Committee, our primary focus has been on issues related to CSU admissions criteria and the Lower Division Transfer Patterns (LDTP) Project. During the October meeting, Keith Boyum, Associate Vice Chancellor for Academic Affairs announced that Allison Jones, Assistant Vice Chancellor for Academic Affairs would be the Academic Affairs representative on APEP.



In the area of admissions criteria, APEP discussed the *Troops to College* Initiative plus the associated implementation plans for the Memorandum of Understanding (MOU) between the University of Maryland University College (UMUC) and the CSU. This MOU represents collaboration between the two institutions to facilitate degree completion by servicemen and women and veterans. The objective of this MOU is to provide "precise 'roadmaps' by which service members may complete the general education and specific degree programs of both universities." The general education component of the agreement with UMUC is being implemented using the procedures that normally

Academic Preparation & Education Programs (APEP) (Continued)

apply to a community college general education articulation to the CSU. The implementation method of the discipline specific patterns is still being finalized but the intent is to utilize the patterns developed for LDTP as model pathways.

The role of high school Career Technical Education courses in meeting joint UC/CSU admissions criteria has been a continuing conversation in both APEP and the CSU Admissions Advisory Council (AAC). AAC is planning to meet with their counterparts in the UC system in 2009 to discuss this issue and will report back to APEP.

APEP also discussed the implications of the system-wide impaction announced by the CSU Chancellor.

The LDTP discussions covered the current status of the review of community college courses. There is also need to resolve the issue of discipline specific minimum grade requirements within LDTP patterns.

Two resolutions co-sponsored by APEP were considered during the November Plenary meeting of the ACADEMIC SENATE CALIFORNIA STATE UNIVERSITY (CSU): 1) Systemwide Impaction, Enrollment Management and the 2009-2010 Budget Environment co-sponsored with FGA and 2) a resolution co-sponsored with AA honoring Keith Boyum on his retirement from the Office of the Chancellor.

Faculty Affairs (FA)

Robert McNamara (Sonoma), Chair

As is the case with all the standing committees of the ACADEMIC SENATE CALIFORNIA STATE UNIVERSITY (CSU), Faculty Affairs is tackling the extreme budget challenges now confronting the CSU. Our committee has introduced a resolution (first reading) titled, *Protecting Instruction*

During Times of Budget Crisis. As many campuses are being forced to go further than a budget freeze, faculty cuts are now being considered-if not already implemented. Lecturers are the most vulnerable in this situation; with the obvious impact such decisions have on instruction (the CSU's main mission). Faculty Affairs is urging the CSU to re-affirm its commitment to



instruction during these times of budget crisis, and to refrain from creating new management positions when faculty positions are being cut.

Additionally, the CSU administration and the California Faculty Association (CFA) are (once again!) back in bargaining. It is the desire of Faculty Affairs that during this 2008-2009 "reopener" both parties work constructively toward an agreement on salary that will ensure protection of previously negotiated salary increases. Our committee introduced and the Senate passed a resolution titled *Constructive Engagement in the CFA/CSU 2008-2009 "Re-opener" Bargaining* (co-sponsored with Fiscal and Governmental Affairs Committee) which calls for such cooperation on behalf of the 24,000 CSU faculty.

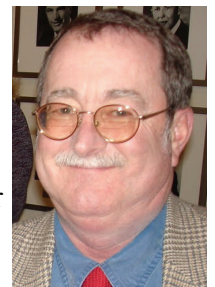
Another area of concern for Faculty Affairs has been faculty satisfaction and retention. We learned through a survey of the of the 23 campuses, that very few campuses are regularly collecting exit or other faculty survey data. In an effort to address the need for such data, Faculty Affairs has introduced a resolution (first reading) titled *Collecting of Faculty Survey Data About Decisions to Leave or Not Join the CSU*. This resolution encourages local campuses, as a measurement of faculty satisfaction, to regularly conduct faculty exit surveys, to conduct interviews of those who either accept or decline employment, and to make such data available to the Office of the Chancellor. Such data can be an important tool for understanding faculty recruitment and retention in the CSU system.

Stay tuned for a number of other issues which Faculty Affairs will be tackling in the upcoming months, including a call for the rescission of the presidential executive order that inhibits faculty travel and scholarly inquiry in Cuba.

Fiscal and Governmental Affairs (FGA)

Buckley Barrett (San Bernardino), Chair

FGA gathered on November 12, 2008 in Long Beach as part of Academic Senate CSU's abbreviated, two-day meeting. Not unexpectedly, the State budget crisis pervaded or gave sobering context to many of our conversations and business items.



We heard from and questioned John

Fiscal and Governmental Affairs Committee (FGA) (Continued)

Travis (CFA Liaison) concerning the contract re-opener on salaries. He reiterated the union's assertion that recent CSU givebacks of approximately \$31 million represented voluntary rather than mandatory budget reductions. He also described fruitful CFA efforts as part of the Alliance for the CSU and as regards the election outcomes in certain targeted legislative districts in the November 4 election. A number of FGA members reiterated our wish for the Academic Senate CSU to be recognized as a formal entity within the Alliance, and we expressed our disappointment that the Office of the Chancellor and CFA have excluded us as a group other than to invite individual participation. Parenthetically, the Chair later expressed the same Alliance concerns to Executive Vice Chancellor Reichard. We have not received an exact rationale in response to this matter from the parties but do continue our overall support.

Allison Jones (Assistant Vice Chancellor of Academic Affairs) communicated with the Committee most principally on CSU enrollment-versus-budget challenges and on the Chancellor's proposal for the Board of Trustees to consider declaring some form of systemwide impaction. The Office of the Chancellor aims to give campuses an added toolkit of management options that would still retain local exceptions for meeting such concerns as maintenance of diversity and the legally required balance of transfer and freshmen students.

Budget and Advocacy executives Robert Turnage and Karen Zamarippa joined us by teleconference from Sacramento for an extensive conversation. We heard and talked about the severity of the economic problems and options facing the State and the CSU, and we learned about significant changes and carryovers within the leadership group as well as the fiscal and education committees of the new 2009-2010 Legislature. Once more FGA looks forward to working closely with the Office of the Chancellor's Sacramento office in carefully crafting productive visits to Assembly and Senate offices in the Capitol and/or local districts in Spring 2009 or as appropriate.

During the Academic Senate CSU's plenary sessions, we presented or co-sponsored several resolutions. We drafted and announced an honorary commendation for retiring Executive Vice Chancellor Richard West and thanked him for the clarity and vigor of his budget

analyses and legislative campaigns.

We signed on to co-sponsor two items from Faculty Affairs. The first, Constructive Engagement for the CFA/CSU Reopener Bargaining (AS-2867-08) passed with a 2nd-reading waiver, while the other-Protection of Instruction During Times of Budget Crisis (AS-2872-08) came forward as first reading.

The Senate passed our revised resolution on Advocacy for the CSU (AS-2864-08), in which we praised the work of the aforementioned Alliance but once again asked for a more formal role. Finally, in a waiver item that passed with a few "no" votes, FGA brought forth a resolution regarding Systemwide Impaction, Enrollment Management, and the 2009-2010 Budget Environment (AS-2868-08). The resolution strongly supports the suggested CSU Office of the Chancellor's policy of aligning actual with funded enrollment in order to somewhat offset our systemwide over-enrollment of - depending on your sources-10,000 to 20,000 students. Senator Tom Krabacher (Sacramento) initiated this item and labored admirably in its last-minute drafting.

FGA will continue to monitor special and regular sessions of the Legislature as they unfold in order to continue advising the Academic Senate CSU on matters of dire budgetary and topical concern. Our committee colleague, David Hood (Long Beach), will play a big part in this effort while doing dual duty as the Academic Senate CSU Budget Specialist and as a general legislative auditor. We will refine some key priorities for the year when the 2009-2010 Legislature begins to introduce specific new legislation for debate and consideration in January/February.

Lower-Division Transfer Patterns (LDTP) Barbara Swerkes (Northridge), Chair LDTP Advisory

There is the following good news in the most recent statistics for LDTP to report:

- There are 1,814 Community College courses that have been submitted and approved through the LDTP course review process and assigned a TCSU number. These are now in the hands of CSU Articulation Officers to facilitate articulation and transfer.



Lower-Division Transfer Patterns (LDTP) (Continued)

- While early cycle approval rates were below 50%, the approval rate for courses submitted in the most recent review cycle for which we have statistics is approximately 70%.
- There are an additional 943 courses currently pending in the review process.
- The October, 2008/submission cycle saw a healthy increase in the number of courses submitted for review.
- A total of 93 (of the possible 110) California Community Colleges have submitted courses for review.
- A Sample of the number of approved courses available by discipline: Mathematics – 301, Art – 204, Anthropology – 158, Sociology – 145, Geography – 144, Spanish – 123, Computer Science – 103.

Sincere thanks to the CSU faculty who are conducting course reviews. There are over 111 CSU faculty members from 32 disciplines representing 22 CSU campuses trained and appointed to review courses. Also, a gentle reminder to LDTP course review faculty, if there are outstanding reviews on your desk over the holidays, please complete them as soon as possible! Timely completion of the reviews with careful and informative feedback in the case of course denial is critical to our ability to keep this project moving forward. Late or incomplete review information is very poor public relations for this project. We have asked community college faculty to give timely and careful consideration to our descriptor requirements prior to the submission of courses and we must in turn provide timely review and helpful feedback where needed to encourage resubmission.

At the November LDTP Advisory Committee meeting, a CSU Articulation Officer reported that several campus articulation officers are using the list of courses approved for TCSU articulation to expand campus to campus articulation agreements. The Community College Articulation Officer present said this was a very positive development and encouraged the CSU to expand this application. At the December Steering Committee meeting, a formal recommendation was made to send a memo to all CSU AO's to take the list of courses already approved for TCSU and if

not already articulated, run them through regular campus processing to seek approval for articulation. Where articulation is possible, communicate with the identified CCC AO that this articulation has occurred through the LDTP process.

CSU Staff have been working on the technology and the major transfer of data into CSU Mentor to create a course planner that may be accessed by students and advisors through CSU Mentor. By using this planner, a student may access the requirements, both statewide and local, for a specific LDTP discipline and then match TCSU approved community college courses to these requirements. This Planner is still in development with expected roll-out late this spring. LDTP has been added to the admission application so that participating students can be identified during the admission process.

The current language within the statewide LDTP patterns and descriptors for most disciplines does not indicate a requirement for a minimum grade. Some individual campuses that do hold transfer students to minimum grade requirements have inquired regarding their obligation to accept transfer of courses that do not meet their campus minimum standard. If a systemwide LDTP does not impose grade requirements, a local campus cannot, on its own, impose a grade requirement on courses in the systemwide LDTP. They may of course, specify grade requirements on their local part of LDTP. If a discipline wishes to add a minimum grade requirement to the statewide pattern or descriptor this change must be directed to all discipline campuses for a vote and would require a 75% approval.

Since passage of the Academic Senate CSU resolution on Use of LDTP to Encourage CSU Campus to Campus Articulation in May 2007, there has been a variety of implementation strategies suggested and subsequently rejected. A process recently approved by the LDTP Steering Committee calls for the creation of checklists based on the course descriptor. For each course descriptor, a draft checklist will be created by staff of The Office of the Chancellor and forwarded to the appropriate discipline lead. The lead may then edit the checklist as necessary and will then distribute to the discipline contacts on the campuses encouraging the campus discipline faculty to identify their comparable course and check off the criteria that are represented in the campus course. The checklist and a copy

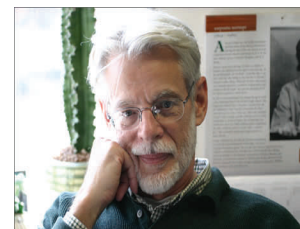
Lower-Division Transfer Patterns (LDTP) (Continued)

of the course outline or master syllabus are returned to the discipline lead. If the course is approved as meeting the necessary criteria of the descriptor it will be given a TCSU number, reported in ASSIST and will thus be available for articulation to all campuses with a comparable course. A pilot of this project will be implemented in January starting with Accounting and Economics. Other disciplines that may be considered in the pilot are Sociology and Spanish.

The Academic Senate CSU resolution on Recommending a Meeting Between Representatives of the Academic Senate CSU and the Academic Senate CCC and Representatives of the Office of the Chancellor of each System to Encourage Increased Participation and Collaboration in the LDTP Project approved in September 2008 arose out of concern regarding a growing lack of support for LDTP on the part of the California Community Colleges as evidenced by decline in the number of courses being submitted for LDTP course review and communications from Community College Articulation Officers that actively solicit others through a statewide intersegmental articulation officer listserve to join in this failure to participate. A meeting took place on October 8. Initially representatives of both groups attempted to draft a mutually agreed to joint statement. After sharing trial drafts the CCC Academic Senate representatives communicated that the major barrier to expanded participation by the community colleges was the fear on the part of articulation officers that LDTP would gradually replace campus to campus articulation. They further recommended that the chair of the Academic Senate CSU and the CSU Chancellor issue a joint statement affirming that it was not the objective of the CSU to replace course to course articulation with the systemwide LDTP descriptors. A statement to this effect was immediately issued jointly by John Tarjan, Chair of Academic Senate CSU and Gary Reichard, Executive Vice Chancellor and Chief Academic Officer of the CSU addressed to Mark Wade Lieu, Chair Academic Senate CCC and Linda Michalowski, Vice Chancellor of Student Services CCC. (Copy of this memo may be found under "What's New" on the ASCSU website: www.calstate.edu/acadsen). Chair Lieu thanked us for this response and assured us that the memo would be widely distributed.

The Making of an Executive Order And its' Implementation, EO 1037 Bob Buckley (Sacramento)

Executive Order (EO) 1037 represents the culmination of a significant amount of work by an Office of the Chancellor task force, report and findings, and its presentation to the Board of Trustees. As stated in Chancellor Reeds September 8th EO 1037 memo, the intent was to facilitate a student's graduation through changes in policies on course withdrawals and repeats.



The Senate and its Academic Affairs Committee have had considerable conversations related to EO 1037, including those at our last plenary. What follows is a brief commentary on our campus response, but more specifically on our response to the changes in policy regarding *repeats* and lessons yet to be learned.

As chair of Sacramento State University's Academic Policies Committee, I led its members in the review of EO 1037 and the development of the policy changes necessary to bring our campus practices into compliance with the Executive Order. Our committee has had considerable discussions about our repeat policy and has made previous changes based on the "Facilitating Graduation" recommendations which were followed by the 20 recommended best practices suggested for campus implementation.

The EO 1037 changes to the repeat policy limit students to a maximum of two repeats for any given course and allow students to repeat only those courses in which they have earned less than a C grade. Students are allowed to replace their less than C grade for the first 16 units they repeat. Students reaching the 16 unit limit may repeat an additional 12 units, but the resulting grade is averaged with all their other less than C grades. EO 1037 also specifies that these limitations apply only to units completed on campus, but allows each campus to set more restrictive limits.

The fact that students do not repeat units, but courses rather complicates the oversight necessary to implement the policy. With a unit limitation four and five unit courses obviously eat-up more units than

The Making of an Executive Order And its' Implementation, EO 1037

(Continued)

three unit courses, leaving a student in a situation where a three unit course could not be repeated even though the student is one or two units from the maximum.

A more serious complication has resulted from the inability of CMS to allow for the monitoring of units repeated by individual students. Our committee has reviewed the EO 1037 policy changes with our Registrar, who has indicated the enormous workload increase that would be required to implement the policy absent any support from CMS.

The obvious flaw in the development of these policy changes was the absence of those individuals that would be responsible for implementation, the registrars and the student affairs staff. At this point, if CMS changes are made to provide the needed support, the cost will be significant and ongoing. These will be customizations to the CMS base that will require re-implementation roughly every eighteen months for each new version of CMS rolled-out by Oracle.

A final comment that relates to the discussion by our policy committee related to motivation behind these changes, namely, *The Toolbox Revisited* report by Clifford Adelman, a Senior Research Analyst at the U.S. Department of Education. The report indicates that roughly ten percent of a representative student cohort of those attending a four-year college repeated at least one out of every five courses in which they enrolled, a "... behavior negatively associated with degree completion."

However, he goes on to state that if institutions limit the number of no-credit repeats students are allowed and convert cases above a given threshold to penalty grades, this would be "a risky proposition ...". Students repeat courses to earn better *or* passing grades. In the case of remedial work, the repeat is required, and the list of courses with the highest numbers of repeat grades is dominated by these remedial offerings. In other cases, repeats occur in those gateway courses to a student's major.

Adelman goes on to state that "...intensified advisory care to student credit loads and more precise placement criteria should help." Furthermore, "the

likelihood of ... no-credit repeat grades should be reduced by delaying students' enrollment in those courses until they have gathered the requisite momentum elsewhere in the college curriculum." These statements suggest that universities need a better understanding of the underlying causes that lead to a student repeating a course or repeating many courses.

In the absence of data, it is easy to overstate the problem associated with course repeats. On our campus we collected and analyzed repeat data. What we found was a negligible number of students repeating a course more than two times. Our policy had allowed "grade forgiveness" for only the first repeat. Any subsequent repeats of the same course resulted in all the grades being averaged. Those students that repeated a variety of different courses are also quite small in number. The lessons we have learned are embodied in our newly revised advising policy and reflect our understanding that improved student success requires more analysis and more thoughtful intervention.

Ed.D. Faculty Consultation Group and CSU Doctorate of Education Advisory Committee

Darlene Yee-Melichar (San Francisco), Chair & Co-Convener

A CSU Doctorate of Education Advisory Committee meeting was held on November 5, 2008 at the CSU Office of the Chancellor in Long Beach. The Committee serves in an advisory capacity to the Chancellor in relation to the CSU Ed.D. programs. Topics for discussion at this meeting included the following:

Ed.D. Updates from the Office of the Chancellor; Launch Schedule for Dominguez Hills, Los Angeles, San Jose, Bakersfield, and Pomona; Legislative Report Regarding Program Evaluation due January 1, 2011; CSU and National Carnegie Project on the Education Doctorate; Ed.D. Dissertation Framework and Expectations; and Oppor-



Ed.D. Faculty Consultation Group (Continued)

tunities for Ed.D. Research, Professional Presentations, and Publications.

Ed.D. Updates from the Office of the Chancellor first focused on total enrollments for first-wave and second-wave campuses. September data, to be updated during November, indicated that first-wave campuses enrolled 172 students in the P-12 specialization and 129 students in the Community College specialization for a total of 301 students. September figures for second-wave campuses indicated enrollment of 46 students in the P-12 specialization and 9 students in the Community College specialization for a total of 55 students. These data indicated that we now have a cumulative total of 356 students in the CSU Ed.D. We discussed the 2008 new enrollment and 2008 re-enrollment data in detail. It is important to note that the required first-wave campus WASC reports, including assessment plans (common section in WASC action letters), were due on December 1, 2008.

The CSU Ed.D. Launch Schedule has been updated: three campuses (Dominguez Hills, Los Angeles, and San Jose) plan to begin in 2009; and two campuses (Bakersfield and Pomona) plan to begin in 2010. We discussed the statutory reporting requirements of SB 724 (Chapter 269, Statutes of 2005). The legislative report regarding program evaluation is due on January 1, 2011. We discussed some innovative approaches to data collection (electronic portfolios, 360 degree assessment on student disposition) and analysis (short-term impacts as well as longitudinal study of not only individual but also regional impacts).

The California State University (CSU) Carnegie Project on the Education Doctorate (CPED) is a partnership with the national Carnegie Project on the Education Doctorate. This inter-institutional project is examining new approaches to the professional practice doctorate in education. CSU campuses participating in the CPED are examining a number of fundamental issues including, for example, Ed.D. signature pedagogies and candidate assessment. These issues are discussed on the CSU CPED Community of Practice web site (<http://edleadership.csuprojects.org/home>).

The Ed.D. Dissertation Framework and Expectations were discussed in relation to Executive Order 991 provisions (Article 7). First-wave campuses are just beginning to implement Ed.D. dissertation requirements; their plans aim for academic integrity and rigor in the doctoral research process. We agreed that we will continue to review and to encourage sharing of best practices (dissertation expectations of high quality for content, dissertation expectations of high quality for structure of the writing, dissertation chapter checklist, doctoral dissertation rubric) for the Ed.D. dissertation.

Opportunities for Ed.D. Research, Professional Presentations and Publications were discussed. Three first-wave campuses recently presented a paper examining Ed.D. program features at the annual conference of the University Council for Educational Administration (UCEA). All of the Ed.D. programs are collaborating in planning for faculty and student participation at the 2009 American Educational Research Association (AERA) meeting being held in San Diego in April. In addition, there were suggestions to implement several systemwide Ed.D. website components to share CSU Ed.D. programs, features, and research. Ed.D. Directors are also developing plans to write and publish a book on the CSU Ed.D. as a professional practice doctorate in education.

**Academic Senate CSU resolutions can be found at the following URL
www.calstate.edu/AcadSen/Records/Resolutions**

RESOLUTIONS APPROVED AT THE NOVEMBER 12-13, 2008 MEETING

AS-2864-08/FGA(Rev)

Advocacy for the California State University

AS-2865-08/AA(Rev)

Support for Policy Change on Sub-Programs: Minors, Options, Concentrations, Special Emphases

AS-2867-08/FA/FGA

Constructive Engagement in the California Faculty Association (CFA)/California State University CSU
2008-2009 "Reopener" Bargaining

AS-2868-08/FGA/APEP

Systemwide Impaction, Enrollment Management and the 2009-2010 Budget Environment

**The following items were introduced at the November 12-13, 2008 meeting and will be acted upon at the
January 21 –22, 2009 meeting.**

AS-2869-08/AA

Acknowledgement of Faculty Involvement in the *Access to Excellence Accountability Plan*

AS-2870-08/AA

Academic Senate of the California State University (CSU) Support of the *Give Students a Compass* Project

AS-2871-08/AA

Quality Assurance in On-Line/Distance Learning/Technology Mediated Course Offerings

AS-2872-08/FA/FGA

Protecting Instruction During Times of Budget Crisis

AS-2873-08/FA

Collecting of Faculty Survey Data About Decisions to Leave or Not to Join the CSU