1. Call to order

2. Roll call

3. Approval of agenda

4. Approval of minutes

5. Announcements/Communications

6. Presentations/Introductions

7. Reports:
   7.1. Chair
   7.2. Standing committees
   7.3. Other committees and committee liaisons
   7.4. Trustee Robert Foster (Time certain 4:00 p.m., Thursday)
   7.5. Keith Boyum, Assoc VC, Academic Affairs
   7.6. John Travis, President, CFA
   7.7. Craig Smith, Faculty Trustee
   7.8. Hironao Okahana, CSSA Liaison

8. Committee Recommendations:
   8.1 Ongoing External Efforts to Shape Curricula in Institutions of Learning AS-2722-05/FA Second Reading
   8.2 Providing Newly Recruited Faculty with Necessary Support AS-2723-05/FA Second Reading
   8.3 California State University Chief Academic Officer AS-2725-05/AA Second Reading
8.4 Commendation for the Early Assessment Project AS-2726-05/TEKR Second Reading

8.5 Support of California’s Science and Mathematics Teacher Preparation Initiative AS-2727-05/TEKR Second Reading

9. Adjournment
Ongoing Efforts to Shape Curricula in Institutions of Learning

1. RESOLVED: That the Academic Senate, CSU, strongly reassert the principles of academic freedom as contained in the 1940 American Association of University Professors (AAUP) Statement on Academic Freedom and Tenure including the 1970 Interpretive Comments, and be it further

2. RESOLVED: That the Academic Senate, CSU, affirm that these principles both underlie and reflect the fundamental mission of the University to discover and disseminate knowledge, and be it further

3. RESOLVED: That such a mission demands that a scholar have primary responsibility for determining what is appropriate for instruction, publication, and other dissemination, and be it further

4. RESOLVED: That the Academic Senate, CSU, reaffirm that faculty have primary responsibility for determining the content of the curriculum and what is to be taught in the university classrooms, and be it further

5. RESOLVED: That the Academic Senate, CSU, object to and deplore recent actions and attempts by external constituencies such as publishers to unilaterally change or insert content into published materials that is contrary to the intent of the author, and be it further
6. RESOLVED: That the Academic Senate, CSU, object to and deplore recent actions and attempts by legislative and/or citizens’ groups to impose their standards on and to change or insert content into curricula; and be it further

7. RESOLVED: That the Academic Senate, CSU, send this resolution to each member of the Board of Trustees of the CSU.

RATIONALE: Strict adherence to the principles of academic freedom and to the roles and responsibilities of faculty, in particular those in post-secondary institutions, is critical to ensure the integrity of higher education’s contribution to the common good. Basic academic freedom includes the opportunity to research and publish, the freedom to teach and the freedom to communicate extramurally without constraints other than those defining the highest scholarly standard of an academic discipline.

While this issue is certainly not new to the Academic Senate of the California State University (CSU), as most recently affirmed by AS-2675-04/FA and AS 2649-04/FA, current events across the nation necessitate, once again, a re-affirmation of the principle that faculty determine curricular content. Such recent events include, but are not limited to: the ideological pressuring of Glencoe/McGraw Hill Publishers by the Texas State Board of Education to change language in their health texts from “married partners” to “husband and wife;” the vote by the Pennsylvania school board to require high school biology classes to hear about “alternatives” to evolution, including the theory referred to as “intelligent design,” currently being heard in the United States
District Court (Kitzmiller et al. Dover Areas School District); and the cancellation of a publication by Haworth Press of the book *Same Sex Desire and Love in Greco-Roman Antiquity and in the Classical Tradition of the West* due to the “controversial” scholarly input of one author (*San Francisco Chronicle* 09/26/2005). The potential for similar efforts in post-secondary institutions is very great, as evidenced by sustained efforts in various states, and now in the U.S. Congress, to control the content and presentation of classroom materials so they conform to criteria set by members of the public and, perhaps unintentionally, circumvent governance processes by which curricular decisions are normally made.
Providing Newly Recruited Faculty with Necessary Support

1. RESOLVED: That the Academic Senate of the California State University (CSU) again call attention to the difficulty experienced by campus hiring committees in recruiting, and by departments in retaining, the numbers of well-qualified faculty CSU needs to preserve the high quality of classroom instruction for which it has earned renown; and be it further

2. RESOLVED: That the Academic Senate CSU reiterate its concern about the high costs that faculty face when relocating to California from lower cost-of-living regions of the United States; and be it further

3. RESOLVED: That the Academic Senate CSU urge campus administrations to ensure, as a matter of principle, that all faculty, including new recruits, be provided with the office space, technology, equipment, and other facilities and materials necessary for them to begin their academic duties upon the agreed-upon date of their employment; and be it further

4. RESOLVED: That the Academic Senate CSU also urge campus administrations to compensate new faculty in a timely manner through salary advances or other mechanisms to ensure that they can meet basic living and healthcare (e.g. COBRA) expenses immediately upon their arrival and adapt to their new environments and positions as members of the faculty; and be it further

5. RESOLVED: That the Academic Senate CSU urge the Vice-Chancellor for Human Resources to discuss this matter with appropriate campus officers; and be it further
6. RESOLVED: That the Academic Senate CSU send this resolution to the campus senates for action as appropriate on the campuses.

RATIONALE: That there is a crisis in faculty recruitment and retention is obvious to all involved. At the same time that the CSU is preparing to handle another "Tidal wave" of students, large numbers of faculty members are reaching retirement age, especially on the campuses that had huge growth in the 1960s and 1970s (AS-2497-00/FA - May 4-5, 2000).

The CSU hires tenure-track faculty from a national pool and therefore faces serious competition for new faculty members. The CSU faces serious constraints on its ability to recruit and retain faculty of high quality during the coming decade because of

- The serious and continuing lag of CSU salaries behind those of comparable institutions
- High California housing costs


Recruiting and retaining faculty continue to be major challenges in the CSU. In many disciplines, new colleagues choose to join the CSU at salary levels significantly below national averages while moving to a region with substantially higher-than-national-average living costs; in many instances, these new faculty colleagues are asked to begin their academic duties in August and wait until the October pay period to receive their first paychecks and for their health insurance coverage to be activated.
In some disciplines, there are more positions available than new faculty ready to fill them. By virtue of its lower salaries and higher costs of living, the CSU starts out at a competitive disadvantage. Arriving on campuses ill equipped to properly welcome them only compounds the financial hardships new faculty colleagues are asked to shoulder and makes a poor first impression on new colleagues.

A great deal of effort goes into hiring good faculty colleagues. Therefore, it is in the CSU’s interest to retain them. A poor first impression resulting from the lack of the basic means of both financial and professional support upon arrival may compromise the CSU’s ability to retain these faculty.

While there is little that the CSU can do about living costs and while salary gaps will take a long time to close, there are some things that campuses can control in the short run that will make new colleagues feel more confident in their decisions to join our faculty. Campuses need to ensure that every effort is made to provide new faculty hires with the basic necessities for doing their jobs. Campuses should also be encouraged to ensure that arrangements are made to allow new hires to receive adequate income to sustain themselves and their families from the date of hire through the date of their first paychecks.
California State University Chief Academic Officer

1. RESOLVED: That the Academic Senate of the California State University (CSU) urge the Chancellor to move forward expeditiously to hire an Executive Vice Chancellor and Chief Academic Officer for Academic Affairs.

RATIONALE: It is of great concern to the Academic Senate of the California State University (CSU) that the CSU does not currently have leadership in Academic Affairs with title, power and authority at least equivalent to that of the other senior vice chancellors.

It is the sense of the Academic Senate CSU that in the continued absence of a chief academic officer for the system with the status of other senior executives, the academic mission of the CSU could be compromised.

SECOND READING – January 26-27, 2006
Commendation for the Early Assessment Project

1. RESOLVED: That the Academic Senate of the California State University (CSU) commend the CSU Administration, the California Department of Education, the State Board of Education and all CSU faculty members involved, for their collaborative efforts that resulted in the development of the Early Assessment Project (EAP); and be it further

2. RESOLVED: That the Academic Senate CSU commend the developers of the EAP program for including elements of support for high schools, their junior-level students, and parents by providing an early evaluation of student preparedness for college level work in English and mathematics; and be it further

3. RESOLVED: That the Academic Senate CSU commend the developers of the EAP program for their use of existing State exams, slightly augmented, to provide an assessment of college-level readiness, without significantly increasing the overall testing required of California high school students; and be it further

4. RESOLVED: That the Academic Senate CSU commend the developers of specific EAP program elements for their collaboration with high schools that has resulted in the development of new academic literacy curricular elements; and be it further
5. RESOLVED: That the Academic Senate CSU commend the developers of specific EAP program elements for their collaboration with high school teachers in conjunction with newly elaborated professional development opportunities in both English and mathematics.

RATIONALE The Early Assessment Project is one of the most important outreach activities that the CSU has undertaken and the EAP has garnered most favorable interest and comment at the national level, as states struggle to align their K-12 and Higher Education interests. By utilizing a shared assessment instrument, high school learning outcomes expectations in English and mathematics are directly related to the CSU’s expectations for incoming freshman in an unequivocal fashion. The professional development opportunities in English and mathematics, and curriculum modules in English, have addressed a long standing disjunction between high school and college writing and have allowed the CSU to emphasize the role that critical analysis plays in English and mathematics at the university level.
Support of California’s Science and Mathematics Teacher Preparation Initiative

1. RESOLVED: That the Academic Senate of the California State University (CSU) commend Dr. Charles Reed, Chancellor of the California State University, Dr. Robert Dynes, President of the University of California, and Governor Arnold Schwarzenegger for their efforts in establishing the California Science and Mathematics Teacher Preparation Initiative; and be it further

2. RESOLVED: That the Academic Senate CSU decry the disparate proportion of resources that the State of California has allocated to the California State University in support of its role in the State’s Science and Mathematics Teacher Preparation Initiative; and be it further

3. RESOLVED: That the Academic Senate CSU strongly commend the ongoing efforts of the Office of the Chancellor to obtain additional funding to support, adequately, the California State University’s primary role in science and mathematics K-12 teacher preparation; and be it further

4. RESOLVED: That the Academic Senate CSU commend the Office of the Chancellor for the depth of their collaboration with the Senate’s Committee on Teacher Education and K-12 Relations Committee in implementing the Science and Mathematics Teacher Preparation Initiative.
RATIONALE: The Academic Senate CSU support the first step that California’s Governor Schwarzenegger and Chancellor Reed have taken to move toward addressing a gaping need in teacher preparation. Indeed, California’s business community and the Governor recognized California’s severe, chronically unmet need for highly qualified science and mathematics teachers in middle schools and high schools. Consequently, the Science and Mathematics Teacher Preparation Initiative was developed. It is noteworthy that the California State University graduates 87% of education related Bachelor’s degrees and 55% of California’s credentialed teachers (“Working for California: The Impact of the California State University”, January, 2005). Despite the California State University’s overwhelming contribution to the preparation of the state’s educators, state-level funding underrepresents the University’s contribution.