Plenary Agenda
Office of the Chancellor, Dumke Auditorium

Thursday, March 8, 2007 – 9:00 a.m. – 5:00 p.m.
Senate Social, Office of the Chancellor, 5:00 p.m. – 6:30 p.m.

Friday, March 9, 2007 – 8:00 a.m. – noon

1. Call to order
2. Roll call
3. Approval of agenda
4. Approval of minutes
5. Announcements
6. Election for Member-at-Large (Thursday)
7. Presentations/Introductions
8. Reports:
   8.1 Chair
   8.2 Standing committees
   8.3 Faculty Trustee Recommending Committee
   8.4 Other committees and committee liaisons
   8.5 Chancellor Reed (Time certain 10:00, Thursday)
   8.6 Faculty Trustee Candidates
     8.6.1 Presentations and question and answer period (Time certain: Thursday, 3:30 p.m.)
     8.6.2 Election of candidate(s) for Faculty Trustee (Friday)
   8.7 Gary Reichard, Executive Vice Chancellor and Chief Academic Officer
   8.8 John Travis, President, CFA
   8.9 Craig Smith, Faculty Trustee
   8.10 Hironao Okahana, CSSA Liaison
9. Committee Recommendations:
   9.1 Support for Carnegie’s New Community Engagement Classification
   9.2 Support for Professional Science Master’s (PSM) Degree Programs
   9.3 Support for Substantial Revisions to the Elementary and Secondary Education Act (No Child Left Behind)
   9.4 Extension of Graduate Differential Funding to All Graduate FTES
   9.5 Academic Senate CSU Calendar of 2007-2008 Meetings

Adjournment
Support for Carnegie’s New Community Engagement Classification

1. 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

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

3. 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 one of three categories (curricular engagement; outreach and partnerships; curricular engagement and outreach and partnerships); and be it further

4. 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—institutions 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.

A listing of the institutions in the Community Engagement Classification can be found on the Carnegie Web site (http://www.carnegiefoundation.org/classifications/Community_Engagement).

Second Reading – March 8-9, 2007
Support For Professional Science Master’s (PSM) Degree Programs

1. RESOLVED: That the Academic Senate of the California State University (CSU) state its support for concept of the Professional Science Master’s (PSM) degree as an innovative two-year graduate program proposed to meet industry needs by providing math, science, and engineering graduates the skills essential for today’s high-growth technical industries; and be it further

2. RESOLVED: That the Academic Senate CSU applaud the 12 CSU campuses (Chico; Dominguez Hills; East Bay; Fullerton; Fresno; Los Angeles; Pomona; San Diego; San Francisco; San Jose; San Marcos; and Stanislaus) working to create the 16 new PSM degree programs; and be it further

3. RESOLVED: That the Academic Senate CSU urge other CSU campuses with strong linkages to business, industry and technology to consider involvement in this initiative.

4. 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 largest statewide higher education system in the nation to launch the prestigious Professional Science Master’s Degree program on multiple campuses. An $891,000 grant from the Alfred P. Sloan Foundation is targeted to initiate the program on 12 of 23 CSU campuses.

CSU hopes to launch 16 new PSM programs on 12 campuses within the next three years, in a variety of fields, including: bioinformatics, biostatistics, biotechnology, clinical project management, computational science, ecological economics, environmental science, and
forensics. PSM programs will feature internships, providing essential industry-based experience and exposure.

Additional support for the initiative has been committed by the CSU, the participating campuses, as well as 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 an effective vehicle to prepare scientists and professionals to meet the demands of top employers.

CSU expects to develop 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.

Second Reading – March 8-9, 2007
Support for Substantial Revisions to the Elementary and Secondary Education Act (No Child Left Behind)

1. RESOLVED: The Academic Senate California State University (CSU) urges California’s congressional leadership to advocate for substantial revisions to the Elementary and Secondary Education Act (No Child Left Behind) to include:

   • The elimination of penalties imposed upon school districts for student non-participation in the state’s Standardized Testing and Reporting program;

   • A definition of “highly qualified teacher” that does not impose undue hardships on rural and small schools of California;

   • A balance in the assessment of curriculum standards that includes natural sciences, social sciences, the humanities and other important disciplines;

   • Goals for the achievement of state standards that recognize the continuing immigration of English Language Learners to California.

RATIONALE: The Elementary and Secondary Education Act, enacted by congress in 2001 as No Child Left Behind, includes regulations and requirements that are harmful to public education in California. When parents exercise their constitutional right to withhold their children from state standards testing, the children are still counted as “non-participants” to the detriment of the school district that enrolls them. Small and rural schools with few teachers have great difficulty in finding teachers with dual majors to teach in their middle schools. The focus of state standards testing on math and science in every grade, 3 through 8, has led to the neglect of important subjects including, science, social studies, and the
humanities. Lastly, the continuing immigration of English Language Learners into California’s schools makes achievement of all content standards in English by the year 2014 an impossible goal.

Second Reading – March 8-9, 2007
Extension of Graduate Differential Funding to All Graduate FTES

1. RESOLVED: That the Academic Senate of the California State University (ASCSU) commend the Chancellor, the Governor, and the Legislature for their recognition of the higher cost of graduate education through their 2006 support of the graduate fee differential; and be it further

2. RESOLVED: That ASCSU urge the Chancellor and CSU Board of Trustees to make every effort to encourage the Governor and State Legislature to fund all CSU graduate FTES at the graduate differential rate; and be it further

3. RESOLVED: That the Chancellor utilize all CSU friends and constituencies to aid in the effort to inform the Governor and Legislature of the importance of adequate funding for graduate programs; and be it further

4. RESOLVED: That this resolution be forwarded to campus presidents and campus academic senates to urge their support for graduate differential funding for all graduate FTES.

RATIONALE: Graduate education has long been one of the high quality educational opportunities offered by the CSU to the citizens of California. Traditionally, the additional cost of providing graduate programs has not been recognized by the California Legislature in their funding of the CSU. Beginning in the 2006-2007 academic year, this oversight was partially rectified by funding graduate education in the CSU at an increased level. The graduate differential rate attempts to fund graduate FTES at a rate which more accurately reflects the higher cost of offering graduate education in CSU. The graduate differential rate, however, only applies to graduate enrollments above a baseline established by the campus graduate enrollments for the 2005-2006 academic year. Therefore, only FTES enrollment above the baseline will be
funded at the differential rate. This baseline formula fails to fully fund the cost of graduate education in the CSU. On established campuses with large graduate enrollments prior to 2006-2007, only the small percentage of graduate FTES falling above the baseline will be funded according to the new formula for the graduate differential rate. Newer, smaller campuses which elect to rapidly grow graduate FTES, however, will benefit to a much greater extent from the graduate differential rate due to their low baseline.

Graduate education requires more faculty and staff resources regardless of a student’s position above or below the baseline. The only way the CSU can continue to provide a high quality graduate education to every student is to acknowledge the increased cost of post baccalaureate education through application of the graduate differential rate to all enrolled graduate FTES. The CSU has taken an initial step towards encouraging the Legislature to fund the high cost of graduate education by securing funding at the graduate differential rate for FTES above the baseline. The necessary next step is to urge the Legislature to fund all enrolled graduate FTES at the graduate differential rate.

Second Reading – March 8-9, 2007
RESOLVED: That the Academic Senate of the California State University adopt the following schedule for the 2007-2008 academic year:

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<th>Year</th>
<th>Date</th>
<th>Type</th>
<th>Location</th>
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<td>2007</td>
<td>September 13-14</td>
<td>Committees/Plenary</td>
<td>Headquarters</td>
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<td>2007</td>
<td>October 12</td>
<td>Interim Committees</td>
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<td>November 7-9</td>
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<td>2008</td>
<td>May 7-9</td>
<td>Committees/Plenary</td>
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and be it further

RESOLVED: That the Executive Committee of the Academic Senate CSU be authorized to change the schedule of meetings approved, with adequate notice to the Academic Senate CSU, if the Trustees alter their schedule, or if budgetary constraints require a change.

RATIONALE: The California State University Board of Trustees is in the process of determining its meetings dates for 2007-2008, as follows:

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First Reading – March 8-9, 2007