Plenary Agenda

Office of the Chancellor, Dumke Auditorium

**Thursday**  January 22, 2008  3:30 p.m. — 5:00 p.m.

**Friday**  January 23, 2008  10:00 a.m. — 4:00 p.m.

5:15 p.m. Social – Academic Preparation & Education Programs (APEP) hosting

1. Call to order
2. Roll call
3. Approval of agenda
4. Approval of minutes
5. Announcements
6. Presentations/Introductions
7. Reports:
   7.1 Chair
   7.2 Standing Committees
   7.3 Other committees and committee liaisons
   7.4 Benjamin Quillian (10:30 Time Certain Friday January 23rd)
   7.5 Gary Reichard, Executive Vice Chancellor and Chief Academic Officer
   7.6 John Travis, CFA (10:10 Time Certain Friday January 23rd)
   7.7 Brandon Chapin, CSSA Liaison
8. Committee Recommendations
   8.1 Acknowledgement of Faculty Involvement in the Access to Excellence Accountability Plan
      AS-2869-08/AA Second Reading
   8.2 Academic Senate of the California State University (CSU) Support of the Give Students a Compass Project
      AS-2870-08/AA Second Reading
   8.3 Quality Assurance in On-Line/Distance Learning/Technology Mediated Course Offerings
      AS-2871-08/AA Second Reading
8.4 Protection of Instruction During Budget Crisis

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

9. Adjournment
Acknowledgement of Faculty Involvement in the Access to Excellence Accountability Plan

1. RESOLVED: That the Academic Senate CSU commend the members of the CSU work groups for their development of indicators and metrics for the eight “CSU commitment” areas in the Access to Excellence strategic plan; and be it further

2. RESOLVED: That the Academic Senate CSU recognize that the distinctiveness of each of the twenty-three universities provides strategic advantages for the CSU as a whole and supports and adds value to the crafting of an Accountability Plan with a limited number of system mandated indicators; and be it further

3. RESOLVED: That the Academic Senate CSU acknowledge that each of the twenty three universities may have strategic plans and that implementation of individual plans may have an impact on regional implementation of Access to Excellence; and be it further

4. RESOLVED: That the Academic Senate CSU support the Commitment 2 Plan for Faculty Turnover and Invest in Faculty Excellence (located in the Section I: System-Level Actions Necessary to Achieve Access to Excellence Goals) and urge faculty involvement in this important system-level action; and be it further

5. RESOLVED: That the Academic Senate CSU recognize the importance of continuation of existing Cornerstones Accountability Indicators and the inclusion of NASH “Access to Success” Initiative Indicators (located in the Section II Indicators to Gauge System- And/Or Institution-Level Success in Achieving Access to Excellence Goals); and be it further

6. RESOLVED: That the Academic Senate CSU urge direct faculty involvement in the implementation of the Access to Excellence Accountability Plan; and be it further
7. RESOLVED: That the Academic Senate CSU send copies of this resolution to the CSU Board of Trustees, Chancellor, campus presidents and provosts, and campus senate chairs.

RATIONALE: The CSU Board of Trustees approved the *Access to Excellence* Strategic Plan in May, 2008. The *Access to Excellence Accountability Plan* is designed to present indicators and metrics for implementation of strategic plan goals, both at the system level as well as at the level of the individual twenty-three campuses. This accountability plan is written to include three sections. In Section I, System-Level Actions Necessary to Achieve Access to Excellence Goals, eight commitment statements outline these actions and include areas such as the reduction of existing achievement gaps, investment in faculty excellence, plans for staff and administrative succession, improved public accountability for learning results, expanded student outreach, enhanced student opportunities for “active” learning, enhanced opportunities for global awareness, and strategies to meet post-baccalaureate needs, especially for working professionals.

Section II of the plan includes Indicators to Gauge System-And/Or Institution-Level Success In Achieving Access to Excellence Goals including the continuation of work on existing Cornerstones Accountability Indicators, and the inclusion of NASH “Access to Success” Initiative Indicators.

Section III of the plan provides specific Suggested Institutional-Level Actions to Achieve *Access to Excellence* Goals. Suggested actions are proposed for each of the eight commitment areas noted in Section I of the plan. Of specific note are the strategies to invest in faculty excellence such as the review and implementation of best practices in faculty workload reallocation, examination of faculty workload in graduate programs, and support faculty excellence in scholarship and pedagogy.
Academic Senate of the California State University (CSU) Support of the *Give Students a Compass* Project

1. **RESOLVED:** That the Academic Senate CSU acknowledge the important collaboration among the California State University system, the Oregon State University system, and the University of Wisconsin system in the two-year Give Students a Compass project connected to the Association of American Colleges and Universities Liberal Education and America’s Promise (LEAP) campaign; and be it further.

2. **RESOLVED:** That the Academic Senate CSU support the goals of this project to re-configure educational aims, practices, and assessment of general education in public university settings through the creation of approaches that emphasize the acquisition and understanding of the underlying meaning of learning; and be it further.

3. **RESOLVED:** That the Academic Senate CSU acknowledge the AAC&U listing of “high impact” learning activities for undergraduate students including: (1) learning communities; (2) service learning; (3) study abroad; (4) student-faculty research; and (5) senior culminating experiences; and be it further.

4. **RESOLVED:** That the Academic Senate CSU urge the recognition of the role of faculty in curricular leadership and the development of curricula, guidelines, and assignments through direct involvement in student learning; and be it further.

5. **RESOLVED:** That the Academic Senate CSU encourage faculty involvement and leadership in all phases of the two-year *Give Students a Compass* project, especially in the exploration and measurement of high impact learning activities designed to link undergraduate civic engagement with improvements in learning, information retention, and degree completion; and be it further.
6. RESOLVED: That the Academic Senate CSU urge faculty involvement in the development, implementation, and evaluation of CSU pilot cohorts to explore how practices such as learning communities, undergraduate research, service learning, study abroad, and senior culminating experiences contribute to learning success, especially for underserved student populations; and be it further

7. RESOLVED: That the Academic Senate CSU support direct faculty involvement in the RFP Process to select sub-grant awardees on three CSU campuses; and be it further

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

RATIONALE: The Association of American Colleges and Universities has provided leadership in the development of the Give Students a Compass project, a collaboration between the CSU, Oregon State University, and the University of Wisconsin. This two-year project is designed to explore how the integration of general education and “high impact learning activities including faculty student collaboration, learning communities, undergraduate research, service learning, and capstone experiences may improve student success. Of special interest, is the use of these strategies to improve performance levels in underserved student populations. The AAC&U initiative on Liberal Education and America’s Promise (LEAP) is used as a framework for this project, and the three partner systems are developing principles, new general education frameworks, and assessing ways to improve higher levels of integrative learning.

The above strategies are connected to both the Essential Learning Outcomes and the Principles of Excellence identified in the 2008 AAC&U Executive Summary on College Learning for the New Global Century. Essential learning outcomes include the following: (1) knowledge of human cultures and the physical and natural world; (2) intellectual and practical skills; (3) personal and social responsibility; and (4) integrative learning. Identified Principles of Excellence are as follows:
(1) aim high and make excellence inclusive; (2) give students a compass; (3) teach the arts of inquiry and innovation; (4) engage the big questions; (5) connect knowledge with choices and action; (6) foster civic, intercultural, and ethnic learning; and (7) assess students’ ability to apply learning to complex problems.

Preparation of students for many of the global challenges of life in the 21st century is an overarching goal of this project. Specific outcomes, strategies, and activities have been identified for this project and RFP criteria developed for future campus participation in the Compass Project.
Quality Assurance in On-Line/Distance Learning/Technology Mediated Course Offerings

1. RESOLVED: That the Academic Senate California State University (CSU) recognize the value of academic technology for enhancing access (especially geographic access) to the university and for adding to the array of teaching tools that can be utilized by faculty and students; and be it further

2. RESOLVED: That the Academic Senate CSU also recognize that the quality of courses can be enhanced through the use of technology, such as flexibility in time and space, course organization, content presentation, student-student and student-faculty interaction; and be it further

3. RESOLVED: That the Academic Senate CSU note the additional challenges that exist when technology is utilized, for example: equipment, infrastructure and software costs; increased faculty workload, guarantee of academic integrity, and assurance of course quality; and be it further

4. RESOLVED: That the Academic Senate CSU reassert that the quality of the curriculum, including on-line courses and technology-mediated courses, is the purview and responsibility of the faculty, individually and collectively, and the systems for evaluation of courses and programs need to be structured in ways that are compatible with this responsibility; and be it further

5. RESOLVED: That the Academic Senate CSU recognize that the support services for the learning process, such as library resources; advising and career services, physical and mental health assistance and other extracurricular opportunities need to be incorporated into the learning process in these innovative settings; and be it further

6. RESOLVED: That professional development opportunities must be provided for faculty and staff in order for these tools to be used effectively and efficiently.
RATIONALE: Technology has brought a vast array of teaching tools into the academy, but constituencies inside and outside of the academy have had unrealistic expectations of fiscal and workload savings as well as economies-of-scale resulting from use of these tools. Experience with technology in general and particularly in the university setting has demonstrated few examples of cost-savings, but has shown a wide array of new tools for reaching more students, geographically and academically. Mixed-mode or “hybrid” courses in particular have demonstrated many improvements relative to fully on-line or fully “breathing the same air” models.

But the “distance” that technology affords in the academic setting also seems to disconnect faculty from their courses in terms of the full responsibility for quality assurance. And the challenge of utilizing technology puts additional pressures on faculty and staff to master the learning technology as well as the discipline content of their course and program offerings.

The “distance” also creates additional challenges to the goal of offering students a full university experience, which consists of much more than 120 credit units of coursework. Each of these challenges needs to be met if technology is to live up to its promise of enhancing a university education.
Protecting Instruction During Times of Budget Crisis

1. RESOLVED: That the Academic Senate California State University (CSU) reaffirm its commitment to protect the CSU’s main mission – instruction – in this period of budget crisis; and be it further

2. RESOLVED: That the Academic Senate CSU reasserts the primary role of the faculty in providing quality instruction in the CSU; and be it further

3. RESOLVED: That the Academic Senate CSU re-emphasize, during this period of budgetary constraint, the CSU commitment to faculty investment, as outlined in Access to Excellence Commitment 2, and to ensure student access and success (Access to Excellence Strategic Plan Goals) by providing sufficient classes to meet current and growing demand; and be it further

4. RESOLVED: That the Academic Senate CSU encourage the Office of the Chancellor to emphasize protection of instruction in any budget decision-making process, and refrain from creating new management positions during this period of budget crisis; and be it further

5. RESOLVED: That the Academic Senate CSU encourage campus administrators to protect instruction and refrain from creating new management positions during this period of budget crisis; and be it further

6. RESOLVED: That the Academic Senate CSU encourage the Office of the Chancellor and local administrations to collect and publish accurate data on historical trends in recruitment and retention of both faculty and management positions, as a step towards a more rational decision-making process in hiring practices at systemwide and local levels; and be it further.
7. RESOLVED: That the Academic Senate CSU encourages local senates to review hiring and retention practices on their campuses and reaffirm their commitment to protect instruction during this period of budget crisis.

RATIONALE: In the absence of any official evidence to the contrary, anecdotal evidence from several campuses suggests that while the number of faculty has been reduced during this period of budget crisis, new management positions have been created, many with compensation far in excess of most faculty salaries. Additionally, given mid-year budget reductions beyond the already greatly under-funded CSU budget for 2008/09, many campuses are being forced to go further than a budget freeze; faculty cuts are being considered, if not already implemented. “Non-permanent” employees (lecturers) are considered the least protected employees during times of lay-offs. By default, lecturers are the most vulnerable to cuts, thereby greatly impacting instruction.

The absence of accurate data on historical trends in recruitment and retention of administrators makes it difficult to reach rational budgetary decisions to protect instruction and maximize access and guarantee high quality education for our students.
Collecting of Faculty Survey Data About Decisions to Leave or Not to Join the CSU

1. RESOLVED: That the Academic Senate of the California State University (CSU) re-affirm its support for the recommendations in the Report of the Faculty Flow Committee of March 2003 (http://www.calstate.edu/AcadSen/Records/Reports/index.shtml) as outlined in AS-2608-03/FA; and be it further

2. RESOLVED: That the Academic Senate CSU encourage local campuses, as a measurement of faculty satisfaction, to regularly conduct exit surveys where there are either tenure-track resignations, tenured resignations, or faculty retirements; and be it further

3. RESOLVED: That the Academic Senate CSU encourage local campuses to conduct interviews for those who accept tenure-track employment with the CSU and, where possible, for those who decline tenure-track offers with the CSU; and be it further

4. RESOLVED: That the Office of the Chancellor in concert with the Academic Senate CSU make available electronic survey templates from the Report of the Faculty Flow Committee, as well as from other campuses, that individual campuses may use to guide their collection of these data; and be it further

5. RESOLVED: That the Academic Senate CSU encourage the Office of the Chancellor to aggregate such data on an annual basis and make it available in the most appropriate manner including, but not limited to, the CSU Human Resources website and the publication Profile of CSU Employees.

6. RESOLVED: That the Academic Senate CSU use the insights gained from such data collection to further the objectives contained in the Strategic Plan Goals of Access to Excellence, priority number
3: “Sustain institutional excellence through investments in faculty…;” and number 2, under Commitments from the CSU: “Plan for faculty turnover and invest in faculty excellence”.

RATIONALE: The Report of the Faculty Flow Committee and the CSU Faculty Flow Survey of March 2003 provided a comprehensive analysis of the issues surrounding the recruitment and retention of tenure-track faculty, as well as indicators of faculty satisfaction in the CSU. Furthermore, the Faculty Flow Committee recommended that individual campuses conduct exit interviews of departing faculty to identify their reasons for leaving the campus. Yet, to date, there is no evidence of such data being regularly collected on the CSU campuses. Doing so also would be consistent with furthering the stated goals of Access to Excellence.

Regular and consistent data from exit surveys and acceptance/decline of CSU employment are important tools for understanding faculty recruitment and retention in the CSU system.

Additionally, in resolution AS-2819-07/FA “The Board of Trustees and Chancellor Office Attention and Response to Faculty Votes of No Confidence” the Academic Senate CSU resolved “That the Academic Senate CSU encourage the Chancellor’s Office to work with the Academic Senate CSU to develop a systematic assessment of faculty satisfaction…” Implementation and regular conduct of faculty exit surveys on campuses would be an important step in that direction.
The Report of the Faculty Flow Committee

RESOLVED: That the Academic Senate of the California State University (CSU) commend the Faculty Flow Committee for its excellent efforts, which resulted in the documents titled Report of the Faculty Flow Committee and the accompanying CSU Faculty Flow Survey Report [http://www.calstate.edu/AcadSen/Records/Reports/index.shtml]; and be it further

RESOLVED: That the Academic Senate CSU recommend that the Chancellor’s Office review the findings and recommendations contained in the Report of the Faculty Flow Committee, and that the Chancellor strongly encourage campus presidents to implement, where appropriate, the recommendations contained in this report; and be it further

RESOLVED: That the Academic Senate CSU urge campus senates to review the findings and recommendations of the Report of the Faculty Flow Committee and the accompanying CSU Faculty Flow Survey Report, and work collaboratively with their campus administrations to implement, where appropriate, the recommendations contained in the report; and be it further

RESOLVED: That the Academic Senate CSU, through the Executive Committee, forward the Report of the Faculty Flow Committee and the accompanying CSU Faculty Flow Survey Report, to the CSU Board of Trustees to inform them on the issues related to faculty recruitment and retention; and be it further

RESOLVED: That the Academic Senate CSU distribute electronically the Report of the Faculty Flow Committee and the accompanying CSU Faculty Flow Survey Report to relevant staff and administrators in the Chancellor’s Office, campus department chairs, presidents, provosts, deans, senate chairs, the California Faculty Association and appropriate committees of the California Assembly and Senate dealing with higher education issues.

RATIONALE: The Report of the Faculty Flow Committee and the CSU Faculty Flow Survey Report provide the most comprehensive analysis to date of the
issues surrounding the recruitment and retention of tenure-track faculty in the CSU. Data analyzed in the reports provide insights into the decision criteria used by candidates who either accepted or rejected offers of employment from CSU campuses. Furthermore, it reports from the perspective of provosts and Senate members, campus responses regarding recruiting and retention “best practices”. Respondents were asked to indicate their agreement with the practices and their opinion on the degree of use on their campus. The broad scope of the survey items and the richness of the data obtained enhance the report’s relevance to all campuses at a time when ACR 73 and current budget conditions challenge the CSU’s ability to recruit and retain high quality faculty.

APPROVED – May 8-9, 2003
Board of Trustees and Chancellor Office Attention and Response to Faculty Votes of No Confidence

RESOLVED: That the Academic Senate California State University (ASCSU) reaffirm its support for AS-2305-96/FA “Investigation of a Vote of No Confidence,” and urge the Chancellor to apply the procedures and act in the spirit of that resolution to the votes of no confidence that occurred in spring 2007; and be it further

RESOLVED: That the ASCSU express its serious concern about public statements by members of the Board of Trustees or others in CSU system leadership positions that could be construed as both dismissive and condescending toward faculty votes of no confidence, as occurred in Spring 2007; and be it further

RESOLVED: That the ASCSU encourage the Chancellor’s Office to work with the ASCSU to develop a systematic assessment of faculty satisfaction with their administrative leadership across all CSU campuses in an effort to mitigate the need for the extremely serious measures reflected in a vote of no confidence.

RATIONALE: The rationale for AS-2305-96/FA, “Investigation of a Vote of No Confidence,” clearly sets forth the seriousness of a no confidence vote and its potentially negative impact on the integrity of campus educational programs and campus morale. Subsequent to adoption of that resolution, the Chancellor’s Office did conduct investigations on votes of no confidence and shared results of those investigations with the ASCSU.

In spring 2007, votes of no confidence occurred at two CSU campuses, both of which were supported by a significant majority of faculty. Subsequent to these votes, statements were made by certain members of the Board of Trustees that appeared to dismiss and even denigrate faculty and their concerns before any reasonable fact-finding had occurred (Board of Trustees Public Comment, May 16, 2007; “CSU Trustees Express Support for Campus Presidents at Sacramento and Sonoma,” Press Release California State University, Public Affairs, May 16, 2007; “SSU Faculty Approves ‘No-Confidence’ in President,” Santa Rosa Press Democrat, May 19, 2007). The faculty on both campuses still await an informed response from the Chancellor’s Office to their concerns, one that fairly represents the perspectives of all constituencies.

The Academic Senate, therefore, calls upon both the Chancellor and the Board of Trustees to reflect upon the seriousness of concerns expressed by faculty in the recent votes of no confidence and those that subsequently may occur, to investigate such votes of no confidence prior to public statements being made, to report findings to the campus community and the ASCSU, and to consider any actions which may be taken to address those concerns. In addition, given the seriousness of a vote of no confidence and the negative impacts it may have on the campus...
programs and community, we urge the Chancellor’s Office to consider strategies for assessing faculty satisfaction on individual campuses with the goal of resolving, whenever possible, disputes between faculty and administration before they reach the level of a no confidence vote.

APPROVED WITHOUT DISSENT – November 8, 2007