

Academic Senate CSU

Plenary Agenda

Office of the Chancellor

Thursday, November 3rd, 2011 - 10:00 p.m. to 5:00 p.m., Dumke Auditorium

Senate Social – Academic Affairs Committee Hosting
5:15 p.m. to 6:45 p.m., Munitz Lobby

Friday, November 4th, 2011 - 8:30 a.m. to 3:00 p.m., Dumke Auditorium

1. Call to order
2. Roll call
3. Approval of agenda
4. Approval of September 15-16, 2011 minutes
5. Announcements
6. Introductions
 - 6.1. Wayne Tikkanen, Director of the Institute for Teaching and Learning
7. Presentations/Introductions
8. Reports:
 - 8.1. Chair
 - 8.2. Standing committees
 - 8.3. Faculty Trustee
 - 8.4. Other committees and committee liaisons
 - 8.5. Charles B. Reed, CSU Chancellor; (Time Certain: Thursday, 1:00 p.m.)
 - 8.6. CSU Fresno President John D. Welty, (Time Certain: Friday 10:00 a.m. via conference call)
 - 8.7. Ephraim Smith, Executive Vice Chancellor and Chief Academic Officer
 - 8.8. Ron Vogel, Associate Vice Chancellor, Academic Affairs
 - 8.9. John Travis, CFA
 - 8.10. Jeremy White, CSSA Liaison
 - 8.11. William Blischke, ERFA Liaison
9. Committee Recommendations
 - 9.1. Support for the Development of a CSU Professional Doctorate AS-3037-11 AA (Rev)
Second Reading
 - 9.2. Support for Establishment of California Community College (CCC) General Education (GE) Pattern and Nursing Prerequisite Courses AS-3038-11 AA (Rev)
Second Reading
to Match the CSU GE Breadth Requirement

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| 9.3. Maintaining Quality in the California State University (CSU) | <u>AS-3040-11/FGA</u>
First Reading |
| 9.4. Maintenance of Public Access to the California Postsecondary Education Commission (CPEC) Data | <u>AS-3042-11/FGA (Rev)</u>
Second Reading |
| 9.5. Presidential Compensation in the CSU | <u>AS-3043-11/FGA (Rev)</u>
Second Reading |

9. Adjournment

1 Agenda Item

AS-3037-11/AA (Rev)
September 15-16, 2011
Second Reading

Support for the Establishment of a CSU Professional Doctorate Advisory Committee

1. RESOLVED: That the Academic Senate of the California State University (ASCSU) support the establishment of a CSU Professional Doctorate Advisory Committee as a primary group recommending policies and procedures for professional doctoral programs within the CSU; and be it further
2. RESOLVED: That the ASCSU strongly recommend that membership on the CSU Professional Doctorate Advisory Committee include individuals with recognized content expertise in the Professional Doctorate areas of study and that membership be comprised of ASCSU appointments, Chancellor's Office representatives, doctorate faculty in practice, and doctoral students; and be it further
3. RESOLVED: That the proposed CSU Professional Doctorate Advisory Committee, including representation from content experts in the Professional Doctorate areas of study, review and make recommendations on elements of professional doctoral programs as needed, including but not limited to faculty and program improvements, budgetary guidelines, and program evaluations; and be it further
4. RESOLVED: That the ASCSU distribute this resolution to the CSU Board of Trustees, the CSU Chancellor, campus Presidents and Provosts/Vice Presidents, campus Senate Chairs, and campus Senate Executive Committees.

RATIONALE: As the current DNP and the DPT practice doctoral programs are moving through development, review and approval processes, the creation of an advisory committee composed of members with content expertise in the Professional Doctorate areas of study selected from ASCSU members, Chancellor's Office staff, CSU faculty and students will serve to provide essential and necessary program oversight. In 2007, a resolution was passed by the ASCSU in support of the establishment of a CSU Doctorate in Education Advisory Committee (AS-2793-07/TEKR, Rev).

THE CALIFORNIA STATE UNIVERSITY

AS-2793-07/TEKR (Rev)

March 8-9, 2007

Establish a CSU Doctorate in Education Advisory Committee

- RESOLVED: That the Academic Senate California State University (CSU) call for the establishment of a CSU *Doctorate in Education Advisory Committee* that will serve as the primary recommending policy and procedures body for education doctorate programs within the CSU and asks the Executive Committee to initiate discussions with the Executive Vice Chancellor for the purpose of establishing the Committee; and be it further
- RESOLVED: That the Academic Senate CSU strongly recommend that the *CSU Doctorate in Education Advisory Committee* replicate the model for shared CSU governance which has been successfully utilized for the General Education Program, i.e. the General Education Advisory Committee; and be it further
- RESOLVED: That the Academic Senate CSU strongly recommend membership of the *CSU Doctorate in Education Advisory Committee* be collaboratively developed between the Executive Committee and Chancellor's Office with initial membership to include Senate appointments (including the Chairs of the committee on Teacher Education & K-12 Relations and Academic Affairs Committee , Chancellor's Office designees, representatives of campus Ed.D. programs, and doctoral candidates, and adjunct faculty members representing the K-12 and community college communities, and it is understood that faculty will serve a predominant role in the membership of this committee; and be it further
- RESOLVED: That the charge to the Committee include review and recommendation of: changes to Title 5; implementation guidelines in the areas of curriculum, faculty roles and responsibilities; development of resource/budget guidelines and research and faculty development support; and oversight of the legislatively mandated evaluation of the Ed.D. program; and be it further
- RESOLVED: That the current Ed.D. Faculty Consultation Group be renamed the EdD Proposal Review Group and continue to serve as a proposal review and feedback body with the faculty membership recommended to the CSU Doctorate in Education Advisory Committee by the Executive Committee of the Senate.

RATIONALE: A systemwide advisory committee on the Ed.D. modeled after the General Education Advisory Committee is proposed to serve as the policy recommending body for the Doctorate in Education programs moving through the development, review and approval process. During the period after the passage of SB 724, two Senate groups have worked on an ad hoc basis to develop, along with the Academic Affairs Division of the Chancellor's Office, initial policy direction, Title 5 changes, guidance to campuses regarding

*academic and curricular policies, and the structure of the proposal development and review process. During campus discussions, issues of resource allocation and workload have surfaced which need to be incorporated into the broader curricular and programmatic policy decisions. As we anticipate the initial start up this fall of Ed.D. programs on several campuses and the continued development of proposals from second and third wave campuses, there is a need for a more formal structure for guiding future decisions. The GEAC model distinguishes between the **policy body** with broad faculty, community and administrative representation (though faculty dominant) and a **course (proposal) review committee**.*

Approved Unanimously – May 10-11-2007

#2 Agenda Item

AS-3038-11/AA (Rev)
September 15-16, 2011
Second Reading

Support for Establishment of California Community College (CCC) General Education (GE) Pattern and Nursing Prerequisite Courses to Match the CSU GE Breadth Requirement

1. RESOLVED: That the Academic Senate, California State University (ASCSU) recognize the importance of streamlining nursing educational pathways from the California Community Colleges (CCC) Associate Degree Programs to the California State University (CSU) nursing programs; and be it further
2. RESOLVED: That the ASCSU encourage members of CCC nursing programs to work collaboratively with CSU nursing faculty in the creation of a common GE Breadth pattern as well as nursing prerequisites for student transfer; and be it further
3. RESOLVED: That the ASCSU support the establishment of CCC GE Breadth pattern and nursing prerequisite courses for student transfer to the CSU; and be it further
4. RESOLVED: That the ASCSU distribute this resolution to the CSU Board of Trustees, the CSU Chancellor, campus Presidents and Provosts/Vice Presidents, campus Senate Chairs, campus articulation officers, the CCC Chancellor, the CCC Academic Senate, the CCC campus Senate Chairs, the CCC campus articulation officers

RATIONALE: The progress report from the California Legislative Analyst's Office (March 15, 2011) on streamlining nursing educational pathways as identified in Assembly Bill 1295 (Fuller) highlighted the need for the establishment of a common GE transfer pattern in all of the CCC Associate Degree in Nursing programs. Establishment of common nursing prerequisite courses was also noted to be of importance in facilitating seamless transfer from the CCC to the CSU. The need

#2 Agenda Item

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AS-3038-11/AA

September 15-16, 2011

Second Reading

for the creation of a common GE pattern has been recognized as important to transfer efforts by both CSU Chancellor Charles Reed and by CCC Chancellor Jack Scott as well as by many nursing faculty in both systems.



March 15, 2011

Streamlining Nursing Education Pathways: A Progress Report On Assembly Bill 1295 (Fuller)

LEGISLATIVE ANALYST'S OFFICE



STREAMLINING NURSING EDUCATION PATHWAYS: A PROGRESS REPORT ON ASSEMBLY BILL 1295 (FULLER)

Chapter 283, Statutes of 2009 (AB 1295, Fuller), requires our office to report by March 15, 2011 on the progress of the California Community Colleges (CCC) and California State University (CSU) in developing nursing education pathways between the two systems. This report fulfills that statutory requirement.

BACKGROUND ON STATE NURSING REQUIREMENTS AND PROGRAMS

State Requirements to Become a Registered Nurse

All registered nurses in the state must have a license issued by the California Board of Registered Nursing (BRN). To obtain a license, students must complete a number of steps, including graduating from an approved nursing program. In California, there are two primary types of pre-licensure educational programs available to persons seeking to become a registered nurse: (1) an associate's degree in nursing (ADN) program at a two-year college, and (2) a bachelor's degree in nursing (BSN) program at a four-year university. (Students who already hold a bachelor's or higher degree in a non-nursing field are also eligible to apply for an entry-level master's degree in a nursing program at a university.) Students that complete nursing program requirements are eligible to take the National Council Licensure Examination (NCLEX). Applicants that pass the examination and a criminal background check are licensed by BRN to practice as a registered nurse in California.

Nursing Programs in California

Currently, public and private colleges in California offer a total of 129 ADN and BSN programs. The CCC and CSU systems are two of the major educators and providers of registered nurses, with community colleges offering 77 of the state's 90 ADN programs and CSU offering 19 of the state's 39 BSN programs. As we discussed in *Ensuring an Adequate Health Workforce: Improving State Nursing Programs* (May 2007), for years the number of applicants to nursing schools in California has far exceeded the number of available slots. Although nursing schools have developed different strategies to decide which applicants to accept into a program, students are generally required to take certain prerequisite courses (such as anatomy and microbiology) before applying to a program. (Students at CSU must take eight common prerequisite courses; the number and type of prerequisite courses at CCC vary by campus.) Nursing programs take into account grades in these courses, among other factors, for purposes of selecting which students to admit.

Community College Nursing Degree Requirements. Once admitted into a nursing program, CCC students must complete their community college's requirements for an ADN. The ADN program consists of lower-division instruction (freshman and sophomore level) in both nursing and general-education coursework. The content

covered in nursing courses is driven largely by the BRN, which sets educational standards for nursing schools. The general-education course requirements can vary by community college. However, in place of campus-specific general-education requirements, colleges typically permit ADN students to complete a series of courses that also satisfy the lower-division general-education requirements for all campuses at both CSU and the University of California (UC) (called the Intersegmental General Education Transfer Curriculum [IGETC]), or CSU only (called CSU GE-Breadth). When nursing and general-education requirements are combined with prerequisite courses, the number of credits a student must earn to complete an ADN program typically totals about 70 units (just over two full years of academic study). This is about 10 units more than what is generally required for other associate's degrees at the community colleges.

CSU Degree Requirements. First-time students that are admitted to CSU's BSN program must complete at least 120 units, which is equivalent to four full years of academic study. The BSN consists of both lower-division and upper-division coursework (freshman through senior level) in nursing and general-education instruction. As mentioned earlier, students must also complete prerequisite courses to be considered for admission to the nursing major.

ADN-to-BSN Pathways. While individuals with an ADN can practice as registered nurses, some nurses seek to continue their undergraduate nursing education at a CSU campus or other four-year institution. They may transfer into a BSN program immediately after obtaining their ADN and registered-nurse license, or choose to enroll in a BSN program after practicing as a registered nurse for a period of time. In pursuing a BSN, these nurses have an opportunity to expand their knowledge of the nursing field (such as in community health), as well as to engage in a broader liberal arts education, through upper-division coursework. One of the main reasons nurses with an ADN seek a BSN is to open opportunities to pursue a graduate degree in nursing. Nurses with a master's degree or higher often serve as educators, researchers, and administrators, as well as nurse practitioners, nurse anesthetists, and other advanced-practice nurses.

Objectives of AB 1295

The purpose of AB 1295 is to ensure that registered nurses who wish to advance their nursing expertise and career by enrolling in a BSN program can do so without having to repeat the same courses and content they have already mastered. Specifically, by the beginning of the 2012-13 academic year, CSU is prohibited from requiring a student who already holds a nursing license and ADN from a community college to complete coursework whose content was already included as part of the community college curriculum. This includes instructional content in CCC nursing and general-education courses, as well as prerequisites. In creating streamlined educational pathways, the intent of AB 1295 is to speed ADN-to-BSN students' time to graduation, resulting in cost savings to both students and the state. The statute authorizes the Chancellors of CSU and CCC to appoint representatives to "work collaboratively" in carrying out these requirements, and directs our office to report by March 15, 2011 on the segments' progress.

Related Initiatives. Several complementary developments have coincided with the efforts of CSU and CCC to implement AB 1295.

- In 2008, the California Institute for Nursing and Health Care (CINHC), with support from foundations, provided funding for collaborative models of nursing education between ADN and BSN education programs at community colleges and universities. Several regional collaborations involving CCC and CSU campuses were developed through this initiative. Some of these have already awarded BSN degrees to students from ADN programs who received early advising and followed well-defined pathways.
- The Legislature enacted Chapter 428, Statutes of 2010 (SB 1440, Padilla), the Student Transfer Achievement Reform Act. This act requires community college districts to develop associate degrees for transfer that meet specified criteria, including a limit on course requirements. The act requires CSU campuses to grant priority consideration to students with these transfer degrees, and to grant them junior status upon admission. The act prohibits CSU from requiring these students to complete coursework whose content was included as part of their associate's degree program or take more than 60 additional units to earn their baccalaureates. To aid in the implementation of this law, CCC and CSU faculty are developing transfer model curricula by discipline that will be accepted at all CSU campuses. (The ADN does not fall under SB 1440 because it requires more than 60 units.)
- In October 2010, the Institute of Medicine of the National Academy of Sciences released a report titled *The Future of Nursing: Leading Change, Advancing Health*. Among the report's recommendations was a suggestion that accreditors should require all nursing schools to offer defined academic pathways that promote seamless access for nurses to higher levels of education.

Along with AB 1295, these initiatives are impelling the CCC and CSU to streamline progression from ADN-to-BSN programs.

ACTIVITIES AND ACCOMPLISHMENTS

The CCC and CSU Chancellors designated representatives to lead implementation efforts within their respective offices. Beginning in spring 2010, these individuals convened a series of meetings with nursing faculty and administrators from across the state. Early progress in identifying challenges and proposed solutions was followed by a hiatus of several months due to the departure of one of the lead staff members. Activities resumed in late February 2011 with a statewide conference on implementation of AB 1295 and related initiatives. At the time this report was prepared, plans were underway for a statewide workgroup meeting in April or May. This section provides a summary of key activities to date.

Foundational Meeting. In April 2010, CCC and CSU faculty members and administrators and representatives of the BRN and California Institute for Nursing and Health Care gathered for an initial implementation meeting. They identified challenges and proposed solutions, and subsequently developed a detailed checklist of tasks for implementing AB 1295, summarized in Figure 1.

Figure 1
Major Implementation Tasks

Requirement	Segment Responsible	Target Date For Completion	Date Completed
Identify content required for RN licensure	CCC/CSU	July 2010	7/18/2010
Identify content required for ADN	CCC/CSU	July 2010	7/18/2010
Identify content unique to BSN (no RN or ADN crossover)	CCC/CSU	July 2010	6/3/2010
Identify pathway challenges	CCC/CSU	July 2010	8/6/2010
Determine solutions	CCC/CSU	October 2010	October 2010
Make CCC ADN general-education requirements align with CSU General Education-Breadth requirements	CCC	March 2011	—
Identify mechanisms that validate prior learning from RN licensure content and ADN content taken at CCC, translating to specified number of university lower-division and/or upper-division BSN program credits	CSU	November 2010	—
Complete ADN-to-BSN Articulated Nursing Pathways Roadmaps	CCC/CSU	January 2011	—

CCC = California Community College; CSU = California State University; RN = registered nurse; ADN = associate's degree in nursing; BSN = bachelor's degree in nursing.

Curriculum Planning Meeting. In June 2010, the Gordon and Betty Moore Foundation hosted a two-day meeting with CCC and CSU nursing directors, chairs, faculty, and system administrators. To begin mapping curriculum requirements across programs, the attendees identified characteristics and requirements of ADN and BSN degree programs, including BRN pre-licensure requirements, courses and content for each type of degree, and CSU nursing prerequisites. They also developed a comparison of underlying principles of ADN and BSN education. These activities provided a framework for dividing responsibility for specific content between community college and CSU programs to eliminate duplication.

Curriculum Analysis. The CSU analyzed BSN degree requirements (including general education, nursing prerequisites, BRN-required curriculum, and BSN-required content areas for accreditation) to identify all applicable requirements and areas of overlap for which individual courses (whether taken at the community college or CSU) could serve multiple purposes, such as meeting general education and major requirements and fulfilling prerequisites.

Baseline Curriculum Survey. The implementation leaders administered a survey to CCC and CSU nursing programs, and received responses from 47 colleges and 18 university campuses. The survey documented wide variation in the number of core nursing units and general-education units required for ADN programs. It showed modest variation in the number of units that ADN transfer students must complete at CSU. The total number of units required for ADN transfer students (including credits transferred from the community college and those completed at CSU) was slightly lower than the total required for students who attend CSU for their entire BSN program. Significant findings from the survey include:

- Of the community colleges that responded, the majority do not require the common general-education patterns for transfer (CSU GE-Breadth or IGETC) for their ADN programs.
- Numerous community colleges have nursing course requirements that exceed content required for registered nurse licensure.
- Most ADN programs do not require two of the eight systemwide CSU nursing prerequisites (integrated chemistry and critical thinking).
- There are numerous differences in the number of credits required for nursing prerequisite courses within both systems. (For example, while about half of responding ADN programs require four units of microbiology, others require five units, and CSU campus requirements range from three to six units for the same course.)

Many of these factors contribute to the high numbers of excess units many students accumulate to meet ADN, transfer, and BSN requirements.

Work Group Kick-Off. In October 2010, nearly 180 nursing faculty and administrators from the CCC and CSU, along with UC and private institutions, convened for a professional meeting. They formed six work groups to develop solutions to problems identified in the preceding months. The work group topics are as follows:

- General education and nursing prerequisites.
- Surveys of baseline and changing data.
- Advising roadmaps.
- ADN-to-BSN curricular requirements.
- Pilot programs.
- Communications.

There does not appear to have been significant work group activity since the initial meeting. At the time this report was prepared, the implementation leaders planned to convene the work groups in April or May 2011, and expected the work groups to complete their work in advance of the convening.

Seamless ADN-to-BSN Education Conference. In February 2011, a smaller group of representatives from CCC and CSU nursing programs met at the Moore Foundation to review progress, share best practices, and develop strategies for institutionalizing these practices across campuses. One idea discussed at this meeting is for CSU to develop a systemwide approach to awarding credit for prior learning or demonstrated competency. Currently, each campus has adopted its own approach, as guided by a Chancellor's Executive Order governing awarding of credit. Another idea is to apply the framework being used for implementation of the Transfer Reform Act (SB 1440) to develop a transfer model curriculum for nursing that will be accepted at all CSU campuses.

ANALYST'S ASSESSMENT

While CSU and CCC have taken some positive initial steps to create articulated nursing degree transfer pathways, further work is needed to implement them by the 2012-13 academic year as envisioned by AB 1295. Additionally, although the legislation places responsibility firmly on CSU to implement the pathways, some changes are needed in CCC programs to facilitate efficient articulation and transfer.

Problem Well-Defined. Through initial meetings and surveys, CCC and CSU representatives effectively defined the problem and identified potential solutions. Survey results, curriculum maps, analyses of unique and common requirements, and implementation strategy checklists provide a useful foundation for implementation work. In addition, CCC and CSU representatives participating in joint meetings report improved understanding and working relationships with counterparts in the other segment.

Challenges and Proposed Solutions Yet to Be Addressed. Despite initial progress, most of the problems and potential solutions identified in the early work have not been addressed systematically by either system. (Some individual campuses have collaborated to implement solutions locally or regionally.)

Lack of Clarity on General-Education Requirements. In our conversations with CCC nursing program administrators, we observed some continued lack of understanding among them of CSU general-education requirements for transfer students. They were aware that students often have difficulty meeting general-education requirements within the required number of units, but some were not aware of the two well-established systemwide general-education transfer patterns—CSU GE-Breadth and IGETC—that are accepted by all CSU campuses.

Some Promising Pathway Models Developed. Through the grant-funded initiative led by CINHC, several groups of CCC and CSU campuses developed pathways for collaborative ADN-to-BSN programs among partner institutions. Some of these have already succeeded in transferring and graduating BSN nurses within specified numbers of units and academic terms. Early identification of transfer students and early, intensive

advising have been key to the successful pilots. These grant-funded projects demonstrate the feasibility of efficient, collaborative ADN-to-BSN programs. Their continuation and expansion is uncertain, however, once grant funding expires.

Systemwide Solutions Would Aid Progress. Participants in implementation meetings believe the solutions below hold promise to achieve the goals of AB 1295. We agree, and recommend that CSU and CCC leadership seriously consider them as systemwide reforms. Although the bill does not require a single, common pathway for all nursing programs, we believe there is benefit to establishing consistent guidelines and parameters, particularly in areas where individual CSU campuses have requirements that could duplicate some ADN content, or where variations among CCC programs would make it impractical for CSU to ensure seamless transfer and avoid duplication. As with the SB 1440 process currently underway, campuses could have the option to adopt a common solution or to modify it with justification.

1. **Develop common general-education requirements for CCC ADN programs that meet CSU transfer admission requirements.** The CSU GE-Breadth and IGETC provide templates that can be adopted or further refined for nursing programs.
2. **Develop a statewide transfer model curriculum for nursing similar to those being designed in several disciplines pursuant to SB 1440.** This model curriculum should include specific requirements in the nursing major that will be accepted for full credit toward CSU BSN degrees. Presumably, it would include coursework required to meet licensure and accreditation requirements, and pare down other campus-specific requirements. Combined with a common general-education pattern, a model transfer curriculum in nursing could provide a clear, streamlined pathway that permits students to earn an ADN and BSN within a prescribed number of units.
3. **Establish a common approach across CSU campuses for awarding credit to ADN-to-BSN students for content mastered in obtaining registered-nurse licensure.** Policies adopted by CSU permit campuses to award credit to students for prior learning. For nursing, our review finds that many (but not all) campuses award upper-division credit to ADN transfer students who, in passing the NCLEX, have demonstrated core nursing competencies. Even among those campuses that award credit, however, the amount of credit varies considerably (from 15 to 31 units). The basis for awarding credit also varies. For example, some programs award credit to students simply for passing the NCLEX; other programs require students to pass a separate challenge examination. Still others award credit for prior learning only after students complete specified upper-division CSU coursework. We recommend that CSU establish a systemwide approach to awarding credit for ADN graduates who have passed the NCLEX by setting a standard or minimum credit level for this exam, as well as a standard basis for awarding the credit.

CONCLUSION

Our review finds that CSU and CCC are generally on track to implement the requirements of AB 1295. Together the segments have developed a constructive partnership, identified the major issues that need to be addressed to create more-streamlined nursing pathways, and recommended potential solutions that we believe have merit. The next steps will necessarily involve academic and administrative leadership at the statewide level to create policies for common lower-division general education and nursing major requirements, as well as standardized approaches for awarding credit based on students' mastery of core nursing competencies.



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#3 Agenda Item

AS-3040-11/FGA (Rev)
September 15-16, 2011
Second Reading

Maintaining Quality in the California State University (CSU)

1. RESOLVED: That the Academic Senate of the CSU urge the members of the Board of Trustees of the CSU to make their highest priority the reversal of the erosion of quality in the CSU; and be it further
2. RESOLVED: That the Academic Senate of the CSU urge the elected *ex-officio* members of the Board of Trustees of the CSU to make support of the California Master Plan for Higher Education the cornerstone of their efforts to restore California to fiscal health.

RATIONALE: Despite drastic cuts to our state general fund revenues, the CSU is still the most affordable university system in the nation. We have undertaken heroic efforts to maintain access even in the face of historic funding shortfalls. While the CSU has continued to play a vital role in the economic, cultural and intellectual health of the state, California now spends less per public college and university student than any state in the nation¹. It is impossible to maintain quality under these conditions. This is evidenced by a reduction in student services, dramatic cuts to libraries and research support, deteriorating physical plant, delays in implementation of technology, erosion in the numbers of faculty and staff, persistent gaps in CPEC compensation levels, increasing class sizes, and diminishing opportunities for professional development and engagement with other scholars from outside of the CSU. Threats to quality in the CSU, exacerbated by the State's disinvestment in higher, are nothing new. This is evidenced by two resolutions passed unanimously by the ASCSU

¹ "Consequences of Neglect: Performance Trends in California Education," Institute for Higher Education Leadership and Policy, 2011.

#3 Agenda Item

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AS-3040-11/FGA (Rev)

September 15-16, 2011

Second Reading

during the 2003-04 academic year (attached). What has changed is the increases in the magnitude of the shortfalls in funding and challenges to maintain quality.

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-2632-03/FGA/AA
November 13-14, 2003

Enrollment, Budget and Educational Quality in the CSU

- RESOLVED: That the Academic Senate of the California State University (CSU) reaffirm its support of the principles contained in its unanimously adopted resolution AS-2612-03 /FGA, Recommended CSU Budget Priority for 2003-2004 (attached), and endorse the remarks of Senate Chair Robert Cherny that were given at the hearing of the Assembly Higher Education Committee on September 23, 2003 (attached); and be it further
- RESOLVED: That the Academic Senate CSU urge the Chancellor to limit the enrollment targets for the CSU for 2004-2005 to the number of students fully supported in the Governor's January Budget; and be it further
- RESOLVED: That the Academic Senate CSU urge the Chancellor's Office to work with the Department of Finance and the Legislative Analyst to redefine "marginal cost" for enrollment growth in the CSU in a manner that reflects the actual costs of additional students; and be it further
- RESOLVED: That the CSU not increase any enrollment unless such an increase is funded at an appropriate level based on the new marginal cost; and be it further
- RESOLVED: That the CSU devise an admission policy that allows for adjustments in enrollment that reflect the final state budget for that year.

RATIONALE: For the last decade, the CSU has not received adequate funding from State revenues and student fees to maintain the quality of education that should be provided to those attending the CSU. The Chancellor's Office calculated that for 2003-2004, under the Partnership Agreement with the State, the CSU should have received \$12,051 per student. In fact, the CSU received only \$10,355 per student—a shortfall of \$1,696 per student. Even the \$12,051 represents only a minimum funding agreement. This shortfall in funding has resulted in overcrowded classes and laboratories, a decline in the number of tenure/tenure-track faculty, obsolete or broken lab equipment, eroded library collections and services, deteriorating facilities, and faculty salaries that fall further and further behind those at comparable institutions. This has been documented in the "CSU at the Beginning of the 21st Century" report.

Much of this shortfall has been due to using a calculation of marginal cost that is woefully outdated. Again refer to the 21st Century document, specifically pages 47-49.

Approved Unanimously —November 13-14, 2003

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-2612-03 /FGA
May 8-9, 2003

Recommended CSU Budget Priority for 2003-2004

RESOLVED: That the Academic Senate of the California State University (CSU) urge the CSU Board of Trustees to secure funding that will ensure a high quality education for every student admitted to the CSU; and be it further

RESOLVED: That the Academic Senate of the California State University (CSU) urge the CSU Board of Trustees to limit enrollment to the number of students for whom the state has provided sufficient funding.

RATIONALE: Since the Donahoe Act of 1960, the state of California has taken pride in seeking two goals in public higher education that are commonly summarized as “quality” and “access.” Both of these goals have been enshrined in California code: “It is the intent of the Legislature that the segments of higher education recognize that quality teaching is the core ingredient of the undergraduate educational experience” (66050). The CSU’s success in achieving these goals, in turn, has traditionally been dependent upon the state’s willingness to provide the necessary resources, a commitment it also makes explicit in code “The State of California reaffirms its historic commitment to ensure adequate resources to support enrollment growth” (66202.5).

*Unfortunately, the resources provided by the state in recent years have been inadequate for the CSU to achieve both of these goals at the highest level. Access, in the form of nearly unlimited admission to qualified students, has been preserved. However, shortfalls in funding during this period have been “paid for” by reductions in quality, as outlined in the report *The California State University at the Beginning of the 21st Century*. The CSU has reached the point where additional reductions to the quality of the education it provides are intolerable. To quote a former CSU administrator, “access without quality is not access.”*

*Because the admissions calendar does not correspond to the state budget calendar, the CSU admits students for an academic year prior to receiving the budget that is required to pay for that academic year. In years when the state fails to meet its legislative commitment to support enrollment growth the CSU must still accept and educate those students who have already been admitted. In the past, the CSU has done so by accepting an on-going deterioration in the quality of the education it has provided. Examples of this deterioration, as highlighted *The California State University at the Beginning of the 21st Century*, include:*

- *Failure of student-faculty ratios to return to their pre-1990 levels*
- *Increasingly inadequate technology and staff to support instruction*
- *Purchasing power for library collections have plummeted while the librarian-student ratio has worsened by almost 45%*
- *Non-competitive salaries combined with California’s high cost of living have diminished our ability to recruit the best faculty from a national pool*

- *Expanded reliance, since 1990, on temporary faculty rather than permanent faculty has led to a concomitant increase in permanent faculty service loads, which has resulted in a declining capacity to mentor and advise students*
- *Accumulation of delayed maintenance*

The CSU has reached the point when reducing admissions has become the lesser of the evils. Cuts in quality must not be the sole mechanism for surviving difficult budgets, for quality will reach a level at which access itself becomes meaningless, prompting the question “access to what?” To maintain an acceptable level of quality, it is necessary for the CSU to limit enrollment to the number of students for which we have sufficient resources. Growth in enrollment during a time of diminished resources ultimately serves no one. In order to implement this necessary but unpleasant measure, the Board must be prepared to reduce the number of students admitted to correspond to any shortfall in state provided enrollment growth funds for the previous year.

Approved Unanimously – May 8-9, 2003



**ACADEMIC SENATE
of
THE CALIFORNIA STATE UNIVERSITY**

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Robert W. Cherny, Chair

**Statement of Robert W. Cherny
Chair, Academic Senate of the California State University
September 23, 2003**

I am chair of the Academic Senate of the CSU, which is elected by and from the faculty of all twenty-three campuses. I am here to present a faculty perspective on the quality of the educational enterprise in the California State University.

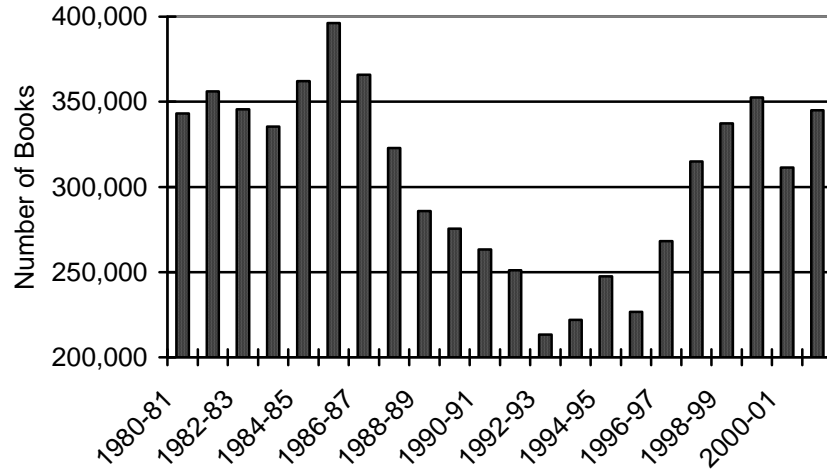
The first purpose of the Senate, as defined in its constitution, is "to promote academic excellence in The California State University." In carrying out that purpose, the senate has been deeply concerned with the erosion of quality in the CSU since the early 1990s. Among the traditional indicators of quality are the professional training of the faculty; the student-faculty ratio; comprehensive and up-to-date library collections; classrooms, laboratories, and studios that are adequate in number and size and maintained to current standards; functioning and up-to-date equipment; and adequate staff support. All of these indicators affect the quality of learning for the students of California. The CSU suffered seriously from the state's fiscal crisis in the early 1990s. Many key indicators of quality were seriously eroded at that time, and *most have not yet recovered*. We now face a new round of budget-cutting even though we have not yet recovered from the cuts of a decade ago.

I'll present information on a few of these traditional indicators of quality so that you can understand the seriousness of our current situation.

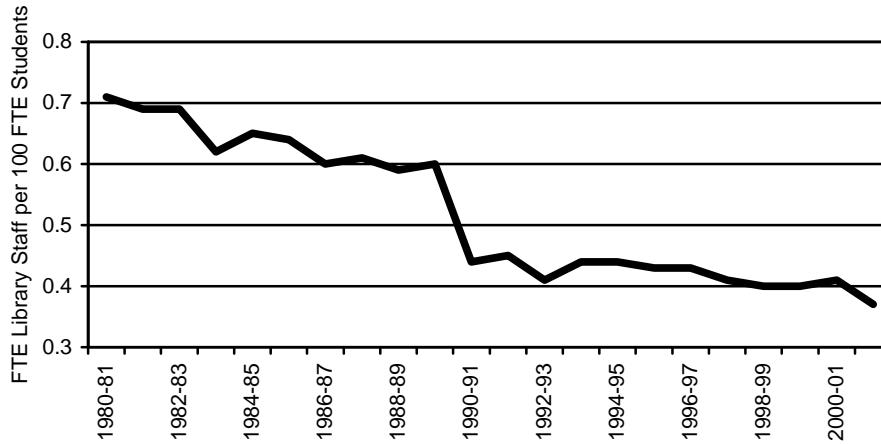
We can begin with our library collections. Universities' reputations rest in part on their libraries. Access to a comprehensive and up-to-date library is essential for students' education. Libraries acquire new books each year so the university community will have access to current scholarship. Thus, acquisition of new books is an indicator of quality. Graph 1 shows new book acquisitions in the CSU.¹ Graph 2 shows the librarian-to-student ratio, one measure of the ability of library staff to assist students when they need help.

¹ Unless otherwise noted, data for all graphs come from the CSU Statistical Abstract or current compilations by the CSU Chancellor's Office; see <http://www.calstate.edu/as/>.

1. Books Added to All CSU Libraries since 1980-81

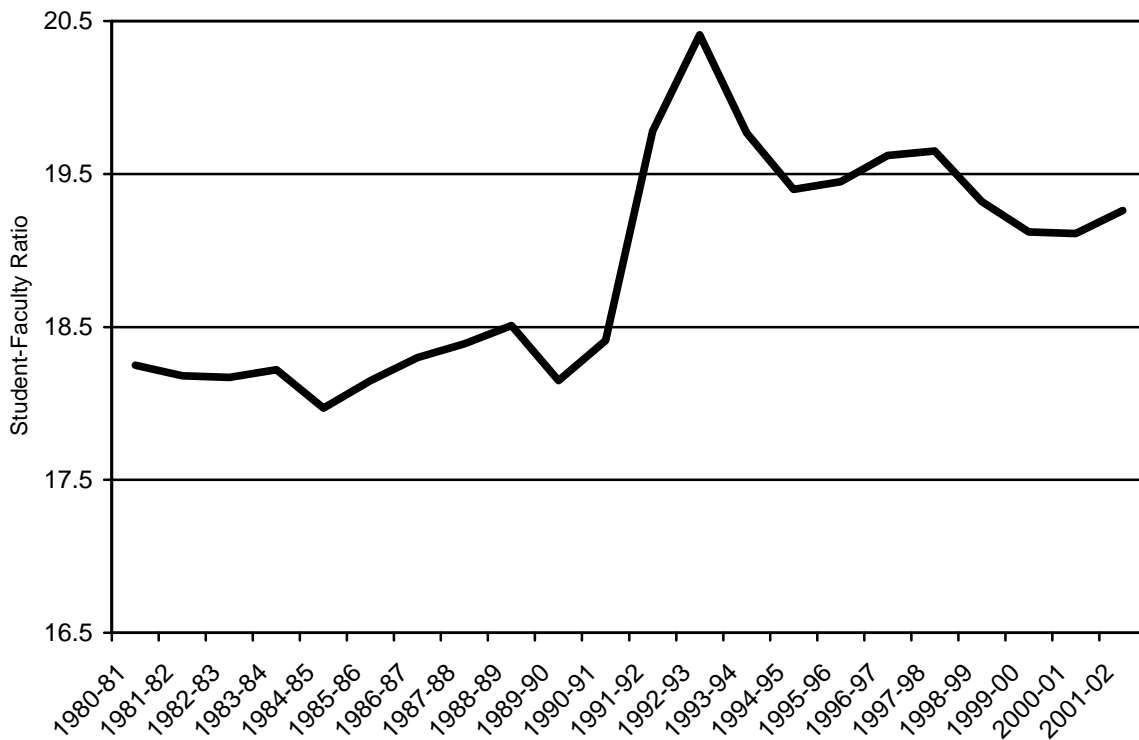


2. Library Staffing since 1980-81



US News and World Report affirms that "Research shows that the more satisfied students are with their contact with professors, the more they will learn and the more likely it is they will graduate."² One indicator of students' contact with their professors--and perhaps the most important single indicator of quality--is the student-faculty ratio (SFR), shown in Graph 3. The larger this ratio, the more difficult it may be for all students to have close and on-going contact with their professors. The SFR is an average, of course, and small changes may not seem significant. Let me describe the real import of SFR increases. First of all, multiply the ratio by five to get the number of actual students per faculty member. Then realize that the SFR is an average, and that some classes cannot be increased in size (e.g., composition classes, foreign-language classes, seminars). As a result, much of the increase comes in lower-division lecture courses--the foundation classes for most students. This increase in students per section reduces the opportunities for individual feedback and work with those students. Graph 3 demonstrates both the significant impact of the fiscal crisis of the early 1990s on this important measure of contact between teachers and students and also the

3. Student-Faculty Ratios, CSU, since 1980-81

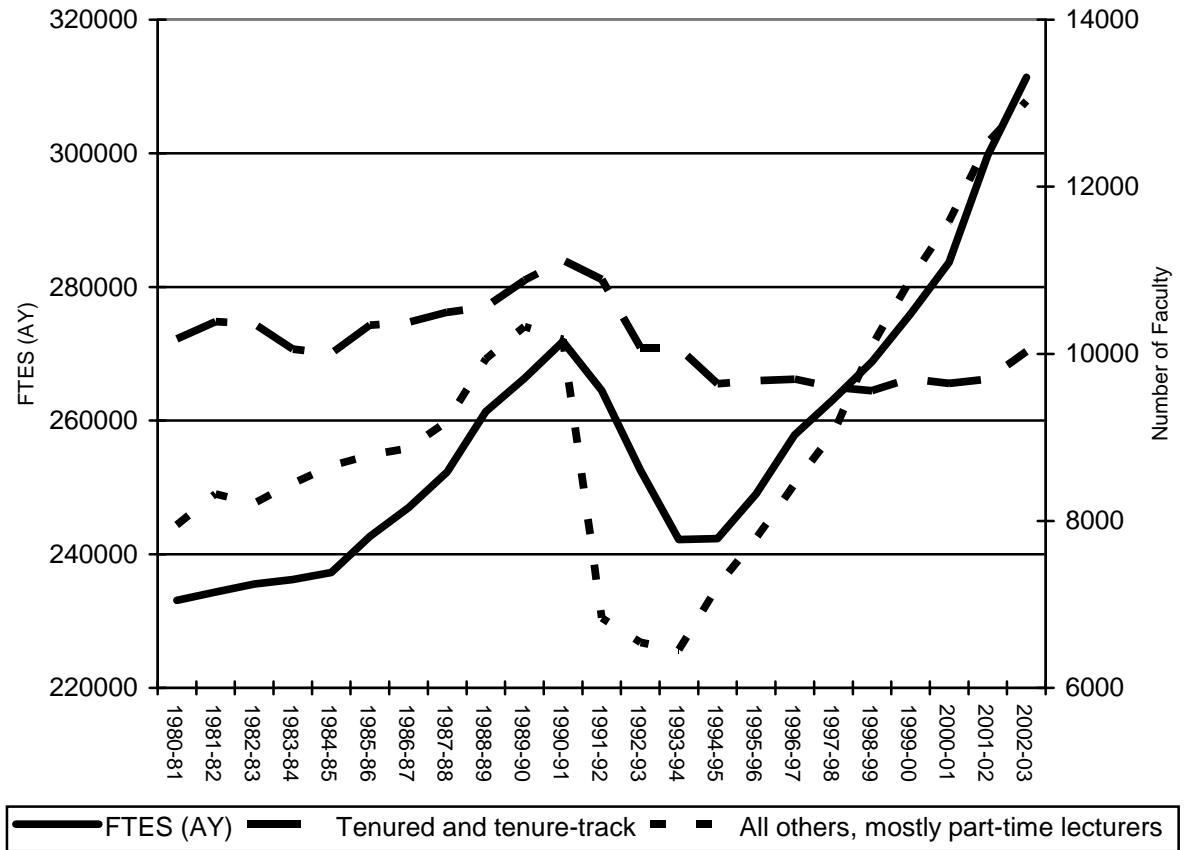


failure of this indicator to return to pre-1990 levels.

Another indicator of quality is the proportion of faculty members who are tenured or tenure-track. Graph 4 shows the long-term pattern and suggests that nearly

² http://www.usnews.com/usnews/edu/college/rankings/about/04rank_brief.php

4. Changing Numbers of T/tt and Temporary Faculty, and Full-Time Equivalent Student Enrollments, CSU, Since 1980-81



all enrollment growth during the 1990s was accommodated by the use of part-time, temporary faculty rather than by the hiring of additional tenure-track faculty members through national searches. The marginal-cost formula for funding growth has led the CSU to an excessive reliance on part-time, temporary faculty hired to teach specific courses instead of full-time, tenured and tenure-track faculty who form the backbone of the institution through their teaching, research, advising, and committee work.³ We thank you for the commitment the legislature affirmed in ACR 73 (September 2001) that the CSU should seek to "raise the percentage of tenured and tenure-track faculty to at least 75 percent." In response to ACR 73, the Academic Senate, the CSU administration, and the California Faculty Association developed a plan that remains among the highest priorities for the Academic Senate and other members of the CSU community.⁴

Not surprisingly, the faculty workload has increased. Surveys in 1990 and 2001 indicated that CSU faculty members spent an average of 48.5 hours per week on their university responsibilities in 1990 and 50.2 hours in 2001. By accommodating

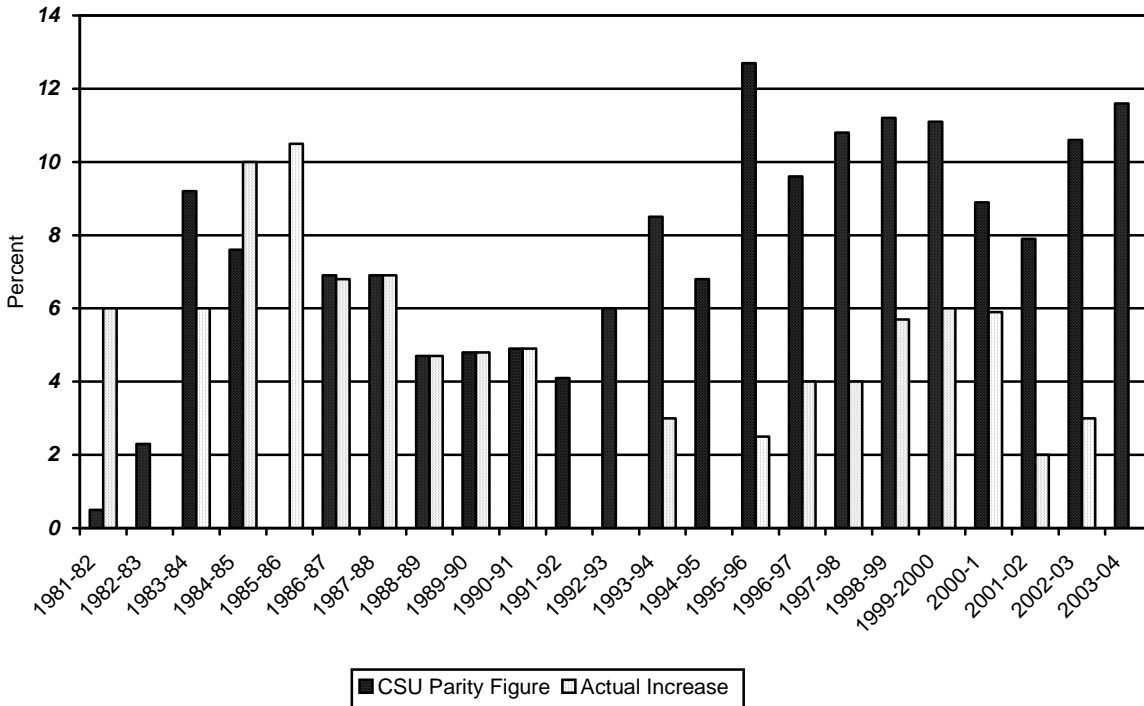
³ A full discussion of the origins and shortcomings of the marginal-cost formula is attached.

⁴ The ACR 73 plan may be found at http://www.calstate.edu/AcadAff/ACR73_07222002.pdf.

enrollment growth largely with temporary faculty, the tenured and tenure-track faculty have found themselves not only with more students in their classes but also more advisees and more committee assignments.

Faculty members put in more hours and teach more students, but since 1990-91 faculty salaries have consistently lagged behind those in comparison institutions.⁵ Graph 5 presents CPEC data on faculty salaries. One result is that *the average full*

5. CPEC Parity Figures and Actual CSU Salary Increases, Since 1981-82



professor today has less purchasing power than in 1989, a situation that raises questions for our ability to continue to attract and retain a faculty of high quality.

In conclusion, the CSU has experienced long-term erosion in many indicators of quality. It is still too early to have accurate data on the affect of the budget cuts of 2003-04 on these indicators of quality, but we can be certain that they will not improve. The only question is how much more erosion will take place. Given past and anticipated budget cuts, the quality of California public higher education is seriously in danger. The faculty and students look to you for leadership to restore and maintain the quality to which the CSU is committed and California is entitled.

⁵ The data for Graph 5 comes from the California Post-secondary Education Commission.

Attachment: Origins and Shortcomings of the Marginal-Cost Formula (taken from *The California State University at the Beginning of the 21st Century*, a report adopted by the Academic Senate CSU in 2001)

Funding Educational Quality through Funding Growth: The Marginal Cost Formula The Academic Senate CSU is deeply concerned about the current funding pattern for the CSU and especially with the funding for growth. Formerly, funding for campus growth was based on an elaborate statistical model embodied in a set of need-based formulae known as the Orange Book. Then, in the midst of the state's financial crisis, unallocated reductions in CSU funding grew from year to year. Finally the formulae of the Orange Book were dropped because the Trustees saw little utility in making need-based requests that were funded then reduced significantly but with the expectation that access would be unaffected. With the demise of the Orange Book, the CSU, UC, Department of Finance (acting on behalf of Governor Pete Wilson), and Legislative Analyst's Office negotiated a new approach based on a percentage increase in the previous year's funding plus a specific amount per student (the "marginal cost") for enrollment growth. This approach was first used in the 1995-96 budget. For fiscal year 1996-97, the parties negotiated a marginal cost methodology based in part on previous practice and in part on justifying the figure of \$5,900. The formula developed then has been used since then, adjusted each year based on appropriations from the previous year. This marginal-cost formula incorporates a number of factors, the largest single component of which is the cost for additional faculty, which is calculated based on the annual salary of a mid-range assistant professor (currently, in the formula, \$44,940) and a student-faculty ratio of 18.9 to 1. The cost of teaching assistants is based on a teaching assistant to student ratio of 107 to 1. Several cost elements are "discounted," i.e., calculated at between 65% and 90% of the previous year's average on the assumption that there are economies of scale--that adding an additional student does not require adding the full dollar amount per student. Some costs do not appear in the marginal cost formula at all, on the assumption that there are fixed costs that exist independently of the number of students.

The Academic Senate has two major concerns with the current marginal cost formula:

- The current average salary for an assistant professor, as of Fall 1999, was \$49,510, as compared to the \$44,940 used in the formula. (The \$44,940 figure is based on Assistant Professor Step III on the salary scale, long the standard for figuring the cost of a new hire.) Even the \$49,510 figure is misleading, for some campuses have recently found that they must offer at least \$50,000 to attract new hires in the humanities and social sciences (traditionally the most poorly paid disciplines) and considerably more in business and other hard-to-hire fields.⁶ Yet \$44,940 appears in the current calculations because the formula specifies a particular step on the salary

⁶ In 2002-03, the average salary for an assistant professor in the CSU was \$54,872. Some campuses found, when hiring tt faculty members during 2002-03, that they had to offer at least \$55,000 to be competitive in the academic job market. The average salary for a FTE temporary faculty member in 2002-03 was \$51,586. By contrast, the marginal-cost formula figure for 2002-03 was \$45,696, well below either the cost of a new tenure-track hire or the cost for a FTE temporary faculty member.

scale. The formula is based not on the average dollar amount *necessary to recruit new t/t faculty*, but instead on *a particular step on the salary schedule*. It has already been noted that the CSU salary schedule lags behind those of comparison institutions. In addition, only a part of recent salary increases has been used for general (across-the-board, or cost-of-living) salary increases, and only a general salary increase applies to all the steps on the schedule. At an earlier time in the history of the CSU, there were fewer steps on the salary schedule and a large portion of every annual salary increase was a general increase, i.e., was applied to every step. More recently, a significant part of every salary increase has been used to fund step increases and merit pay, and there has been a considerably smaller proportional general increase than was formerly the case. As a consequence, the *salary schedule* has failed to increase at anything close to the changes in the cost of living or the salaries at similar institutions. Thus, the \$44,940 figure is an artifact of a previous time, not an accurate reflection of current reality. The clear implication of the continued use of this artifact is that the more a new t/t hire is paid above \$44,940, the fewer dollars will remain to hire lecturers to fill those classrooms for which the marginal-cost formula does not supply sufficient funds to hire a t/t faculty member. Thus, the marginal cost formula contributes significantly to a continued, and even increasing, reliance on poorly paid lecturers.

- The 18.9:1 student-faculty ratio (SFR) in the marginal-cost formula is a similar artifact of a particular time in the state's history. Before the fiscal crisis of the early 1990s, the CSU was *budgeted* for a SFR that ranged from a low of 16:1 in 1966-67 to a high of 18.07:1 in 1986-87. For the five years from 1986-87 through 1990-91, the last five years when there was a *budgeted* SFR, the range was from 17.74:1 to 18.07:1, with a median of 17.85:1. During those same years, the *actual* SFR ranged from 18.15:1 to 18.51:1, with a median of 18.39:1. Yet the marginal-cost formula incorporates a SFR of 18.9:1, which was a compromise between the 18.1:1 SFR sought by the CSU and the 19.6:1 SFR that actually existed in 1993-94. Thus, 18.9:1 is another artifact of the crisis years of the early 1990s when the SFR ratcheted upward in a sudden and dramatic fashion. By employing 18.9:1, the marginal-cost formula freezes in place this artifact of the crisis rather than seeking to restore pre-crisis levels of funding and creates a floor on efforts to reduce the SFR. In addition, the 18.9:1 ratio fails to differentiate between lower-division, upper-division, and graduate FTES. In addition to those major concerns, the negotiated discounted marginal rates raise questions. Instructional support is discounted by 10%, academic support by 15%, student services by 20%, and institutional support by 35%. While no one will question that there are economies of scale, these particular percentages should be examined periodically in the light of empirical data to verify that, in fact, the size of the discount is appropriate to the actual economics of scale. Finally, there is the assumption that some costs exist independently of the size of the student body and therefore need not appear in the marginal cost formula. The salary of the president is often presented as an example of such a fixed cost. However, the average presidential salary for the seven largest campuses (as of July 2000) was \$217,786, the average presidential salary for the eight mid-sized campuses was \$211,807, and the average presidential salary for the seven smallest campuses was \$196,539, which suggests *some* relationship between presidential

salary and size of student body, if not a direct, one-for-one relationship. To be certain, presidential salaries make up a very small proportion of total costs, as do the salaries of provosts and police chiefs. Like the discounted costs, the fixed costs need to be subjected periodically to some empirical testing to confirm that, in fact, they continue to exist independently of changes in FTES. All in all, the current marginal-cost approach works contrary to several of the major objectives of the faculty of the CSU to restore or enhance the quality of CSU education:

- The current marginal-cost formula discourages significant reduction of the student-faculty ratio and discourages efforts to reduce class size.
- The current marginal-cost formula discourages tenure-track hiring and contributes significantly to a continued reliance on poorly paid lecturers.
- The current marginal-cost formula discourages the growth of graduate programs by funding them in the same way that it funds lower-division undergraduate programs.
- The current marginal-cost formula may discourage the growth of high-cost programs--whether they are high-cost because of a low SFR (as is the case with many graduate and post-baccalaureate professional programs), or because they rely heavily on senior faculty, or because of significant equipment costs.

The Academic Senate CSU acknowledges and supports efforts by the CSU to modify the marginal-cost formula by increasing the faculty salary level and introducing a graduate differential. The Academic Senate urges the continuation of those efforts and expansion of them to address other shortcomings in that formula and in other components of the CSU budget to make the budget as a whole more sensitive to the needs of CSU instruction. If the state wants increased attention to the high-cost, high-tech, upper-division and graduate programs that will prepare tomorrow's workforce, then CSU needs permanent (not one-time) funding supplements that recognize the costs of such programs. The Academic Senate also recommends creativity. Instead of following the long-time pattern of funding following growth, use funding to encourage particular developments: create a fund for quality and innovation aimed specifically at restoring and enhancing quality (e.g., reducing SFR by creating introductory seminars in majors or for general education, encouraging major degree programs to require a senior seminar) and at launching or expanding high-cost programs to meet workforce needs.

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-2656-04/FGA
May 6-7, 2004

Supporting ACR 193 (Liu and Scott): High-quality higher education

RESOLVED: That the Academic Senate of the California State University (CSU) support the emphasis on access, high quality, and equity among the general policy goals proposed in ACR 193; and be it further

RESOLVED: That the Academic Senate CSU applaud the statement in ACR 193:

“The California State Legislature declares that a top priority in future state policy and budgets is the provision of opportunities for high-quality education”; and be it further

RESOLVED: That the Academic Senate CSU urge Senator Scott and Assembly Member Liu to emphasize the importance of high quality by amending the third resolve clause, subsection (c) as follows:

The State of California, and its taxpayers, shall provide adequate and appropriate public investment in higher education to accomplish the policy goal of high-quality teaching and programs of excellence on the campuses of California’s public community colleges and universities and to ensure that all California high school graduates can attend a public college or university to secure the benefits of a college education.

; and be it further

RESOLVED: That the Academic Senate forward this resolution to the Chancellor and Board of Trustees and to Senator Scott and Assembly Member Liu.

RATIONALE: The Academic Senate Chair Robert Cherny advised the Assembly of Higher Education Committee in fall 2003 of the Academic Senate’s deep concern with the erosion of quality in the CSU since the early 1990s. Many key indicators of quality were seriously eroded at that time, and most have not yet recovered. We are now experiencing a new round of budget-cutting, estimated at nearly 22% over three years (2002-03, 2003-04, 2004-05), even though we have not yet recovered from the cuts of a decade ago.

This joint resolution by the chairs of legislative policy committees in both Houses of the California legislature declares “that a top priority in future state policy and budgets would be the provision of opportunities for high-quality higher education consistent with the Master Plan for Higher Education in California.” The resolution sets forth the dimensions of the enrollment growth expected between 2005 and 2015, the short and long term deficit in revenues compared with current and projected expenditures and the resulting expectation to serve increasing numbers of students without a comparable increase in state funding, and the critical role of higher education in the economic growth and

prosperity of the state. The resolution further recommitts to the provision of opportunities consistent with the Master Plan including “all feasible steps” to provide access, the resources to support student success, and “ensure the most efficient use of limited state resources.”

Approved Unanimously – May 6-7, 2004

CALIFORNIA LEGISLATURE—2003–04 REGULAR SESSION

Assembly Concurrent Resolution**No. 193**

Introduced by Assembly Member Liu
(Principal coauthor: Senator Scott)

March 11, 2004

Assembly Concurrent Resolution No. 193—Relative to higher education.

LEGISLATIVE COUNSEL'S DIGEST

ACR 193, as introduced, Liu. Higher education.

This measure would declare that a top priority in future state policy and budgets would be the provision of opportunities for high-quality higher education consistent with the Master Plan for Higher Education in California. The measure would declare that the Legislature is committed to access to higher education for all qualified Californians, to high-quality teaching and programs of excellence on the campuses of California's public community colleges and universities, to educational equity through a diverse and representative student body and faculty, and to cost-effectiveness in institutional operations in serving students. The measure would also specify ways through which to achieve the provision of adequate opportunities for students to attend public higher education in California.

Fiscal committee: yes.

- 1 WHEREAS, Higher education has long served as the key
- 2 engine for California's economic prosperity and quality of life;
- 3 and
- 4 WHEREAS, Californians have long embraced the concept that
- 5 higher education is both a public good and a private good, and the



ACR 193

— 2 —

1 state has established the best public higher education system in the
2 world; and

3 WHEREAS, California's public community colleges and
4 universities provide economic and social benefits that far
5 outweigh the costs to the taxpayers; and

6 WHEREAS, California's colleges and universities are an
7 essential resource for providing all Californians with the
8 educational services they need to become economically
9 self-sufficient and productive members of our society, which
10 results in a higher quality of life for all; and

11 WHEREAS, Between 2005 and 2015, the number of
12 college-age young people will increase much faster in California
13 than in any other state, and therefore California's existing colleges
14 and universities will need to accommodate 20 to 30 percent more
15 students in fall 2015 than were enrolled in fall 2003; and

16 WHEREAS, California now has the opportunity to provide a
17 college education over the next decade to 1,800,000 Californians
18 who will otherwise not have a chance to benefit from higher
19 education; and

20 WHEREAS, California's state budget has both a short-term and
21 a long-term deficit in revenues compared with current and
22 projected expenditures, and our public colleges and universities
23 are therefore expected to serve an increasing number of students
24 without a comparable increase in state funding; and

25 WHEREAS, Economic prosperity and the availability of good
26 jobs require continued scientific innovation and a growth in
27 economic productivity made possible by advanced knowledge and
28 skills; and

29 WHEREAS, The completion of vocational programs, associate
30 degrees, baccalaureates, and more advanced higher education
31 degrees is essential for individuals and families to achieve
32 economic security; and

33 WHEREAS, The demographic composition of California is
34 changing rapidly, and the overall rate of college participation will
35 fall unless California achieves an increased rate of college
36 participation for groups previously underrepresented in our
37 colleges and universities; and

38 WHEREAS, The opportunity to enroll in college is the prime
39 factor motivating students to perform well in high school and to
40 complete a rigorous academic curriculum; and



1 WHEREAS, A cornerstone of the 1960 Master Plan for Higher
2 Education in California, adopted under the leadership of the late
3 Clark Kerr, was the promise that the “state would assure all
4 qualified students access to a quality higher education”; and

5 WHEREAS, The State of California has been unable to expand
6 opportunities for higher education in recent years to the extent
7 required by a growing number of high school graduates, thus
8 retreating from the promise of the 1960 Master Plan; and

9 WHEREAS, The proportion of the state budget that is devoted
10 to higher education has been cut dramatically in the past 20 years;
11 now, therefore, be it

12 *Resolved by the Assembly of the State of California, the Senate*
13 *thereof concurring*, That the California State Legislature declares
14 that a top priority in future state policy and budgets is the provision
15 of opportunities for high-quality higher education consistent with
16 the Master Plan for Higher Education in California, including all
17 feasible steps to accomplish all of the following:

18 (a) Preparation of students to undertake collegiate level study.
19 (b) Encouragement of students to attend college.
20 (c) Provision of financial assistance to ensure affordability for
21 all college students.

22 (d) Provision of the instructional and physical capacity to
23 provide higher education for all eligible and motivated students
24 leaving high school; and be it further

25 *Resolved*, That the California State Legislature is committed to
26 each of the four general policy goals expressed below:

27 (a) Access to higher education for all qualified Californians.
28 (b) High-quality teaching and programs of excellence on the
29 campuses of California’s public community colleges and
30 universities.

31 (c) Educational equity through a diverse and representative
32 student body and faculty.

33 (d) Cost-effectiveness in institutional operations in serving
34 students; and be it further

35 *Resolved*, That the provision of adequate opportunities for
36 students to attend public higher education in California shall be
37 achieved in the following three ways:

38 (a) Governing boards of the three segments of public higher
39 education shall take all reasonable steps to ensure the most



ACR 193

— 4 —

1 efficient use of limited state resources to accomplish all of the
2 following:

- 3 (1) Enrollment of eligible students.
- 4 (2) Acceleration of student progress to a degree.
- 5 (3) Responsiveness to the highest state priorities.

6 (b) The Legislature and the Governor shall collaboratively
7 develop and implement a long-term student fee policy to provide
8 gradual, moderate, and predictable fee increases that alleviate the
9 'boom and bust' cycles of the past, with the availability of
10 adequate need-based financial aid to ensure that higher education
11 is affordable for all students.

12 (c) The State of California, and its taxpayers, shall provide
13 adequate and appropriate public investment in higher education to
14 ensure that all California high school graduates can attend a public
15 college or university to secure the benefits of a college education;
16 and be it further

17 *Resolved*, That the Chief Clerk of the Assembly transmit a copy
18 of this resolution to each member of the Regents of the University
19 of California, the Trustees of the California State University, and
20 the Board of Governors of the California Community Colleges.

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#4 Agenda Item

AS-3042-11/FGA (Rev)
September 15-16, 2011
Second Reading

Maintenance of Public Access to the California Postsecondary Education Commission (CPEC) Data

1. RESOLVED: That the Academic Senate of the California State University (ASCSU) support the creation of a publicly accessible website or other appropriate vehicle to preserve, maintain, and continue to make available the data concerning higher education in California accumulated by CPEC, which will cease operations in November 2011; and be it further
2. RESOLVED: That the ASCSU distribute this resolution to CPEC; Assemblyman Block, Chair of the California Assembly Committee on Higher Education; Senator Lowenthal, Chair of the California Senate Education Committee; Governor Brown; and the CSU Board of Trustees.

RATIONALE: The California Postsecondary Education Commission (CPEC) was established in 1974 as the State planning and coordinating body for higher education by Assembly Bill 770 (Chapter 1187 of the Statutes of 1973), Education Code Section Education Code 66900-66906. The Commission's primary roles have been to integrate policy, fiscal, and programmatic analyses of California's three segments of postsecondary education in order to assure the effective utilization of public postsecondary education resources, to provide information for planning and coordination, and to provide the legislative and the executive branches of government with advice and information about major policy and planning issues concerning education beyond high school. On its website, the Commission maintains a data system that includes over 30 years of aggregated data as well as over 15 years of longitudinal, unitary data from California's three public postsecondary education segments.

#4 Agenda Item

Page 2 of 2

AS-3042-11/FGA (Rev)

September 15-16, 2011

Second Reading

Funding for CPEC was eliminated from the 2011/12 budget on June 30, 2011 and CPEC will close in November 2011. CPEC has asked the Legislature and the Governor that a new website or other vehicle be created to continue to make its extensive database on California higher education publicly available. This resolution lends ASCSU support to this effort.

#5 Agenda Item

AS-3043-11/FGA (Rev)
September 15-16, 2011
Second Reading

Presidential Compensation in the CSU

1. RESOLVED: That the Academic Senate of the CSU (ASCSU) recognize the importance of hiring and retaining highly-qualified presidents to provide strong campus leadership in the California State University (CSU) system; and be it further
2. RESOLVED: That the Academic Senate of the CSU recognize the necessity of offering presidential compensation packages that are sufficiently generous to attract candidates of the desired caliber on the national level; and be it further
3. RESOLVED: That the ASCSU urge the Board of Trustees, as part of its current review of the policy on presidential selection, to additionally adopt a policy on presidential compensation that establishes formal guidelines for the determination of compensation for campus presidents and other high-profile university officials to improve the public's understanding of such decisions; and be it further
4. RESOLVED: That this resolution be distributed to the Board of Trustees of the California State University.

RATIONALE: It is important that the California State University (CSU) hire and retain highly qualified presidents to provide strong campus leadership at a time when the system has to deal with ever-increasing enrollment demand in a time of declining resources. An essential part of the recruitment process is the ability of the CSU to offer compensation packages sufficiently generous to attract candidates of the necessary caliber in the national academic marketplace.

While data from sources such as the Mercer Report (CSU Board of Trustees March 2011) and *The Chronicle of Higher Education* (April 3, 2011) indicate that compensation for CSU campus presidents is at or below the national average for comparable institutions. However, the public perception is otherwise, particularly in a time of state budget shortfalls, major cuts to the CSU budget, and repeated tuition increases that have posed a serious hardship for many students (e.g., “With pay hike, has CSU gone fully tone-deaf?” *Sacramento Bee*, July 14, 2011). Such perceptions run the risk of undermining support for the CSU as it competes for scarce public resources.

In order that the CSU be able to meet the dual challenge of recruiting strong candidates while managing public expectations it is important that the CSU have a clearly identified policy on presidential compensation based on guidelines that are competitive, clearly articulated, and reduce the perception that such decisions are unjustified or arbitrary. The current political environment makes it important that the Board of Trustees, logically its Special Committee on Presidential Searches and Compensation, undertake the responsibility of developing such a policy as soon as possible.