

**ACADEMIC SENATE  
OF  
THE CALIFORNIA STATE UNIVERSITY**

AS-2840-08/EX (Rev)  
March 6-7, 2008

**Response to *Access to Excellence***

- RESOLVED: That the Academic Senate California State University (CSU) acknowledge members of the *Access to Excellence* Steering Committee for the multi-phasic process (consisting of a systemwide meeting; campus conversations; stakeholders' meetings, etc.) in seeking comments and suggestions on various drafts of the new strategic plan; and be it further
- RESOLVED: That the Academic Senate CSU commend the campus academic senates, faculty, staff, students, and administrative officers on each campus for their thoughtful consideration of the *Access to Excellence* drafts and for their invaluable advice to improve the final report; and be it further
- RESOLVED: That the Academic Senate CSU urge the Chancellor to include representatives of the Academic Senate CSU on the teams that will prepare guidance for *Access to Excellence* implementation for consideration by the Board of Trustees; and be it further
- RESOLVED: That, in order to guide and inform members of the *Access to Excellence* implementation teams during the summer and to reiterate faculty concern that essential academic issues have been left unresolved, the Academic Senate CSU reaffirm "Fulfilling the Principles of Cornerstones in the New Strategic Plan" (see AS-2771-06/AA/FGA – November 9, 2006) and "Response to *Access to Excellence* Draft" (see AS-2821-07/EX – November 8, 2007); and be it further
- RESOLVED: That, in order to further advise members of the *Access to Excellence* implementation teams, the Academic Senate CSU direct them to important reports such as *The CSU at the Beginning of the 21st Century: Meeting the Needs of the People of California*, *CSU Faculty Workload Study*, and *Facilitating Student Success in Achieving the Baccalaureate Degree* (<http://www.calstate.edu/AcadSen/Records/Reports/index.shtml>); and be it further
- RESOLVED: That the Academic Senate CSU send copies of this resolution to the Board of Trustees, Chancellor, campus presidents and provosts, campus senate chairs, and *Access to Excellence* Steering Committee members.

*RATIONALE: Access to Excellence sets forth three refined priorities for the institution: increase student access and success; meet State needs for economic and civic development, through continued investment in applied research and meeting workforce and other societal needs; and sustain institutional excellence through investments in faculty, innovation in teaching, and better access to undergraduate student research and service. All of these strategic plan goals are worthy, and deserve our support. The inclusion of representatives from the ASCSU will help to ensure that all essential academic issues will be considered by the Access to Excellence implementation plan writing teams. We must be mindful that our tradition of excellence forms the educational foundation upon which we will place the new strategic plan.*

**Approved – May 8-9, 2008**

**ACADEMIC SENATE  
OF  
THE CALIFORNIA STATE UNIVERSITY**

AS-2821-07/EX  
November 8-9, 2007

**Response To *Access To Excellence* Draft**

RESOLVED: That the Academic Senate of the California State University (ASCSU) express serious concerns about the *Access to Excellence* draft, as it is not yet a visionary document and does not yet adequately state clear goals for academic excellence or strategies for how excellence is to be achieved; and be it further

RESOLVED: That in order to become a document that will guide the CSU over the next decade, the ASCSU strongly recommend that the next draft of *Access to Excellence*:

- a. define academic excellence far more broadly than workforce training and provide a clear plan of how to achieve excellence;
- b. provide a roadmap for securing necessary funding for academic excellence;
- c. serve as an effective vehicle for advocacy of the CSU that builds upon the public's existing esteem for higher education;
- d. provide a realistic plan for growth; and
- e. draw on faculty disciplinary expertise and involvement in the discernment of multiple appropriate performance quality indicators; and be it further

RESOLVED: That the ASCSU appreciate recognition of the following points and view them as essential to include in subsequent drafts of the strategic plan:

- a. the value and importance of individuality among the universities comprising the CSU to meet the needs of California; and
- b. the increased need for college education including graduate and professional training to ensure the quality of civic and economic life in California; and
- c. the importance of investing in the faculty and staff, a goal that was not accomplished under *Cornerstones*; and
- d. the need for a plan to meet both the state Master Plan goals and for financing higher education; and be it further

RESOLVED: That the ASCSU urge that these concerns and other issues elaborated in the responses from CSU East Bay, Fullerton, San Diego, and San José campus senates as well as Teacher Education and K-12 Relations Committee to the *Access to Excellence* draft be carefully reviewed and reflected into the next draft; and be it further

RESOLVED: That the ASCSU forward copies of this resolution to the Chancellor, the Board of Trustees, and the *Access to Excellence* Steering Committee.

*RATIONALE: As written it is not clear who the intended audience is for the Access to Excellence document. The audience should be our external constituencies and the electorate, who can be mobilized to create the climate for increased funding, and the internal constituency, who can be motivated to continue their quest for academic excellence.*

*To that end this should be a visionary document with clear goals for excellence and guidelines for how to achieve it. As such it could vastly improve morale in the CSU and provide a rallying point to create a movement of our constituencies and the electorate to help us out of the current funding crisis. This state needs a strong voice for higher education which, rather than accept the current political climate as a given, provides leadership to change that climate into one that will support adequate funding for quality education. This document should be the basis for that leadership.*

*Rather than address the “accountability movement” critics, Access to Excellence should trumpet the many strengths and the many accomplishments of the CSU. It should build upon the very positive views that the American public has about higher education. The New York Times recently surveyed alumni five years after they left their institutions: 93% described their undergraduate experiences good or excellent (Jacques Steinberg: “Don’t Worry. Be Students.” The New York Times Magazine. September 30, 2007 p73ff. Also at [nytimes.com/magazine](http://nytimes.com/magazine)). Additionally, the Public Policy Institute of California ([http://www.ppic.org/content/pubs/survey/S\\_1007MBS.pdf](http://www.ppic.org/content/pubs/survey/S_1007MBS.pdf)) reported in October that 92% of respondents thought “that getting a college education was money and time well spent,” and that 82% would recommend California public colleges and universities to a friend or family member.*

*Those are important results. Higher education may be the most highly regarded institution in America today and rather than being defensive this document should be reaching the public with our successes. We must not rest on our laurels, but we do have laurels and future drafts should emphasize these.*

*This draft focuses on access to the detriment of excellence. It lacks a blueprint for academic excellence and does not provide a strategy to achieve it. It does not provide insight into how increased funding will be obtained. It does not call for a plan for growth or acknowledge the need for new campuses. It focuses too much on global competition to justify internationalization without recognizing the importance of developing an educated global citizen. It appears to envision obtaining academic quality through a centralized management approach based on “clearly defined and readily measurable indicators of performance,” ignoring the reality that academic excellence comes through the work of students, individual faculty, and local campus administrations*

*It does recognize the uniqueness of individual campuses, the need to strengthen the faculty, the importance of service and research as well as teaching, and the need for funding, and these must not be lost in future drafts.*

*However, this is a system document and the role for the centralized CSU management and Board of Trustees in providing for excellence is first and foremost to assure adequate funding. Current funding is not adequate to*

*maintain excellence, much less strengthen it. This document should lay out the strategy for providing adequate funding. Lacking that, this document is primarily a management—not a leadership—document. What the CSU and higher education in California needs is that leadership.*

*Time prevents a more detailed response. We would encourage the drafting committee to pay close attention to the submissions from the East Bay, Fullerton, and San Diego campuses, which have received a positive response from many senators.*

**Approved Unanimously – November 8, 2007**

**ACADEMIC SENATE  
OF  
THE CALIFORNIA STATE UNIVERSITY**

AS-2771-06/AA/FGA  
November 9, 2006

**Fulfilling the Principles of Cornerstones in the New Strategic Plan**

RESOLVED: That the Academic Senate of the California State University (CSU) urge the CSU, the Access to Excellence Steering Committee and the Access to Excellence Campus Review Groups to give highest priority to the following Principles of the original Cornerstones academic strategic plan which have not yet been implemented or achieved, so that adequate support for faculty, graduate programs, and infrastructure will be addressed:

**Principle 4** - The California State University will reinvest in its faculty to maintain its primary mission as a teaching-centered comprehensive university. Faculty scholarship, research, and creative activity are essential components of that mission.

**Principle 6** - Graduate education and continuing education are essential components of the mission of the California State University.

**Principle 8** - The responsibility for enhancing educational excellence, access, diversity, and financial stability shall be shared by the State, the California State University system, the campuses, our faculty and staff, alumni/ae and students.

; and be it further

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

*RATIONALE: The original Cornerstones has been championed by the Board of Trustees and the Chancellor's Office as a far-sighted plan for the CSU for the twenty-first century. While many of the Principles of Cornerstones have been or are being implemented, several have not. In the Chancellor's Office's "Evaluation of Achievements under Cornerstones," Principles 4, 6 and 8 were singled out as not yet having been "well addressed." These three provide for adequate support, including infrastructure, for the performance of faculty duties, for funding graduate programs, and in particular the independent EdD programs, at a sufficient level, and reducing the "salary gaps for all categories of employees for whom such gaps exists." The Academic Senate CSU strongly believes that these Principles should be given highest priority to the successor strategic plan on Access to Excellence.*

**Approved Unanimously – November 9, 2006**