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DAVID S. SPENCE  
EXECUTIVE VICE CHANCELLOR  
CHIEF ACADEMIC OFFICER

January 23, 2001

RECEIVED

To: Professor Jacquelyn Kegley  
Chair, Academic Senate CSU

JAN 25 2001

From: David S. Spence *Dave S.*  
Executive Vice Chancellor

Academic Senate CSU  
Chancellor's Office

Subject: **Response to Academic Senate Resolution**

Following are the responses of the Office of the Chancellor to the resolutions approved at the **November 2-3, 2000** meeting of the Academic Senate and addressed to the Chancellor.

**AS-2509-00/AA Faculty Implementation of the 120-semester-unit/180-quarter-unit Minimum Requirement for award of the Baccalaureate Degree**

We thank the Academic Senate CSU for its resolution concerning implementation of the 120-semester-unit (180-quarter-unit) minimum requirement for award of the bachelor's degree. We join the statewide Senate in encouraging campus academic senates to participate in developing campus policies and procedures to help ensure that students not be *required* to extend their baccalaureate studies beyond what is necessary to achieve the objectives of the baccalaureate degree. The specific activities proposed in the resolution are consonant with the letter and spirit of the Trustees' action.

We hope that the Academic Senate CSU will, as pledged, review in a timely fashion the remaining policies in Article 6 of Subchapter 2, Chapter 1, Division 5, Title 5 of the *California Code of Regulations*, for possible updating and streamlining.

**AS-2511-AA The Role of Campus Senates in the Accountability Process**

We appreciate the desire to have campus senates involved in all aspects of the accountability process setting goals and preparing reports. We believe that this process can only be useful to the campuses and the system if there is serious reflection and discussion of what campuses can do to improve on key performance areas and indicators such as retention and graduation rates. That can only occur if faculty are engaged in setting goals and reviewing progress through their campus senates. The instructions for setting campus goals sent to presidents proposed a process whereby presidents would lead their campuses in developing goals "using the normal campus consultative process."

We agree that having the signature of the campus academic senate chair on the annual campus accountability reports would be a useful indication of faculty participation in the accountability report.

We remain aware of the dangers of campus comparisons using accountability data. Principle 2 in the CSU Accountability Process states that "...whenever possible, accountability information will be presented in formats that avoid comparisons among campuses and that include performance over multiple years." In presenting the 2000 annual accountability report to the Board of Trustees, we presented information in campus formats and did not develop any comparative tables. Still, it must be understood that the indicators used were chosen consistent with Principle 5, to "rely upon existing data, information systems, standard reports, and processes..." so as to limit the effort required to submit annual reports. Much of this data is available to the public through state and federal reports and web sites, and must be provided in response to freedom of information requests. What is done by others with this data remains as it has in the past, beyond our control.

**AS-2513-00/TEKR CSU-National Board for Professional Teaching Standards (CSU-NBPTS Network)**

We appreciate the support of the Statewide Academic Senate in recognizing the efforts of the CSU-NBPTS Network in developing pathways that will support and encourage teachers in attaining National Board for Professional Training Standards certification. It is important that we continue to prepare and support teachers whose practices meet the highest standards of quality. The CSU-NBPTS Network will ensure that these efforts continue and that CSU campuses develop support programs for teachers wishing to pursue NBPTS certification that reflect institutional and regional characteristics and K-12 collaboration and access.

**AS-2514-00/AA Response to the Position Paper on Housing**

We thank the Academic Senate CSU for its resolution concerning the white paper on housing assistance programs. We agree that housing assistance for faculty is a critical element in recruiting, hiring, and retaining new faculty in the CSU. The problem is complex and takes different forms in different regions of the state. However, we believe that a system as large as the CSU ought to be able to leverage its size to develop a variety of different ways of assisting faculty in obtaining appropriate housing. We will keep the Academic Senate advised of these efforts and obtain your input on programmatic options.

**AS-2515-00/Floor (McNeil, Gooden) Support for International Education Week**

We agree that the declaration of an "International Education Week" represented a major step forward in Federal recognition of the importance of international issues that will be critical to higher education in the coming years. The California State University recognizes the important role that international students and study abroad play in the education of our graduates. The support and development of international exchange among teachers and scholars is an equally important component of internationalization. We are very much in agreement with the spirit and the letter of the Senate resolution not only during the designated week but in the future.

Please let us know if you have any questions.

DSS/atp

cc: Charles B. Reed Gary A. Hammerstrom  
Charles W. Lindahl CSU Presidents