

ACADEMIC SENATE
of
THE CALIFORNIA STATE UNIVERSITY

401 Golden Shore, Room 139 Long Beach, California 90802-4210
562-951-4010

MINUTES

Meeting of January 22-23, 2004

CALL TO ORDER: The meeting was called to order at 10:05 a.m. on Thursday, January 22, 2004, by Chair Robert Cherny.

Present: Senators and alternates (*) attending the meeting were: (Bakersfield) Jacquelyn Kegley, John Tarjan; (Channel Islands) Dennis Muraoka; (Chico) Samuel Edelman, Gayle Hutchinson, Paul Persons; (Dominguez Hills) Rudolph Vanterpool, Lyle Smith; (Fresno) Jacinta Amaral, Sherman Sowby; (Fullerton) Vincent Buck, Bill Meyer, Barry Pasternack; (Hayward) Calvin Caplan, Hank Reichman; (Humboldt) Robert Snyder, Marshelle Thobaben; (Long Beach) Luis Arroyo, David Hood, Craig Smith; (Los Angeles) J. Theodore Anagnoson, Marshall Cates, Nancy Hunt; (Maritime Academy) Greg Cho, James Wheeler; (Monterey Bay) J. Ken Nishita; (Northridge) Lynne Cook, Michael Reagan, Barbara Swerkes; (Pomona) Rochelle Kellner, Marvin Klein, Ann Morgan; (Sacramento) Cristy Jensen, Thomas Krabacher, Louise Timmer; (San Bernardino) Buckley Barrett, Tapie Rohm; (San Diego) Ray Boddy, Brent Rushall, Thomas Warschauer; (San Francisco) Robert Cherny; (San José) David McNeil, Mark Van Selst; (San Luis Obispo) Myron Hood, Unny Menon; (San Marcos) Dick Montanari, Richard Serpe; (Sonoma) Susan McKillop; (Stanislaus) Paul O'Brien, Mark Thompson; (Retired Faculty) Len Mathy; (Chancellor's Office) David Spence.

INTRODUCTIONS

During the course of the meeting the Chair introduced:

Debra Farar, Chair, Board of Trustees

Marsha Hirano-Nakanishi, Assistant Vice Chancellor, Academic Research

Allison Jones, Assistant Vice Chancellor, Student Academic Support

Kathleen Kaiser, Faculty Trustee and Professor of Sociology, CSU Chico

Ron Kroman, CSU Emeritus and Retired Faculty Association (non-voting delegate)

Patrick Lenz, Assistant Vice Chancellor, Budget Development

Cordelia Ontiveros, Senior Director, Academic Human Resources

Manolo Platin, California State Student Association Liaison to Academic Senate

Lorie Roth, Assistant Vice Chancellor, Academic Programs

John Travis, President, California Faculty Association

Beverly Young, Assistant Vice Chancellor, Teacher Education and Public School Programs

Ann Peacock, Interim Executive Director, Academic Senate CSU

Margaret Price, Administrative Support Specialist, Academic Senate CSU

Shirley Sparkman, Budget Specialist, Academic Senate CSU

Tracy Butler, Administrative Specialist, Academic Senate CSU

ANNOUNCEMENTS AND REPORTS:

REPORT OF CHAIR ROBERT W. CHERNY----January 2004

Since our last plenary meeting, I've represented the Senate in a number of meetings:

IMPAC Steering Committee, November 14 and January 16. The November 14 steering committee meeting was an abbreviated one, conducted over dinner in the midst of a restaurant. Intersegmental Major Preparation Articulation Curriculum system (IMPAC) Executive Director Julie Adams distributed a draft of a memorandum of understanding between IMPAC and California Articulation Number System (CAN), but it was withdrawn when I announced that parts of it were unacceptable to the CSU. Aside from a few reports from particular disciplines, there was no other significant business transacted. The January 16 meeting was especially scheduled, to last for five hours. The agenda included a number of important items. Senator Pasternack, the CSU lead faculty member for IMPAC, will report on IMPAC at more length.

CSSA Board Meeting, CSU Fullerton, November 15. I reported to the California State Student Association (CSSA) directors on our November plenary, particularly on our resolutions on fee policy and enrollment. They were also interested in our resolution on the USA Patriot Act.

CSU Academic Council, December 3. The Academic Council consists of the campus vice-presidents for academic affairs. Among the items of discussion were the budget (of course), enrollments, online applications, and the possibility of a systemwide approach to application dates.

California Faculty Association (CFA) Board Meeting, December 6. I was particularly interested in discussion of Prop 56, the Budget Accountability Act, and a report by Dean Tipps, Service Employees International Union (SEIU) state director, who presented insights into the situation in Sacramento. I reported to them on a variety of things, including my comments on the day before, at our conference on facilitating graduation, regarding the need to back the chancellor on the budget. I also suggested the need for us to work together for changes in AB 242, since it involves both terms and conditions as well as criteria and standards. Finally, after a discussion of CFA's spring program, the board voted to spend up to \$50,000 to mobilize a large demonstration against cuts in the CSU budget. I indicated that we would like to be involved in the planning, and suggested that they should invite CSSA as well. The proposal was approved unanimously.

System Budget Advisory Committee, December 16. There was not much new information on the budget situation. The forthcoming Board of Trustees (BOT) policy on student fees was discussed.

Naming Facilities Review Panel I serve on this panel, which reviews all proposals to the Trustees to name campus buildings. My concern is always that every proposal have the support of the faculty, preferably through the academic senate or the senate executive committee. Senators may want to have a discussion with your campus senate leadership to make certain that your campus has a policy on this, and that the policy clearly establishes the role of the faculty.

Campus Visits: Trustee Kaiser and I visited San Diego on December 2 and Stanislaus on December 11. At San Diego, we met with the senate and took questions on a number of matters, especially the budget. Senator Rushall gave us a tour of a number of new facilities,

including the new mega-lecture hall that you've all heard about, and a new, and very impressive, fitness center funded by student fees. At Stanislaus, we met with members of the senate executive committee, and again focused especially on the budget. We were especially impressed with the "green" building design for the Faculty Development Center at Stanislaus. We are scheduled to visit Los Angeles on January 20.

Assembly Higher Education Committee Hearings on Funding Higher Education: The final hearing of the original sequence of four will be on Tuesday, January 20. Because I had previously agreed to visit the CSULA campus that day, Cristy Jensen, chair of Fiscal and Governmental Affairs (FGA), will represent the Senate. We can look forward to more information about that hearing during our plenary. The committee is scheduled to consider the following topics:

1. Differential funding by level of instruction.
2. Incentive funding to achieve state priorities.
3. Fee management, most likely something similar to the resolution that we passed.
4. Restructuring of financial aid.
5. Funding some demonstration projects in redesigning courses to achieve increased learning at lower cost.
6. Creating a "rainy day" fund by setting aside funds in years of increasing state revenues to be used in years of declining state revenues.
7. Community college funding.

Regarding course redesign to achieve increased learning at lower cost, I've had several discussions involving the work of the Center on Academic Technology (CAT) at Rensselaer Polytechnic Institute, headed by Carol Twigg. As many of you know by now, Twigg promotes redesigning classes to achieve (she claims) increased learning at lower cost through technology. I first discussed this informally with Bruce Hamlett and Keith Nitta, staff members to the Assembly Higher Education Committee. Then Trustee Kaiser and I attended the First Annual K-20 Summit Re: Teaching and Learning in the Digital Age, held in Sacramento on December 8. Twigg was the luncheon speaker.

On December 9, I attended an informal discussion arranged by Bruce Hamlett, head staff member for the Assembly Higher Education Committee. Others present included Susan Meisenhelder and David Hawkins from CFA, Jeff Vaca from the Chancellor's Office (CO) in Sacramento, representatives of faculty and administration from California Community Colleges (CCC), one person from University of California (UC), a representative from California Postsecondary Education Commission (CPEC), several legislative staff members, and, of course, Carol Twigg. Twigg spoke briefly and again emphasized that the key to enhancing learning and cutting costs is to select a large, lower-division survey class that operates in multiple sections and for the faculty to undertake a total redesign of a course that incorporates extensive use of technology and the transfer of many tasks to less-expensive assistants rather than high-cost faculty members. She briefly mentioned the datum that, in most universities and community colleges across the country, 1% of the courses account for 35-50% of the campus's total enrollment, and she argued that focusing on these large, introductory courses provides a large payoff for course redesign. Several times during the discussion she emphasized that these are not primarily technology projects and were definitely not distance learning projects—they are course redesign projects that use technology to enhance learning and cut costs. She also

emphasized that the savings come partly from faculty salaries, partly from reducing the numbers of D-F-W grades (thus reducing the number of students who have to repeat the course), and partly from freeing up space for other uses. Most of the meeting was Q&A.

My conclusions:

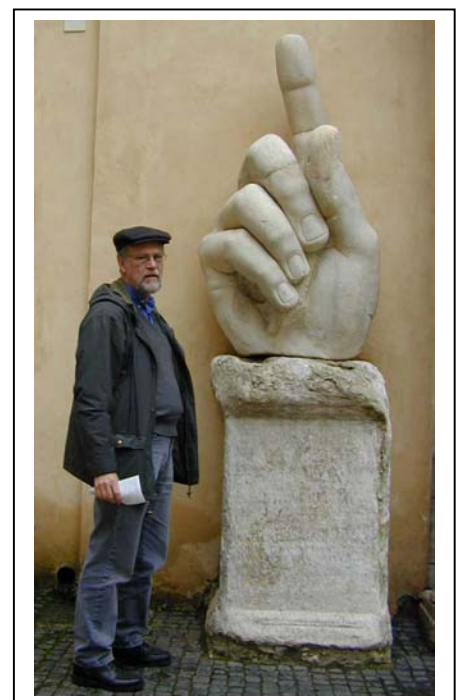
- Twigg has presented a very attractive package by emphasizing enhancing learning and cutting costs. Her projects also seem to have the potential to put the course redesign objectives up front as the driver of the technology, rather than buying the technology and then trying to figure out how to make it do what we need. This is also the lesson from CMS that is reflected in the Academic Technology Initiative.
- I anticipate that there will be a proposal this spring to make funds available for demonstration projects.
- If this happens, we need to put faculty representatives (either the Senate or ATAC or ITL or some special taskforce) in a position to have as much control as possible over all aspects of the projects' design, especially the goals, the selection of applicants, and the evaluation process (especially the evaluation of student learning), and we need to do everything possible to figure out how to keep the savings in the department that generates them.
- We need to begin to identify knowledgeable faculty members around the system whom we can call upon for advice and assistance.

Search Committee, Associate Vice Chancellor for Academic Affairs This committee held a telephone conversation to discuss the applications. After considerable discussion, there was consensus on six finalists, who will be interviewed by the search committee on January 29. The entire process should be complete by mid- or late February.

CSU Project on Lower-division Requirements in Majors (POL) The executive committee has completed a set of guidelines on POL, which are attached to a resolution that will be taken up at the plenary.

IMPAC The executive committee has also completed a statement and set of proposals for basic changes in some aspects of IMPAC, which is attached. These have now been referred to ICAS for discussion and action.

You'll recall that my September report concluded with a photo of me, in front of the Kremlin. When there was no such photo in the November report, Senator Pasternack expressed his disappointment and urged that I include a photo of myself at some world landmark. In the spirit of always complying with requests from senators when it is easy to do so, here's another photo. It is now up to you to figure out where the photo was taken (more than just the city), and to come up with an appropriate caption.



ATTACHMENT: Executive Committee Proposals regarding IMPAC

All these are proposed changes in conceptualization or governance.

1. Goals of IMPAC:

- To facilitate dialog regarding common curricular concerns between and among faculty in the three systems of higher education in California,
- To develop CAN descriptors for lower-division components of baccalaureate majors in the CSU and UC,
- To support the CSU Project on Lower-division Requirements in Majors (POL), and
- To support any comparable UC project on lower-division requirements in majors.

2. Implications of these goals:

- Definitions:
 - "Disciplinary unit" refers to the department, program, or division that includes the faculty members responsible for the curriculum in that discipline.
 - "Disciplinary chair" refers to the department chair, program director, or division chair for the disciplinary unit.
 - "Disciplinary curriculum committee chair" refers to the chair of the committee that has primary responsibility for the curriculum of the CSU or UC disciplinary unit, including first-level approval of the requirements for the baccalaureate degree major(s) and first-level approval of courses that comprise the unit's curriculum.
- An IMPAC disciplinary project completes its initial phase when participants reach consensus on the CAN course descriptors for courses that normally meet graduation requirements as lower-division prerequisites and requirements in the CSU baccalaureate major(s) for that discipline. For the CSU, those lower-division courses will typically be established through the Project on Lower-Division Requirements in Majors (POL). CAN course descriptors may also be developed solely through POL and be presented to the CAN Board. (There should be similar procedures for UC, if UC chooses to participate in CAN.)
- If IMPAC participants fail to come to consensus within two years, the project shall be deemed to have failed and no further meetings shall be scheduled for a period of three years. The IMPAC Executive Committee may approve exceptions to this guideline.
- It is not appropriate for an IMPAC project to consider courses that are taught at the upper-division level at half or more of CSU or UC campuses.
- An IMPAC disciplinary meeting shall not be deemed valid for the purposes of drafting CAN descriptors unless half or more of the CSU campuses invited to that meeting are represented by disciplinary chairs or disciplinary curriculum committee chairs or their designees. The drafting of CAN descriptors should be by consensus of all participants. (If UC chooses to participate in CAN, there shall be the same requirement for UC disciplinary chairs, disciplinary curriculum committee chairs, or their designees.)
- For participation by CSU faculty subsequent to completion of the initial phase:
 - Once IMPAC disciplinary projects have completed their initial phase, the second phase will begin three years later, but an earlier meeting may be scheduled by the Executive Committee based on a request from half or more of CSU disciplinary chairs.

- At the beginning of the second phase, there shall be a follow-up meeting of CSU disciplinary chairs or their designees, through POL, to determine if that discipline's courses in CAN are still the appropriate courses for the lower-division requirements in that discipline's baccalaureate degree major(s) and if the descriptors continue to be appropriate. If so, no further action is necessary. If not, the CSU disciplinary units, through POL, should seek consensus on the appropriate changes in requirements and should develop new or revised CAN course descriptors. (If UC chooses to participate in CAN, there shall be similar procedures for UC departments.)
- Once the review by CSU disciplinary chairs, through POL, is complete, and if the CSU disciplinary chairs see reason for another IMPAC round of disciplinary discussions, that discipline should be included in the next round of IMPAC meetings, to discuss proposed changes in CAN course descriptors with other segments. (If UC chooses to participate in CAN, there shall be similar procedures for UC departments.)
- Subsequent follow-up meetings shall be held at three-year intervals to determine if there is any need to change the CAN descriptors for that discipline.
- If UC participates in CAN, there shall be similar guidelines regarding subsequent UC participation, to be developed by UC.

3. Governance

- IMPAC Executive Committee: There shall be an IMPAC Executive Committee consisting of the head of the academic senate for each segment or his/her designee.
- The IMPAC Executive Committee shall:
 - develop and approve the annual budget, approve any changes in the budget, and authorize expenditures,
 - approve arrangements for all IMPAC meetings, including date, location, and participating disciplines,
 - select lead faculty members for each discipline after nominations by segments, and
 - evaluate each discipline's progress each year and make recommendations regarding any subsequent year, including changes in the lead faculty and determination that subsequent meetings are not likely to be productive.

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COMMENTS BY LIAISONS AND VISITORS TO THE SENATE:

Assistant Vice Chancellor Patrick Lenz – Budget Update

The mid-year reductions to outreach and EOP attack the CSU core mission and cannot be accepted. The Department of Finance should understand how the complete elimination of programs affects an area's constituents.

Still, the reductions to the proposed 2004-2005 budget were not as great as previously feared, and some of the draconian proposals did not appear in the final figures. Many of the reductions are to the base budget, and they will have an impact for years to come.

The proposed reduction is \$239 million, mandatory cost increases will add another \$57 million in de facto reductions, both of which are slightly mitigated by a proposed \$105 million in fee increases.

The Chancellor opposed prescriptive reductions to outreach and EOP. Outreach is not recruitment as some believe. Rather, outreach seeks to prepare student for successful university work. Thus, there is the project to assess 11th graders and gives them a chance to do additional academic work to make them fully prepared for university admission.

A recent meeting with Pat Clary, the Governor's Chief of Staff, and Donna Arduin, the Director of the Department of Finance, revealed that the CSU will have some flexibility to manage the reductions. Still, there are some concerns:

Charging the full cost of instruction for units in excess of 110% is unrealistic

There needs to be a window within which to effect any changes

There needs to be discussion and definition of "excess units."

There needs to be discussion of different unit/percentage thresholds.

The budget needs to be passed in a timely manner

Decrease in freshmen of 10% is possible

CSU had no money for growth, while the Community Colleges will receive 3%CSU as provided \$1.9 million for counseling and redirecting these students.

Long-Term Student Fee Policy is wanted by the CSU and the SBAC is working on a plan.

Assumptions

There are two options: increase fees and decrease enrollment

We cannot take additional students, charge them higher fees, and fail to provide classes.

We need to examine reasonable fee increases consonant with the needs of the State and the mission of the CSU

The set-aside for financial aid needs to be discussed; financial aid must increase if fees increase.

CFA President John Travis

Contract Extended until June 30, 2005

The Board of Trustees will ratify the contract at next week's meeting.

The contract went well beyond the reopener articles of salary, benefit and workload

The contract represents improved conditions for Unit 3 members. In the current economic environment, it protects what the faculty have won over the years.

UAW and CAL-PERB Petition

The UAW has filed a petition seeking permission to organize student assistants, teaching assistants, and graduate assistants. The CFA is examining its options in light of this new development.

Work on the Budget

Encouraged by the budget proposals the CFA will support the Chancellor's budget. CFA is committed to working with the Senate, the CSSA, and the other unions to support the CSU's proposed budget. There will be programs in the Spring to publicize the CSU's economic

benefits to the State. Andrew Lyons has prepared a budget brief, which should be of interest to faculty.

Election

The CFA is supporting Propositions 55, 57 and 58, although they would prefer that the State pursue another method of financing. However, the main thrust of their efforts will be Proposition 56, the Accountability Initiative.

CSSA Representative Manolo Platin—CSSA November Conference: CSU Fullerton

Board of Directors (Saturday): The Board of Directors heard reports from Special Officers, Student Trustees, the Chancellor's Office Liaison, and Bob Cherny.

University Affairs: the University Affairs Committee passed and forwarded a resolution on Parking Fee Equity and Support of a CSU Sustainability Policy to the full board.

Ad-hoc Shared Governance: This committee worked on a shared governance "matrix" to increase awareness of shared governance in our system.

Ad-hoc CSU Budget/Student Fees: This committee examined the CSU Trustees budget proposal and discussed a Long-Term Student Fee Policy in light of the history of student fee policy, as well as the Academic Senate CSU's resolution.

Board of Directors (Sunday): Manny Diaz was nominated for Legislator of the Year. This is the second year in a row that Diaz has been nominated, specifically for his sponsorship of AB 550, the student's fee policy bill. Both the Resolution on Parking Fee Equity and the Resolution in Support of a CSU Sustainability Policy were passed. The Board also nominated four students to represent CSSA in the upcoming Student Success Conference in December, Rachel Greathouse from San José State, Honee Folk from San Marcos, Estee Sepulveda from Long Beach State, and Manolo Platin from Humboldt.

Board of Directors (Saturday): We discussed how CSSA helps students on each campus, and each campus was asked to present at least one tangible way that the California State Student Association served students at each respective campus. The Board of Directors heard reports from Special Officers, Student Trustees, the Chancellor's Office Liaison. In addition, Bob Snyder and Marshelle Thobaben provided an excellent overview of the statewide Senate and engaged in an excellent discussion of what the budget cuts to the CSU could mean for the faculty. CSSA would like to thank both Senators who spoke very honestly with our board.

University Affairs: the University Affairs Committee discussed Cal State Cares, a systemwide day of community service sponsored by CSSA. The project this year is outreach to high school students by staffing workshops legislators are holding in their districts to help high school students complete the FAFSA form. We felt this project would be extremely timely because of the proposed cuts to outreach by the new California Administration. Plans for a Voter Registration educational workshop were made for this weekend at San Diego State, as well as a sustainability conference and/or shared governance conference to coincide with March's Fresno CSSA Board meeting.

Ad-hoc Shared Governance: More work on the Shared Governance Matrix. We should be finished with this stage by the end of the San Diego conference this weekend.

Ad-hoc CSU Budget/Student Fees: This committee discussed a Resolution in Support of the CSU Board of Trustees proposed budget for FY 04-05. Also discussed a Resolution regarding a Long-Term Student Fee Policy for the California State University. Much of the language in the latter resolution was consistent with the CSU Academic Senate's position that was resolved in Long Beach in November.

Board of Directors (Sunday):. A new CSSA Special Officer, Lobby Corps, was nominated and David Abella from San Francisco State was appointed. The Initial Review Board (IRB) for the Student Trustee search was created to select finalists to be forwarded to Sacramento. The Executive Committee sought approval of the Memorandum of Understanding with the CO, as well as a subsidy for the California Higher Education Student Summit (CHESS) in February. Legislative Affairs obtained approval for the Board's positions of the alternative education funding proposals under consideration from the Assembly Higher Education Committee. A Resolution in Support of Proposition 55 was passed, as was a CSSA Legislative Proposal regarding Textbook Affordability. A resolution in Support of the CSU Trustee's Budget Proposal was adopted, as was a resolution regarding a long-term student fee policy for the California State University.

Upcoming:

CSSA will meet this weekend 1/23-1/25 at San Diego State.

CHESS will be held in Sacramento in February.

Board of Trustees' Chair Debra Farar

Board of Trustees' Chair Farar told the Senate that she appreciates the opportunity to speak with the faculty and to tell them how much the Board appreciates their efforts. She likes being informed about faculty issues, and she thanked Trustee Kaiser for her efforts. In these challenging times, we need to work together to protect the quality of education. One way to do that is through shared governance, and a committee meets regularly to foster and promote shared governance.

The state's leadership changed overnight; there is no money, and the role of the CSU is being questioned. The Chancellor believes that the CSU must share the State's pain, and yet we must maintain our commitment to our core mission.

The CSU represents accessibility, affordability, accountability and, now, adaptability. The CSU must be responsive to the people in California time of need.

Executive Vice Chancellor and Chief Academic Officer David Spence

Transfer Issue

Vice Chancellor Spence outlined recent initiatives concerning transfer:

Facilitating Graduation Task Force co-chaired by Kegley and Kennedy

Cornerstones Report

Early Assessment Initiative

Campus Plans to facilitate graduation

December Conference

The Department of Finance and the Legislature want to restrict the total units students can take, but the real reason we need to deal with the issue is that it is the right thing to do at the right time in CSU's history.

It is fair to students to give them a clear path to graduation, fair in both time and resources.

It is fair to the State that commits resources to the University

It is now necessary from a budgetary perspective.

Next year the CSU will lose 15,000-20,000 students due to decreased state support

The only way to create new spaces for new students is to graduate students more quickly and to restrict their excess units.

The State can no longer afford to pay for the excess courses.

Transfer students are taking too many excess units

This isn't fair to them, and it deprives access to others.

Why is this a CSU problem?

While the UC has 13,000 transfer students, the CSU has 55,000.

What about the Community Colleges?

They have failed to address the issue; the CSU needs to step out and solve the problem.

Solutions to Consider:

Create a straighter path to graduation

Institute clear requirements for prospective transfers

Create maximum access to CSU campuses and programs with statewide guidelines

Local guarantees for Community College students don't apply to academic programs

With more programs becoming impacted, CSU can't assure admission to specific programs.

Students need to declare a major before they transfer

Admit students by major, not by campus

Provide timely access to required courses

Courses need to be offered when needed; this is a major cause of delayed graduation.

Goal is that every unit counts toward the degree

Recognize legitimacy of faculty and campus prerogatives

Establish standard curricula for every major.

Balance student need and fairness while maintaining the prerogative of campuses and faculty to establish academic requirements.

Balance between public, educational and student interests.

Issues to Consider:

Provide a clear path for transfer students

Agree on common core of units (G.E., lower division major)

Simplify advising to help transfer students finish with minimum units

Each campus supplements core with own requirements

Articulate requirements with Community Colleges

Examine transfer admissions policies

Require 60 units

No more than 60 units will transfer

Declared major is required to transfer

Highest priority is for 60 units, G.E., common core, campus requirements

For some majors, encourage transfer at 45 units
If Community Colleges can't offer core courses, allow 45-unit transfers
Get prospective transfer students to commit to a specific CSU campus early
Do preadmissions
Complete the core at 45, then commit to a specific CSU; 15 units contracted to take
Must commit early to a CSU
Would help campuses plan future enrollments and majors
Enable transfer students to graduate with minimum units
60 for a 120-unit major, 70 for a 130-unit major
The major purpose of this exercise is to provide access to new students otherwise shut out of the
CSU

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Standing Committee Reports:

Brief reports were made by standing committee chairs. Other reports in written form were shared with the Senate and may be found in the appendix following the action items of the minutes.

ACTION

APPROVAL OF AGENDA: The January 22-23, 2004, agenda was amended to add a time certain at 2:00-3:00 p.m., and then amended to change the time to 2:30-3:30 p.m., for a session of the Committee of the Whole to discuss transfer issues; and approved.

APPROVAL OF MINUTES: The November 13-14, 2003, minutes were approved.

COMMITTEE RECOMMENDATIONS:

AS-2627-03/AA A REVIEW OF THE CALIFORNIA STATE UNIVERSITY GRADUATE WRITING ASSESSMENT REQUIREMENT (GWAR) IN 2002

RESOLVED: That the Academic Senate of the California State University (CSU) thank the CSU GWAR Review Committee and commend them for their efforts, which resulted in *A Review of the California State University Graduation Writing Assessment Requirement (GWAR) in 2002* and comparative campus charts and responses on various aspects of the GWAR; and be it further

RESOLVED: That the Academic Senate CSU endorse the document *A Review of the California State University Graduation Writing Assessment Requirement (GWAR) in 2002*; and be it further

RESOLVED: That the Academic Senate CSU recommend that campus senates and administrations review the report with the intention of adopting its content or implications as campus policy.

RATIONALE: In the 25 years since the Graduation Writing Assessment Requirement (GWAR) was instituted, the California State University (CSU) has undergone considerable change, including an emphasis on the assessment of student learning outcomes, large increases in student enrollments with modest (at best) increases in funding, and dramatic changes in the student body. All of these developments in the academic environment have had an impact on the assessment of student writing skills.

As required by Executive Order 665, a review of GWAR was undertaken by a committee of CSU faculty, administrators, and students. To conduct the review, the committee collected information from each CSU campus about local GWAR policies, processes, and products in 2001–02 and organized the data by looking at the key features of systemwide GWAR policy, which include the following:

- ***Flexibility in choice of assessment method:*** Ten campuses require a writing exam; two campuses require completion of a course; three campuses require both an exam and a course; and seven campuses require either an exam or a course.

- **Procedure for evaluating student writing samples:** Nearly all campuses using a standardized essay exam follow the policy requiring essay exams to be written under controlled conditions and evaluated by at least two readers. Although the policy for standardized essay exams is quite specific, systemwide GVAR policy is silent on procedures for writing samples produced in academic courses. It appears that, in most GVAR courses, student writing is evaluated by the instructor of record. In these cases, the committee recommends that campuses implement measures to ensure consistency and common standards across courses.
- **Variety in writing samples:** Systemwide GVAR policy permits many types of writing samples to be used for certification, and campuses vary in the nature of the writing task expected of the student. Campuses differ by offering students shorter or longer reading passages, more or less complex reading passages, and varying rhetorical situations.
- **Quality of writing performance:** To evaluate the quality of the student writing performance, the review committee considered two types of evidence. Information on student passrates showed that no campus had a passrate exceeding 90 percent for first-time test-takers and that passrates are low for students who have to repeat the test because they did not pass the first time. The data also show that student passrates in GVAR courses are similar to passrates in other academic courses. The second type of evidence was a sampling of actual student GVAR essays that were scored by campus evaluators and then reviewed by the committee. The committee, by and large, concurred with the judgments of campus evaluators. The committee believes, however, that campuses should devise writing prompts that challenge students to demonstrate the comprehensive writing skills expected of college graduates, not just the proficiencies required of students when they enter the university.
- **Timing of the Administration of the Writing Assessment:** Although students are expected to complete the assessment in the junior year, many do not, despite the fact that CSU institutions use a variety of incentives and motivators. Data on passrates show clearly that students who must retake the test or course need extra services and assistance to help them pass.
- **All-campus responsibility:** CSU faculty from disciplines across the curriculum have participated in GVAR processes as instructors of GVAR courses, readers of timed essay examinations, and members of oversight committees. To ensure all-campus responsibility, it would be helpful if campuses treated GVAR like they do all other academic programs and require a program review every five to seven years.

In addition to considering these systemwide GVAR policies, the review committee also examined emerging issues. The most significant of these is the

large numbers of non-native speakers of English in CSU classrooms. The heterogeneity of today's student body places extraordinary demands on CSU faculty and heavy burdens on students who succeed in their coursework but have not attained proficiency in standard written English.

Another interesting finding from campus data lies in the many different ways GWAR is implemented—or not implemented—in graduate programs. Instead of offering a campus-wide certification, most graduate programs delegate the assessment method to the department level. Some campuses were unaware that a GWAR requirement at the graduate level exists.

With the flexibility and independence encouraged by the Board of Trustees, CSU institutions have developed assessment procedures that are, with a few exceptions, rigorous and sound. In some areas, the review committee has offered recommendations for improving campus GWAR processes. By and large, however, the campuses have identified assessment methods appropriate to their individual missions and student populations, and they have adapted to an evolving academic milieu.

The recommendations of the report are as follows:

- ✧ Recommendation #1: Each campus should implement measures to ensure consistency and common standards in faculty evaluations of written documents produced in courses through which students can achieve GWAR certification.*
- ✧ Recommendation #2: Each campus should review GWAR writing prompts to ensure that they will elicit the skills expected of graduating students rather than the proficiencies of entering students.*
- ✧ Recommendation #3: The CSU system should develop and maintain a systemwide repository of writing topics, prompts, and assignments for GWAR.*
- ✧ Recommendation #4: Each campus should develop a process that ensures students attempt the assessment in their junior year.*
- ✧ Recommendation #5: Campuses should discuss and implement advising and assistance to enable GWAR "repeaters" to be successful.*
- ✧ Recommendation #6: So that students can have effective individualized instruction in GWAR courses, course section enrollments should be capped at 20.*
- ✧ Recommendation #7: Each campus should collect and disseminate data that report the percentage of students who have completed all requirements for graduation except GWAR.*
- ✧ Recommendation #8: Each campus should involve CSU faculty from all disciplines in GWAR processes such as reading essays, teaching GWAR*

courses, providing opportunities for students to improve their writing, and serving on GVAR committees.

- ✧ *Recommendation #9: To ensure all-campus responsibility for GVAR, every CSU institution should conduct a five- to seven-year review of GVAR on the campus. GVAR should be added to every campus's program review calendar as one of the regular academic programs to be reviewed periodically.*
- ✧ *Recommendation #10: Each campus should discuss and implement practices that help ESL students to be successful in passing GVAR.*
- ✧ *Recommendation #11: Each CSU campus should develop a campus-wide GVAR policy for graduate as well as undergraduate programs.*
- ✧ *Recommendation #12: Graduate programs should be included in the annual five- to seven-year GVAR reviews on campus.*

AS-2627-03/AA motion approved unanimously.

AS-2635-03/FA POLICIES ON EMPLOYMENT OF GRADUATE STUDENTS

RESOLVED: That the Academic Senate of the California State University (CSU) advise campus senates to develop or, as appropriate, to review and update campus policies on the training, hiring, course assignments, supervision and evaluation of graduate students employed as graduate assistants, and teaching associates; and be it further

RESOLVED: That the Academic Senate CSU urge that these policies reflect both the CSU Classification and Qualification Standards for hiring graduate students and existing agreements between CSU and the California Faculty Association (CFA) covering use of graduate students.

RATIONALE: In recent years campuses have placed increased emphasis on strengthening the quality of their graduate programs, concomitantly drawing attention to the support of graduate students, including their employment as teaching associates and graduate assistants.

Due to current budget exigencies, there appears to be an acceleration in the use of graduate students as graduate assistants and teaching associates. To maintain the quality of undergraduate instruction in a period in which there are pressures to erode it (e.g., through increased student-faculty ratios), it is vital that departments review and adhere to established policies and, as necessary, that campus senates update campus policies on training, supervision, evaluation, and work assignments of graduate students employed as teaching associates or graduate assistants.

Although graduate students can develop teaching skills and enhance their graduate experience by serving as classroom instructors, they need preparation and careful supervision when they become instructors of record. They must

also demonstrate that they can meet the challenges of post-baccalaureate study and increase their own knowledge of their disciplines before entering the classrooms on the “other side of the desk.” Finally they must demonstrate that they can maintain progress toward timely completion of their degree programs with the requisite grade point average (GPA) while providing instruction. Only when these conditions are met can they contribute effectively to the high quality instruction CSU promises its undergraduate students and thereby uphold the primary mission of the CSU.

Web sites that may be useful include:

Chancellor’s Office Policies:

Graduate Assistant Classification and Employment Policy

<http://www.calstate.edu/HRAdm/Policies/HR2001-20.pdf>

http://www.calstate.edu/HrAdm/pdf/E99/Graduate_Assistant.pdf

Teaching Associate Letter and Class Standard

<http://www.calstate.edu/HRAdm/policies/HR2002-06.pdf>

Examples of Local Campus Policies:

San Diego State University’s Policy:

http://gra.sdsu.edu/Graduate/gta_ga_handbook/GTA_GA_HANDBOOK_v1.pdf

San Jose State University’s Policy:

<http://www2.sjsu.edu/senate/s98-10.htm>

AS-2635-03/FA motion approved unanimously.

AS-2636-04/FGA

**SUPPORT FOR PROPOSITION 56: BUDGET
ACCOUNTABILITY ACT**

RESOLVED: That the Academic Senate of the California State University (CSU) support Proposition 56 (Budget Accountability Act) on the March 2004 ballot and urge that campus senates consider similar resolutions to express their support for the Proposition and then communicate that support through local media.

RATIONALE: The Budget Accountability Act permits the Legislature to enact State Budget-related taxes and spending with a 55 percent vote rather than the two-thirds vote currently required. The Proposition also requires that 25 percent of “excess” state revenue be set aside as a “rainy day fund.” Finally, it requires that the Legislature and Governor lose salary and expenses each day the budget is late and requires the budget summary in the state ballot pamphlet to direct voters to the State’s web site and budget-related vote information.

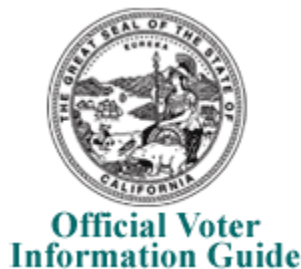
The current two-thirds vote “super majority” requirement has repeatedly allowed the state budget process to be held hostage by a minority of legislators, delaying the timely enactment of the state budget beyond the constitutional deadline of July 1. These delays have had a negative impact on system and campus budget decision making during the days and weeks before the arrival of students for fall semester classes. The

delays and indecision have an impact on the ability of campuses to provide the most appropriate schedule of classes and services to our students.

The proposed "rainy day fund" would provide a fiscal means for mitigating the extremes of the "boom and bust" cycle in higher education funding and the accompanying sharp increases in student fees and their impact on students. This fund could serve to protect investments in higher education and insulate students from dramatic fee increases during bad economic times in California.

Late passage of budgets makes it impossible for the CSU to implement changes over the whole budget year, typically resulting in double impact in winter and/or spring terms.

AS-2636-04/FGA motion approved unanimously.



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Proposition 56

TEXT OF PROPOSED LAW

This initiative measure is submitted to the people in accordance with the provisions of Section 8 of Article II of the California Constitution.

This initiative measure amends the California Constitution and adds sections to the Elections Code and the Government Code; therefore, existing provisions proposed to be deleted are printed in ~~strikeout type~~ and new provisions proposed to be added are printed in *italic type* to indicate that they are new.

PROPOSED LAW

SECTION 1. Title

This measure shall be known and may be cited as the "Budget Accountability Act."

SEC. 2. Findings and Declaration of Purpose

The People of the State of California find and declare that:

The Budget Accountability Act is designed to end the budget delays that have created a fiscal crisis in our state. The purpose of this measure is to enact a comprehensive reform of the state budget process designed to hold the Governor and Legislature more accountable to the People of California by producing more responsible and timely state budgets.

(a) After the Governor introduces the budget, the State Legislature and Governor have almost six months to complete the budget on time. However, the State Legislature has not passed a budget on time since 1986.

(b) The State Legislature and the Governor face no consequences when they fail to meet the budget deadline imposed by the State Constitution. They can continue to collect their salary and expense allowances. They are not required to continue to work on the budget. In fact, they can even go on vacation.

(c) In order to hold elected officials accountable, voters are entitled to know how their tax dollars are spent each year and how their state representatives vote on the budget and taxes. Currently voters do not have easy access to this information.

(d) The two-thirds vote requirement to pass a state budget and related

taxes has contributed to persistent late budgets and large deficits. Political party leaders refuse to compromise to solve the state's budget problem and have used the two-thirds vote requirement to hold up the budget.

(e) California, Rhode Island, and Arkansas are the only states in the country that require a vote of two-thirds or more of the legislature to pass a budget.

(f) After researching California's two-thirds vote requirement, the nonpartisan California Citizens Budget Commission concluded that "the current supermajority requirement fails to achieve its oft-stated goal of keeping budgetary spending in check, while at the same time it promotes gridlock, pork barrel legislation and lack of accountability."

(g) When the economy weakens, the state budget goes into deficit. These deficits are increased by the gridlock caused by the two-thirds vote requirement. These deficits increase year after year until they equal many billions of dollars. Faced with these huge deficits, the Governor and Legislature make massive cuts to education, health care, and transportation and raise billions of dollars in taxes. These deep cuts and large tax increases would not have been necessary if responsible budget solutions had been possible instead of year after year of gridlock.

(h) Party leaders threaten to punish state legislators if they refuse to vote the party line on the budget. Members of the Legislature should be accountable to their constituents, not to party leaders. Our elected representatives must be free to vote their consciences.

(i) California has faced large budget deficits and surpluses over the past 10 years. Elected officials from both major parties have increased spending and cut taxes in good economic times, leaving the State with inadequate reserves when the economy turns bad. Saving money in a rainy day fund in good times provides a prudent reserve during economic downturns and states of emergency, which is essential for responsible budget management.

SEC. 3. Purpose and Intent

(1) In order to make elected officials more responsible for the consequences of their actions, to keep voters more informed of the budget decisions being made by their legislators, to limit partisan extremism and end gridlock in the budget process, and to require a rainy day reserve fund to balance the budget in hard times and protect California taxpayers, the People of the State of California do hereby enact the Budget Accountability Act. This measure is intended to accomplish its purpose by amending the California Constitution and the statutes of California to:

(a) Prohibit the Legislature and Governor from collecting their salary and expenses for every day they miss the budget deadline set by the Constitution and to force the Legislature to stay in session and consider the budget until it is passed.

(b) Help voters hold their state representatives more accountable by providing voters with a two-page summary of how the State is spending the funds it receives. The summary will be published in the state ballot pamphlet mailed to voters before every statewide election. The summary will include a website address where voters can find the voting record of their representatives on all budget and related legislation, including tax bills, that are subject to the 55 percent vote requirement.

(c) Change the votes necessary to pass the budget and related tax and other legislation from two-thirds to 55 percent to improve accountability to voters, reduce budget gridlock, and encourage legislators to work together to solve California's budget problems regardless of their party affiliation.

(d) Allow legislators to vote their consciences on the budget instead of being pressured into voting the party line. A legislator who is threatened by another legislator because of a vote on the budget will be able to file a complaint with the Ethics Committees of the Senate or Assembly, which will investigate the complaint and make public its report and recommendation for appropriate action to the full Senate or the Assembly.

(e) Ensure funds are set aside in a rainy day reserve fund in good economic times when revenues exceed what is needed for existing programs so that when revenues fall short in times of economic downturn the reserve fund can be used to reduce the need for drastic cuts in programs and increases in taxes. The reserve fund could also be used for a state of emergency declared by the Governor. The reserve fund may only be used for these purposes and may not be used to increase spending.

(2) The Budget Accountability Act will not change Proposition 13's property tax limitations in any way. The Budget Accountability Act changes the legislative vote requirement for taxes to 55 percent only for the purpose of increasing taxes as part of the process of adopting the budget.

SEC. 4. Section 12 of Article IV of the California Constitution is amended to read:

SEC. 12. (a) Within the first 10 days of each calendar year, the Governor shall submit to the Legislature, with an explanatory message, a budget for the ensuing fiscal year containing itemized statements for recommended state expenditures and estimated state revenues. If recommended expenditures exceed estimated revenues, the Governor shall recommend the sources from which the additional revenues should be provided.

(b) The Governor and the Governor-elect may require a state agency, officer or employee to furnish whatever information is deemed necessary to prepare the budget.

(c) The budget shall be accompanied by a budget bill itemizing recommended expenditures. The bill shall be introduced immediately in each house by the persons chairing the committees that consider appropriations. The Legislature shall pass the budget bill by midnight on June 15 of each year. Until the budget bill has been enacted, the Legislature shall not send to the Governor for consideration any bill appropriating funds for expenditure during the fiscal year for which the budget bill is to be enacted, except emergency bills recommended by the Governor ~~or appropriations for the salaries and expenses of the Legislature.~~

(d) If the budget bill has not been passed and sent to the Governor by June 15, the Legislature shall remain in session and may not consider or pass any other bills until the budget and bills related to the budget are adopted, except for emergency bills recommended by the Governor. Neither the Governor nor any member of the Legislature shall be entitled to any salary, per diem, or other expense allowance for any day after the June 15 deadline until a budget bill has been passed and sent to the Governor. No forfeited salary, per diem, or expense allowance shall be paid retroactively. In the event the Governor vetoes the budget bill, the prohibitions of this

subdivision shall remain in effect until a budget is passed and signed by the Governor.

(e) No bill except the budget bill may contain more than one item of appropriation, and that for one certain, expressed purpose. Appropriations from the General Fund of the State, except *appropriations in the budget bill and in other bills related to the budget bill* and appropriations for the public schools, are void unless passed in each house by rollcall vote entered in the journal, two thirds of the membership concurring.

~~(e)~~

(f) (1) *Notwithstanding Section 3 of Article XIII A or any other provision of law or of this Constitution, the budget bill and tax and other bills related to the budget bill may be passed in each house by rollcall vote entered in the journal, 55 percent of the membership concurring, to take effect immediately upon being signed by the Governor or upon a date specified in the legislation. Nothing in this subdivision shall affect the vote requirement for appropriations for the public schools contained in subdivision (e) of this section and in subdivision (b) of Section 8 of this article.*

(2) *Tax and other bills related to the budget bill shall consist only of bills identified as related to the budget in the budget bill passed by the Legislature.*

(3) *Tax bills related to the budget bill shall include bills increasing taxes, whether by increased rates or changes in methods of computation, identified in the budget bill as related to the budget, except that no new ad valorem taxes on real property, or sales or transaction taxes on the sales of real property may be imposed.*

(g) *No officer, committee, or member of either house of the Legislature shall punish or threaten to punish any other member for his or her vote on the budget bill or tax and other bills related to the budget. Any member may file a complaint regarding violations of this section with the appropriate ethics committee of the house in which the alleged violation occurred. The ethics committee shall investigate the complaint and make recommendations to the full house regarding appropriate action, including censure, to be taken on the complaint. The ethics committee's findings shall be made public.*

(h) *For any fiscal year for which General Fund revenues exceed the amount needed to fund current General Fund service levels, the Legislature shall deposit at least 25 percent of the excess revenues into the Prudent State Reserve Fund established pursuant to Section 5.5 of Article XIII B, unless the Reserve Fund equals 5 percent or more of General Fund expenditures for the fiscal year immediately preceding that fiscal year. Appropriations from the fund may be made only in years in which revenues are not sufficient to fund current General Fund service levels or in response to a state of emergency declared by the Governor. Appropriations from the fund may be used only for these purposes and may not be used to increase expenditures. Notwithstanding Section 5 of Article XIII B, contributions to the fund shall not constitute appropriations subject to limitation until they are appropriated for expenditure from the fund.*

(i) The Legislature may control the submission, approval, and enforcement of budgets and the filing of claims for all state agencies.

SEC. 5. Section 9082.8 is added to the Elections Code, to read:



9082.8. The Controller, in consultation with the Department of Finance and the Legislative Analyst's Office, shall prepare a budget summary explaining how state funds are spent, not to exceed two printed pages, which shall be published in the state ballot pamphlet sent to voters in every statewide election. The budget summary shall include directions to a state website, prepared and maintained by the Joint Rules Committee of the Legislature, that includes voting records of members of the Legislature on the budget and tax and other bills related to the budget.

SEC. 6. Section 9518 is added to the Government Code, to read:

9518. For the purposes of subdivision (h) of Section 12 of Article IV of the California Constitution, "current General Fund service levels" means levels of service as of June 30 of the prior fiscal year necessary to meet the constitutional, statutory, and contractual obligations of the state adjusted for population and cost of living as provided in Section 8 of Article XIII B of the California Constitution as of the effective date of this measure.

SEC. 7. Severability

If any of the provisions of this measure or the applicability of any provision of this measure to any person or circumstances shall be found to be unconstitutional or otherwise invalid, such finding shall not affect the remaining provision or applications of this measure to other persons or circumstances, and to that extent the provisions of this measure are deemed to be severable.

SEC. 8. Amendment

By rollcall vote entered in the journal of each house, 55 percent of the membership concurring the Legislature may amend Section 9082.8 of the Elections Code and Section 9518 of the Government Code to further the purposes of this measure.

SEC. 9. Conflicting Initiatives

In the event that this measure and another measure or measures relating to the legislative votes required to pass the state budget, increase taxes, or enact or increase fees shall appear on the same statewide election ballot, the provisions of the other measure or measures shall be deemed to be in conflict with this measure. In the event that this measure receives a greater number of affirmative votes, the provisions of this measure shall prevail in their entirety, and the other measure shall be null and void.

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OFFICIAL TITLE AND SUMMARY

Prepared by the Attorney General

Proposition 56

STATE BUDGET, RELATED TAXES, AND RESERVE. VOTING REQUIREMENTS.
PENALTIES.
INITIATIVE CONSTITUTIONAL AMENDMENT AND STATUTE.

- Permits Legislature to enact budget and budget-related tax and appropriation bills with 55% vote rather than 2/3 vote currently required.
- Requires that Legislature, Governor permanently lose salary, expenses for each day budget is late.
- Requires that Legislature stay in session until budget is passed.
- Requires budget summary in state ballot pamphlet and link to Internet website with legislators' voting records on budget and related taxes.
- Requires 25% of certain state revenue increases be deposited in reserve fund, which cannot be used to increase spending.

Summary of Legislative Analyst's Estimate of Net State and Local Government Fiscal Impact:

- This measure would have varying state fiscal impacts from lowering the legislative vote requirement for budget-related spending and tax increases - including changes in spending and potentially significant increases in state tax revenues in some years. Fiscal impacts would depend primarily on the composition and actions of future Legislatures.

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**SUPPORT FOR THE CSU PROJECT ON
LOWER-DIVISION REQUIREMENTS IN MAJORS (POL)**

RESOLVED: That the Academic Senate of the California State University (CSU) thank those CSU faculty members who have participated in the CSU Project on Lower-division Requirements in Majors (POL); and be it further

RESOLVED: That the Academic Senate CSU endorse the Project on Lower-division Requirements in Majors.

RATIONALE: Some five years ago, the Academic Senate CSU began a partnership with the Academic Affairs Division of the Chancellor's Office of the CSU that was originally called the lower-division core alignment project and that has more recently been designated as the CSU Project on Lower-division Requirements in Majors (POL).

POL is designed to:

- *assist students in their completion of the required lower-division components of their major prior to transferring from a community college to a CSU campus or from one CSU campus to another;*
- *enhance ongoing efforts to develop a seamless transition between community colleges and the CSU through articulation agreements and CAN numbers, and*
- *address legislative concerns regarding the efficiency of the transfer process as it affects student learning and success.*

POL brings together representatives of each academic discipline in the CSU to discuss the lower-division components (both prerequisites and required courses) of their major, to clarify those lower-division components, and to seek consensus across the CSU on which lower-division components are appropriate. One goal is to create a body of information for community college students that will permit them to select appropriate lower-division courses that will be accepted as meeting lower-division requirements in their major at any CSU campus. Another goal is to ensure that transfer students are fully prepared to begin upper-division work in their major as soon as they arrive in the CSU.

During their first few terms after entering college, a significant number of community college students may not have decided to which CSU campus they will apply for transfer, or they may find later that they need to apply to several CSU campuses because of impaction. By seeking the widest possible consensus on the required lower-division components of majors, POL seeks to:

- *expedite transfer,*
- *facilitate retention and graduation rates through better preparation of students for success in the CSU,*
- *help those community college students who plan to transfer to avoid taking courses that do not articulate with the requirements of their baccalaureate degree program, and*
- *help community college students to avoid accumulating unnecessary units that exceed the limits for transfer credit.*

Success for POL is likely to address another current problem for both the community colleges and the CSU: the need to move students through the two systems more expeditiously, with fewer units above the number required for graduation, as a way of freeing up space in both systems for students who may otherwise be turned away due to problems of capacity—both physical capacity and the financial capacity to staff classes with instructors.

AS-2637-04/EX/AA motion approved unanimously.

AS-2638-04/FGA CSU BUDGET FLEXIBILITY

RESOLVED: That the Academic Senate of the California State University(CSU) request that when—due to the current state budget deficit—reductions in the CSU budget are mandated, the Governor and the State Legislature not identify specific or targeted budget reductions, but rather, place the responsibility on the CSU for implementing those reductions; and be it further

RESOLVED: That copies of this resolution be distributed to the Governor, all State Legislators, the Chancellor and the Board of Trustees, and other pertinent State officials.

RATIONALE: Specified and/or targeted budget cuts often have unintended and adverse consequences. For this reason, reductions in the CSU budget need to be carefully implemented so as to minimize any detrimental effects on its ability to educate the students of California.

Moreover, since budget decisions are often finalized after the student enrollment commitments for the following year have already been made, it is necessary that the CSU have the greatest flexibility in allocating its funds.

AS-2638-04/FGA motion approved.

AS-2639-04/EX SUPPORT FOR A CSU SUSTAINABILITY POLICY

RESOLVED: That the Academic Senate of the California State University (CSU) urge the CSU Board of Trustees to adopt a sustainability policy that

1. Requires all new and renovated buildings be designed and built to a “Leadership in Energy and Environmental Design” (LEED) Silver rating or higher without binding the CSU to pursue LEED certifications,
2. Establishes specific goals for a 20 percent reduction in energy use per CSU student by 2014 and of 40 percent by 2024 through energy conservation programs, energy-efficient building design, and use of high-efficiency equipment and systems,
3. Establishes specific goals that 25 percent of energy use in the CSU system be from renewable sources by 2014 and 50 percent from renewable sources by 2024,
4. Requires annual progress reports to the CSU Board of Trustees.

RATIONALE: The U. S. Green Building Council developed the “Leadership in Energy and Environmental Design” (LEED) Green Building Rating system as a

voluntary, consensus-based, market-driven building rating system based on existing proven technology that evaluates environmental performance from a “whole building” perspective over a building’s life cycle, providing a definitive standard for what constitutes a “green building.” This standard seeks to fulfill three primary objectives: implement high energy/water efficiency, conserve natural resources, and create a healthy environment. The expected results of conformance to the standard are substantially lower operating, maintenance, and healthcare expenses and higher occupant productivity. The energy conservation and efficiency features that are designed in LEED buildings offer the most cost-effective means of reducing the cost and environmental impact of providing energy services. Further, the evidence is that LEED Silver designed buildings cost no more than non-LEED buildings when the appropriate design concepts, technologies, and materials are incorporated at the beginning of the design process.

A new sustainability policy as envisioned above will allow CSU to continue to be a leader in the efforts for responsible, cost-effective, development and consumption of resources. The Los Angeles Community College District and the University of California have each recently adopted forward-looking sustainability policies and Governor Arnold Schwarzenegger’s “Environmental Policy Agenda” stipulates that 20 percent of all electricity sold on the grid should come from renewable energy sources by 2010, with 33 percent coming from renewable energy sources by 2020. Finally, this resolution supports a similar resolution (attached) recently passed by the California State Student Association (CSSA).

AS-2639-04/EX will be a second reading item at the March 11-12, 2004, meeting.

Resolution in Support of a CSU Sustainability Policy

- Whereas, the California State Student Association (CSSA) is the official voice of the 414,000 students of the California State University (CSU) (www.csustudents.org); and
- Whereas, CSSA advocates sustainability for CSU campuses and has worked on sustainability and green university as policy agenda items for the past three years; and
- Whereas, our universities are a training ground for future leaders, a laboratory for cutting edge research, a place to develop solutions to our biggest challenges, an economic engine for the region, and taken together have a tremendous influence over environmental, economic, and social policies in the country; and
- Whereas, the Talloires Declaration of 1990, an official statement by university administrators supporting environmental sustainability in higher education, articulates the urgency of these environmental problems: local, regional, and global air and water pollution; accumulation and distribution of toxic wastes; destruction and depletion of forests, soil, and water; depletion of the ozone layer and emission of greenhouse gases that threaten the survival of humans and millions of other species; the integrity of earth and its biodiversity; the security of nations, and the health and rights of future generations (source: www.ulsf.org/programs_talloires.html); and
- Whereas, Executive Order D-16-00, signed by Governor Davis, promotes the integration of sustainable and cost-effective building design and construction within the State (source: www.energy.ca.gov/releases/2000_releases/executive_order_D1600.html); and
- Whereas, the US Green Building Council developed the Leadership in Energy and Environmental Design (LEED) Green Building Rating System as a voluntary, consensus-based, market-driven building rating system based on existing proved technology that evaluates environmental performance from a “whole building” perspective over a building’s life cycle, providing a definitive standard for what constitutes a “green building,” with the convergence of these primary objectives: implement high energy/water efficiency, conserve natural resources, and create healthy indoor environments, all resulting in substantially lower operating, maintenance, and healthcare expenses and higher occupant productivity (sources: www.usgbc.org, www.buildinggreen.com, www.greenbuild.com); and
- Whereas, the energy conservation and efficiency features that are designed into LEED buildings offer the most cost-effective means of reducing the cost and environmental impact of providing energy services; and
- Whereas, LEED Silver-rated buildings cost no more than non-LEED buildings when the appropriate design concepts, technologies, and materials are incorporated at the beginning of the design process (sources: www.rmi.org/images/other/GDS-WhyBuildGreen.pdf and <http://www.ciwmb.ca.gov/greenbuilding/Design/CostIssues.htm#Cost&Benefit>); and

- Whereas, there exists a great opportunity to enact a CSU policy of responsible, cost-effective, development and consumption of resources as demonstrated by the design, construction, and use of LEED standards (source: www.esm.ucsb.edu/about/donald_bren_hall.html); and
- Whereas, global warming of the earth by greenhouse gases emitted into the atmosphere occurs when fossil fuels are burned, releasing carbon dioxide into the atmosphere to act as a shield to trap heat inside the atmosphere; and
- Whereas, there is a growing consensus in the scientific community that human-driven global climate change is not only a real threat, but may be the greatest environmental threat of our age, presenting grave and documented threats to the coasts and low-lying countries of the world; to the world's agriculture and its economy; and to all of Earth's ecosystems; and
- Whereas, the California legislature has declared that global warming is a matter of increasing concern for public health and the environment and that control and reduction of emissions of greenhouse gases are critical to slow the effects of global warming (source: www.leginfo.ca.gov/pub/bill/asm/ab_14511500/ab_1493_bill_20020722_chaptered.html); and
- Whereas, renewable energy is created not by burning fossil fuels but by tapping into clean sources such as solar, wind, and waves that produce little or no pollution and generate power from energy sources that are in plentiful supply and virtually never run out; and
- Whereas, California's Renewable Portfolio Standard, SB 1078, mandates that 20 percent of the State's energy generation be renewable by December 31, 2017 (source: http://info.sen.ca.gov/pub/01-02/bill/sen/sb_1051-1100/sb_1078_bill_20020912_chaptered.pdf); and
- Whereas, the State of California Energy Action Plan, passed by the California Energy commission, the Consumer Power and conservation Financing Authority, and the California Public Utilities Commission states that the State is aggressively implementing SB 1078, "with the intention of accelerating the completion date to 2010" (source: http://www.energy.ca.gov/2003_energy_action_plan/2003-05-08_ACTION_PLAN.PDF); and
- Whereas, Governor-Elect Schwarzenegger's Environmental Policy Agenda stipulates that 20 percent of all electricity sold on the grid come from renewable energy sources by 2010, with 33 percent coming from renewable energy sources by 2020 (source: <http://www.joinarnold.com/en/agenda/#D1>); and
- Whereas, the Los Angeles Community College district recently adopted responsible development policies requiring that all 40-50 new Proposition A buildings be LEED Silver or higher with at least 15-25 percent renewable energy standard and with at least 10 percent being generated on site with energy from the sun (source: www.cleanenergynow.org/media/pressreleases/07122002.html); and
- Whereas, one year ago the University of California (UC) used no clean energy and had no standards for green buildings, yet the UC Board of Regents passed a sustainability policy in July 2003 committing to the installation of 10 megawatts (equivalent to power used by 5,000 homes) of renewable energy across the 10 campuses; the

purchase of 10% of the university's utility purchased energy from clean energy sources immediately and ramping up to 20% by 2017; and the reduction of systemwide energy use to 10% below 2000 levels by 2017, with a commitment to build all future UC construction to LEED equivalent standards; and

Whereas, a CSU energy portfolio with a higher percentage of clean, renewable energy generated within the state and on our campuses will increase safety and security by reducing dependence on corporations and on other states and nations for energy; lessen pollution and our contribution to global warming; create many skilled jobs; and keep more energy sector profits and taxes in California (www.calpirg.org/reports/renewableswork.pdf); and

Whereas, a CSU energy portfolio with a higher percentage of clean, renewable energy generated within the state and on campuses will increase safety and security by reducing dependence on energy firms and other state organizations; therefore be it

Resolved, that CSSA calls upon the CSU Board of Trustees to adopt a policy that all new and renovated buildings at CSU campuses be designed and built to a LEED Silver rating or higher (without binding the CSU to actually pursue LEED certifications); and be it further

Resolved, that CSSA calls upon the CSU Board of Trustees to direct that energy use per CSU student be reduced by 20 percent by 2014 and 40 percent by 2024 through energy conservation programs, energy-efficient building design and use of high-efficiency equipment and systems; and be it further

Resolved, that CSSA calls upon the CSU Board of Trustees to direct that 25 percent of energy use in the CSU system be from renewable sources by 2014 and 50 percent from renewable sources by 2024, at least half of which will be generated onsite incorporating sources such as solar, wind and biomass; and be it further

Resolved, that distribution of this resolution include, but not be limited to, the CSU Board of Trustees, campus presidents, student body presidents, the Statewide Academic Senate, and Chancellor Charles B. Reed.

**CALIFORNIA STATE UNIVERSITY CENTER OF
EXCELLENCE IN THE STUDY OF THE HOLOCAUST,
GENOCIDE, HUMAN RIGHTS AND TOLERANCE**

RESOLVED: That the Academic Senate of the California State University (CSU) support the passage of AB 1175, Amending the Holocaust, Genocide, Human Rights and Tolerance Act of 2003.

RATIONALE: Since the early 1990s the State of California has mandated that the teaching of the Holocaust and Genocide be done in grades 7-12. In the years since the passage of that legislation teacher preparation in this area has been erratic and spotty. To rectify that problem, at the urging of faculty from the CSU and supported by the Academic Senate CSU and other groups, the legislature passed AB 2003, the Holocaust, Genocide, Human Rights and Tolerance Act in the fall of 2002. AB 2003 created a state taskforce on Holocaust and Genocide Education and a center at CSU Chico. The Center has been functioning now for one year and has received over \$190,000 in grants and donations in its first year and an additional \$100,000 before its second year. More than 300 teachers have been trained in workshops and six workshops are scheduled for the spring of 2004. A web site has been created in cooperation with the Department of Education of the State of California. Other CSU campuses participating in the Center include San Diego State, CSU Long Beach, CSU Northridge, Sonoma State, CSU Fresno, San Francisco State, CSU Stanislaus, (CSU San Bernardino and CSU San Marcus are currently developing programs and courses and will be asked to participate). In addition, faculty from four University of California (UC) campuses and a number of Community Colleges are also participating.

Other institutions who have partnered with the Center include the Wiesenthal Museum of Tolerance, the Los Angeles Holocaust Museum and Memorial, The Shoah Foundation of Visual History, The Armenian Genocide Resource Center, The Northern California Holocaust Resource Center, Facing History and Ourselves, The Anti-Defamation Program of Los Angeles and the ADL Bearing Witness Program, and the Bridge, a program for Cambodians in Stanislaus County.

The original bill, AB 2003, enabled the CSU and other groups to respond to earlier legislative mandates in a responsible fashion. This new legislation releases the CSU from legislative control in a number of ways. AB 1175 was written in response to input from CSU faculty and amends AB 2003 to remove the 2005 sunset clause, the reporting clause and to remove Chico from the bill. Removing the sunset clause enables the Center and the taskforce to continue as long as funding from external sources are available. Removing Chico from

the bill recognizes that the Center is not connected to any one CSU Campus but is truly a program for all of California.

AS-2640-04/TEKR will be a second reading item at the March 11-12, 2004, meeting.

BILL NUMBER: AB 1175 AMENDED
BILL TEXT

AMENDED IN ASSEMBLY JANUARY 5, 2004

INTRODUCED BY Assembly Member Koretz

FEBRUARY 21, 2003

~~An act to add Section 1747.08 to the Civil Code, relating to consumer credit. An act to amend Sections 44775.1, 44775.7, and 44775.8 of the Education Code, and to repeal Section 5 of Chapter 702 of the Statutes of 2002, relating to public schools.~~

LEGISLATIVE COUNSEL'S DIGEST

AB 1175, as amended, Koretz. ~~Consumer credit~~
The Holocaust and genocide .

Existing law, known as the Holocaust, Genocide, Human Rights, and Tolerance Education Act of 2003, establishes the California Taskforce on Holocaust, Genocide, Human Rights, and Tolerance Education, as an advisory body, and establishes the Center for Excellence on the Study of the Holocaust, Genocide, Human Rights, and Tolerance as a pilot program at the California State University, Chico, to promote education regarding the Holocaust, genocide, human rights, and tolerance. Existing law requires the center to prepare and submit a report to the Secretary of Education, the Governor, and the Legislature, regarding, among other things, the activities of the center and its progress in achieving specified goals, no later than January 31, 2004. Existing law repeals the Holocaust, Genocide, Human Rights, and Tolerance Education Act of 2003 on January 1, 2005.

This bill would expand the center to the California State University generally, remove references to the pilot program, extend the deadline for submission of the center's report to January 31, 2005, and delete the repeal date of the act, thereby extending the operation of the act indefinitely.

~~Existing law regulates various practices of credit card issuers. Existing law, among other things, prohibits the issuing of a credit card except in response to an oral or written request or application for a card or as a renewal or in substitution for an accepted card.~~

~~This bill would prohibit credit card issuers from sending out unsolicited preprinted credit card applications that contain personal information about the consumer.~~

Vote: majority. Appropriation: no. Fiscal committee:
~~no~~ yes . State-mandated local program: no.

THE PEOPLE OF THE STATE OF CALIFORNIA DO ENACT AS FOLLOWS:

~~SECTION 1. Section 1747.08 is added to the Civil Code, to~~

SECTION 1. Section 44775.1 of the Education Code is amended to

read:

44775.1. ~~(a)~~ As used in this chapter, the following words have the following meanings:

~~(1)~~

(a) "Taskforce" means the California Taskforce on Holocaust, Genocide, Human Rights, and Tolerance Education established pursuant to this chapter.

~~(2)~~

(b) "Center" means the Center for Excellence on the Study of the Holocaust, Genocide, Human Rights, and Tolerance established pursuant to this chapter.

~~(3)~~

(c) "State" means the State of California.

~~(b) This chapter shall remain in effect only until January 1, 2005, and as of that date is repealed, unless a later enacted statute, which is enacted before January 1, 2005, deletes or extends that date.~~

SEC. 2. Section 44775.7 of the Education Code is amended to read:

44775.7. (a) The Center for Excellence on the Study of the Holocaust, Genocide, Human Rights, and Tolerance ~~shall be established as a pilot program at~~ is a program of the California State University ~~, Chico,~~ ~~pursuant to this chapter~~. The purpose of the ~~pilot~~ program is to accomplish all of the following:

(1) Create a center to coordinate and act as a clearinghouse of information on programs that provide teachers with the knowledge, training, and curricular materials to effectively teach pupils in the public schools about the Holocaust, genocide, human rights, and tolerance as established in the History-Social Science Framework and Content Standards for California Public Schools.

(2) Expand upon the work of existing Holocaust and genocide institutions, programs, and organizations, including the Museum of Tolerance, to provide teacher training, curricular materials, and other instructional resources that complement and integrate, rather than duplicate, those efforts.

(b) The goals of the center shall be to accomplish all of the following:

(1) Expand upon the framework established by the Model Curriculum for Human Rights and Genocide offered by the ~~State Department of Education~~ department.

(2) Develop and facilitate teacher access to instructional materials on the Holocaust, genocide, human rights, and tolerance.

(3) Expand delivery of training, materials, and resources on the Holocaust, genocide, human rights, and tolerance through the provision of online as well as face-to-face resources and classes.

(4) Create an integrated statewide clearinghouse of information on teacher training, instructional materials, and resources available through existing Holocaust and genocide institutions, programs, organizations, and the center.

(5) Support the integration of survivor testimony into instruction on the Holocaust, genocide, human rights, and tolerance.

(c) The director of the center shall prepare a master plan for the implementation of the ~~pilot~~ program that outlines the manner in which the goals of the program will be accomplished and measured.

(d) The center shall work cooperatively with designated California State University campuses, including, but not limited to, Fresno, San Diego, San Francisco, Sacramento, Stanislaus, Sonoma, Northridge, and Long Beach, to offer training, curricular materials, and resources for teachers to effectively instruct on the Holocaust, genocide, human rights, and tolerance.

SEC. 3. Section 44775.8 of the Education Code is amended to read:

44775.8. The center shall engage in the following activities:

(a) Support and facilitate teachers' use of certificate programs in Holocaust and genocide studies developed through the California State University.

(b) Act as a clearinghouse for teacher training materials.

(c) Provide specialized training for teachers and school districts.

(d) Assess and monitor the effectiveness of teacher training programs provided by the center.

(e) Promote Holocaust and genocide awareness.

(f) Compile a roster of volunteers who are willing to share their survivor testimony in classrooms, seminars, and workshops on the subject of the Holocaust or genocide and make the roster available on the center's Web site.

(g) Solicit financial support from both the public and private sectors.

(h) Promote activities to memorialize the Holocaust and genocide events.

(i) Prepare and submit a report to the Secretary for Education, the Governor, and the Legislature no later than January 31, 2004- 2005 , outlining the activities of the center and reporting on the progress made in achieving the goals outlined in subdivision (b) of Section 44775.7. In addition, the report shall include information on the amount of nonstate funds secured for the purposes of the center and the number of teachers who have participated in training provided by the center.

SEC. 4. Section 5 of Chapter 702 of the Statutes of 2002 is repealed.

~~Sec. 5. If the Budget Act of 2002 in Item 6610-001-0001 of Section 2.00 of that act provides for the appropriation of funds for the CSU Centers for Excellence pursuant to legislation, all of those one-time funds may be used to establish the Center for Excellence on the Study of the Holocaust, Genocide, Human Rights, and Tolerance, as a pilot program at California State University, Chico, pursuant to Section 44775.7 of the Education Code. No state funds beyond the fifty thousand dollars (\$50,000) described by that item may be used to support the center in any subsequent fiscal year.~~

~~read:~~

~~1747.08. Notwithstanding any other provision of law, a credit card issuer is prohibited from sending out an unsolicited preprinted credit card application, which contains personal information about the consumer, such as his or her name and address.~~

**AS-2641-04/TEKR FEE INCREASE POLICY FOR TEACHER
CREDENTIAL CANDIDATES**

RESOLVED: That in light of the ongoing need in the state of California for well-qualified elementary and secondary level teachers, the Academic Senate of the California State University (CSU) oppose any student fee increase that discourages students from entering the teaching profession; and be it further

RESOLVED: That in order to support and encourage students who would enroll in post-baccalaureate teacher credentialing programs, the Academic Senate CSU urge that they be classified as undergraduate rather than graduate students for the purpose of setting student fees; and be it further

RESOLVED: That the Academic Senate CSU support the efforts of State Superintendent of Public Instruction Jack O'Connell, Chancellor Reed, and the Executive Council of the CSU Presidents to secure this provision on behalf of CSU teacher credential students.

RATIONALE: The California Department of Education has identified a need for an additional 265,000 K-12 teachers by 2005. The California Legislature also has repeatedly acknowledged the shortage of well-qualified K-12 teachers (AB 1241, e.g.). In this context, it is important to recognize the chilling effect that large fee increases have had on university enrollment.

Arguments for differentials between undergraduate and graduate fees are frequently justified on the basis of the greater earning potential that individuals with graduate level credentials enjoy. There are two problems with this rationale, however, as it applies to students in post-baccalaureate teacher credentialing programs. First, these students are not, technically, graduate students. Second, and regrettably, a high-income earning potential generally is not typical for those entering the K-12, publicly funded, professional teaching ranks. Accordingly, the lower fee increase structure proposed for undergraduate students (currently a 10% cap on annual fee increases) offers protection to a class of post-baccalaureate students—those in teacher credentialing programs—that it is in California's interest to protect.

AS-2641-04/TEKR will be a second reading item at the March 11-12, 2004, meeting.

APPENDIX: Reports

Fiscal and Governmental Affairs Committee – Chair Cristy Jensen

FGA prepared two resolutions: one supporting Proposition 56 and one calling for maximum budget flexibility for CSU.

Student Fee Policy Work continued by task force members Menon, Pasternack and Jensen; met January 14 with Karen Yelverton Zamarripa, Patrick Lenz and Jeff Vaca. Confirmed agreement on principles established in November resolution. Main issues to be yet determined: percent cost of education born by students (25% to 33 1/3%); period of time to ramp up (10 years?) and nature of higher education price index (HEPI) or consumer price index (CPI) link. Legislative Activities will focus on joining with CO, CFA, CSSA on March 22 CSU Legislative Days AND series of regional district based meetings with targeted members and senate delegations to be completed by end of April. Committee requested narrative "stories" re: impact of budget cuts from faculty perspective from Senators.

Committee had extensive discussions with Patrick Lenz on Governor's Budget and CSU possible strategic responses.

Assembly Higher Education Committee, January 20, 2004–Cristy Jensen

Recommendations for Changes in California Higher Education Finance

Liu, Oropeza, Dymally, Lowenthal, Horton, Nakanishi

Lynn Laeber, new staff consultant replacing Nitta

» Liu; 4 principles to guide debate and discussion from her perspective.

1. students has a responsibility for a share of higher ed costs
2. responsibility of state to appropriately invest in higher ed
3. adequate financial aid
4. colleges and universities must be efficient and productive

Alternatives

I. Differential funding

Lower division, upper division and graduate

High cost, medium cost and low cost programs

Goal is a predictable and transparent funding structure

Concerns expressed:

1. start up costs of research and data collection to form baseline data base
2. expense of ongoing data collection – Hershman from UC talked about need to follow faculty member around to determine time allocations between levels
3. old orange book created a complex bureaucracy

»Opportunities presented (per Hamlett)

opportunity to target state priorities, e.g., we want lower-division major prep to improve so we will put scarce state resources to that end.

But will reduce flexibility of institutions and their ability to innovate

»Boilard from Legislative Analyst's Office (LAO)

Will enhance transparency; eliminate cross subsidies
Allows ability to incentivize actual cost reimbursement
Alternative ways to do this:

1. control \$ allocations to the levels per segment
2. institution decide, e.g., lower division/UC, etc., proportions which make sense and then be reimbursed for that.

»Englebach from CPEC

Difficult public policy question: is it appropriate to have cost differential for level by segments? How to reconcile with Master Plan assignments of responsibilities.

**Task: LAO will work with CPEC and with segments on how all this might work.
Report due 4/15**

II. Incentive Funding for State Priorities: delay because of budget problems

III. Student Fee Policy

Questions to be answered:

What share should student pay?

What is maximum annual fee increase?

After student share level reached, how is it adjusted annually?

Task: Committee asked LAO to work with segments to bring answers to these questions prior to 4/15

Note: our Student Fee Policy Group should have info on impacts, etc. by System Budget Advisory Committee (SBAC) 2/10

IV. Student Financial Aid Policy

LAO has recommended consolidating institutionally based financial aid together with Cal Grant A (entitlement under 24; academically competitive) and Cal Grant B (average 27 years, single parent—only 1 in 6 eligible currently receive)

**Task: Committee asked LAO and CPEC to work together to prepare report 4/15
To address the following questions:**

1. is this what we want to do as public policy?
2. if Governor is successful in decoupling financial aid and fees what are the implications?

V. Technology

PEW 25 courses account for 75% full-time equivalent student (FTES)

Report 40% savings from technology redesign

»Hamlett proposed demonstration project on 10 campuses for 3 years

\$I million (annually or three years)????

Savings to stay in instruction budget

To CSU Academic Senate

VI. Rainy day reserve option to be delayed 1 year because of budget

VII Group Purchasing (successfully used in hospital setting)

Two dozen independent colleges and universities in California report savings of 10-20%. Committee will examine Tennessee legislation as a model

VIII. Improved Utilization of campus facilities

1. 110% state subsidy
2. incentives for summer enrollment

CPEC report back by May 1

»Lowenthal: let's clean up timely progress to degree (facilitating graduation stuff) first

Community College Finance Resolution

Committee called for a resolution putting forth the issues as follows:

(Dymally and Pacheco as co sponsors)

1. there is a lack of clarity re: priorities for CCC
2. CCC must be equitable partners with CSU or UC
3. cost sensitivities: build in equalization across campuses
4. review statutory barriers and assess relevance
5. long-term student fee policy
6. determine whether to stay under 98 or not

They stated their goal is to address CCC idiosyncrasies to integrate CCC as full partners

Lenz for CSU, Hershman for UC and Gill for CCC responded

»Lenz

Perils of differential funding and incentivizing state priorities in era of change due to term-limited legislatures

Perils of student fee as a substitution for general fund reduction

Welcome tech and course redesign options but no significant savings promised

Group purchasing ok

Achieving 24 million savings re: 110% subsidy would be a challenge

»Hershman

Primarily railed against differential funding and master plan implications

California State Student Association, September Conference: CSU Chico

Manolo P. Platin, Statewide Academic Senate Liaison, 1/20/04

CSSA November Conference: CSU Fullerton

Board of Directors (Saturday): The Board of Directors heard reports from Special Officers, Student Trustees, the Chancellor's Office Liaison, and Bob Cherny.

University Affairs: the UA committee had two agenda items on the table. The first was a Resolution on Parking Fee Equity. After weighing the facts with our mission to advocate on behalf of students, and a presentation by Sam Strafacci, Assistant Vice Chancellor, CSU Human Resources, and CFA's response to parking, the University Affairs committee passed and forwarded the resolution on Parking Fee Equity to the full board. The second action item was a Resolution in Support of a CSU Sustainability Policy. There was lengthy discussion regarding if this resolution was asking for a reasonable policy or if it was "too green" for the administration to actually look at. In the end, the original, stronger policy was advocated for in the resolution.

Ad-hoc Shared Governance: This committee met and made some headway on completing our shared governance “matrix”. The matrix is intended to increase awareness of where shared governance breaks down in our system, and also can give ideas for increasing or maintaining the shared governance when it breaks down.

Ad-hoc CSU Budget/Student Fees: This committee looked at the CSU Trustees budget proposal in detail. Most importantly, this committee held a discussion on a Long-Term Student Fee Policy. A comprehensive review of the history of student fee policy, as well as the Academic Senate CSU’s resolution.

Board of Directors (Sunday): One more systemwide committee nomination was confirmed by the CSSA Board of Directors. All committees are now filled. A new CSSA Special Officer, Financial Aid was nominated and confirmed. Adam Byrnes from CSU Fullerton was appointed.

Legislative Affairs, sought approval for the CSSA Legislative Timeline. Also nominated Manny Diaz for Legislator of the Year. This is the second year in a row, Diaz has been nominated, specifically for his sponsorship of AB 550, the student’s fee policy. Both the Resolution on Parking Fee Equity and the Resolution in Support of a CSU Sustainability Policy were passed. The Board also took action to nominate four students to represent CSSA in the upcoming Student Success Conference in December. The four students chosen were Rachel Greathouse from San Jose State, Honee Folk from San Marcos, Estee Sepulveda from Long Beach State, and me, Manolo from Humboldt.

CSSA December Conference: Humboldt State University

Board of Directors (Saturday): We started out by having a round table discussion of how CSSA helps students on each campus. Each campus was asked to give at least one tangible way that the California State Student Association served students at each respective campus. The list was long, and the discussion amusing, but the end result was a long, concrete list of many of the ways that the professionalism, and the increasing awareness of CSSA was helping CSU students. The Board of Directors heard reports from Special Officers, Student Trustees, the Chancellor’s Office Liaison. In addition, Bob Snyder and Marshelle Thobaben gave an excellent overview of the statewide Senate and also engaged in a very good, up-front discussion of what the budget cuts to the CSU could mean for the faculty, which is very closely linked to what will happen to students in terms of success in the CSU. CSSA would like to thank both Senators who spoke very honestly with our board.

University Affairs: the UA committee had no action at this meeting, but we discussed several issues. First, the committee discussed Cal State Cares, which is a systemwide day of community service sponsored by CSSA. The project this year is outreach to high school students by staffing workshops legislators are holding in their districts to help high school students complete the Free Application for Federal Student Aid (FAFSA) form. We felt this project would be extremely timely because of the proposed cuts to outreach by the new California Administration. Plans for a Voter Registration educational workshop was made for this weekend at San Diego State, as well as a sustainability conference and/or shared governance conference to coincide with March’s Fresno CSSA Board meeting.

Ad-hoc Shared Governance: More work on the Shared Governance Matrix. We should be finished with this stage by the end of the San Diego conference this weekend.

Ad-hoc CSU Budget/Student Fees: This committee met and discussed a Resolution in Support of the CSU Board of Trustees proposed budget for FY 04-05. Also discussed a Resolution regarding a Long-Term Student Fee Policy for the California State University. Much of the language in the latter resolution was consistent with the Academic Senate, CSU's position that was resolved in Long Beach in November.

Board of Directors (Sunday): A new CSSA Special Officer, Lobby Corps, was nominated and confirmed. David Abella from San Francisco State was appointed. The Initial Review Board (IRB) for the Student Trustee search was created. A committee of 5 members was elected from the Board as a whole, and will have the charge of selecting finalists to be forwarded to Sacramento, as well as developing questions for all applicants. The Executive Committee sought approval of the Memorandum of Understanding with the CO, as well as a subsidy for the California Higher Education Student Summit (CHESS) in February. Legislative Affairs, sought and got approval for the Board's positions of the alternative education funding proposals under consideration from the Assembly Higher Education Committee. A Resolution in Support of Prop 55 was passed, as was a CSSA Legislative Proposal regarding Textbook Affordability. A resolution in Support of the CSU Trustee's Budget Proposal was passed and finally a Resolution Regarding a Long-Term Student Fee Policy for the California State University was passed.

Upcoming: CSSA will meet this weekend 1/23-1/25 at San Diego State.

CHESS will be held in Sacramento in February.

COMPLETE CSSA MINUTES AND AGENDAS AVAILABLE ONLINE AT:

www.csustudents.org

Other than CSSA:

Student Success Conference: I had the opportunity to attend the conference in December, representing CSU students. The three other participants and I had a good impression of the conference as a whole, with our final conclusion correlating good advising with student success. We felt that the Faculty's motivation for facilitating graduation and transfer was positive for students, unfortunately, at the same time, we believed some of the administration's views were more motivated by getting students out of the University, simply to make room for future students. We, as students, wanted to make sure that the impetus for graduating students faster and with less units, was truly in their best interests, not as an enrollment management tool to accommodate Tidal Wave II.

IMPAC Steering Committee Meeting, January 16, 2004—Barry Pasternack

- 1) There were reports from CAN and Articulation System Stimulating Inter-institutional Student Transfer (ASSIST) directors. The ASSIST director reported that they might be short \$100,000 in funding but hope to make that up by undertaking special projects. A report on CAN, IMPAC, and ASSIST is due to the Governor by September 1.
- 2) A subgroup was formed to develop a procedure to follow in order for workgroups to send out information to their disciplines. The subgroup will report at the next IMPAC steering committee meeting at the end of this month. The subgroup consists of the three lead faculty members and other members of the steering committee.

- 3) Larry Pitt talked about the problems with UC dual admissions and the limited number of students who were choosing that option.
- 4) There was a lengthy discussion of the CAN approval process and mention of the difficulties faced by psychology at the last CAN Board meeting. Julie mentioned that sociology, anthropology, chemistry, earth science, and geology were planning to submit new CAN descriptors but that some of the members of ICAS did not wish to approve these until there were assurances that these had been widely reviewed.
- 5) Faculty leads should be available (either in person or by phone) for the CAN Board meetings at which their descriptors would be discussed.
- 6) There was discussion of the overlap between the work done by ELC (engineering liaison council) and IMPAC. It was suggested that in the future, ELC try to hold meetings at the same time/location as some of the IMPAC regional meetings.
- 7) Julie Adams asked faculty leads to prepare articles for an IMPAC newsletter. These are due to her by 2/16/04.
- 8) There was a discussion of science (SC) IGETC and the fact that math and engineering did not find the SCIGETC proposal particularly useful in their disciplines.

Faculty Trustee Report on January 27-28, 2004, Board of Trustees' (BOT) Meeting

BOT met in closed session on January 27 at the CO in Long Beach at 10 AM on personnel matters, including Executive Review of Chancellor Reed and President Eisenhardt of the California Maritime Academy!

1:00 PM *Committee on Institutional Advancement*: Approval of 2002-03 Annual Report on External Support—there was a 7.6% decline in charitable giving, although multiyear giving grew to \$302.15 M. \$538.83 M came in special revenue, including sponsored grants & contracts. While \$10.5 M went directly to student aid and over \$14 M was received for scholarship endowments, there was about a \$1 M reduction for scholarships due to the market forces and reduced giving. Naming approved by first the committee and then the BOT:

CSU MB's wing of the Chapman Science Academic Center (Bldg. 53) named as the Hilton & Roberta Bialek Math and Technology Wing;

CSU Northridge's west wing of Oviatt Library named as the Tseng Family Wing and the College of Extended Learning as the Ronald Tseng College of Extended Learning;

SLO named the Cal Poly Theatre (Bldg. 02) as the Cotchett Education Building, University Center for Teacher Education and the Cal Poly Theatre (Bldg. 44) as the Faye & Alex Spanos Theatre.

CASE Awards went to Fresno, Fullerton, Northridge, Long Beach, Pomona, San Bernardino, San Diego, San Francisco, San Jose, Stanislaus,

1:30 PM Closed Session on Collective Bargaining to be followed by Open session.

Contract with CFA was ratified. CFA President John Travis, Vice Chancellor Jackie McClain, and the Chancellor spoke very positively about the mutual cooperation in getting a contract ratified without going through Impasse for the first time in 10 years. All sides expressed hope that this was a new day for all the members in the CSU. There was particular mention made of the change in order of layoff for 3-year lecturers and the ability of FERP faculty to take a leave without pay. Christine McCarthy, Vice President

of the Academic Professionals, noted that they also wanted to get back to the bargaining table and felt there would be a positive environment. Pat Gantt, Director of California State Employees Association (CSEA), applauded the CFA contract as a model to get agreement for CSEA. They are meeting again on February 4-5.

2:30 PM Finance- Report on the Support Budget for 2004-05--Information, Executive Vice Chancellor Richard West and Assistant Vice Chancellor Patrick Lenz reviewed the implications for the 2004-05 CSU System Budget, given the Governor's proposed Budget, the current state of the California economy and the political unknowns of the March primary. The CO is recommending that the BOT request an unallocated budget reduction in the best interests of the currently enrolled students in the CSU, rather than the specific reductions targeted by the Governor's budget. The proposed strategy was: 1) Implement a 5% enrollment reduction for 2004-05 (20,000 students) and start now due to the nature of the academic year cycle; 2) Support the continuation of Educational Opportunity Program (EOP) and Academic Preparation programs as very successful and necessary for students; 3) Develop a proposal about how the CSU might redirect the specified 1% of first-time freshmen; 4) Work on a policy regarding excess course units that would not burden or inhibit students from graduating; 5) Defer Common Management System (CMS); 6) Develop a Student Fee and Financial Aid policy for Fall 04 and notify students in a timely manner. Suggestions were made to look at summer programs; Presidents were given enrollment targets to implement! Failure of the March Bond was seen as very threatening. So far the 3-year (2002-05) impact to the CSU has been a cumulated loss of \$771 M or 28.8%.

The BOT approved the 3rd series of Bonds that, overall, would total \$135 M. The CSU will issue Systemwide Revenue Bond/Debt Instruments for Humboldt Recreation Center & Field House Renovation, Northridge Parking 11, which will not exceed \$31,575,000. For each project, I requested a more complete statement of how sustainability was being addressed.

The Revision to Title 5 Fee Waiver Dependents Deceased/Disabled Veterans was Repealed (replaced by Ed Code 66025.3) after an open period for public comment was held.

3:15 PM Campus Planning, Buildings and Grounds-Amend 2003-04 Capital Outlay Program, nonstate funded-was Deferred.

Campus Master Plan Revision CSU Sacramento was approved with great support from the faculty, students, alumni and community. This is an innovative revision of the center of campus with a "green core" and the containment of traffic to the outskirts of campus: Center for Space Science, Outdoor Amphitheater, Geology Optical lab, Café, Science 11, Engineering 11, Art Complex, Classroom 111, Parking Structure 1V, South Campus Entrance, Performing Arts Center, Classroom Lab Building-Tahoe hall, Baseball Storage Facility, Classroom Building 1V, Gazebo, Parking Structure V, Eureka Hall Addition, Administration Building are all included with state funded \$45 M & nonstate funded \$81 M.

Status Report on the 2004-05 State Funded Capital Outlay Program--Governor's Budget, Information. The Governor's Budget reduced the prior request by \$7,861,000 by the Department of Finance (DOF); Humboldt State University's Forbes PE Complex

Renovation was reduced by \$41,365,000 as the campus requested to proceed only with the planning phase for \$1,313,000. BOT priorities 22-28, established at September 16-17, 2003, BOT meeting, were not included but may be resubmitted for 2005-06.

The Committee and then the BOT approved Schematic Plans for CSU Long Beach-Parking #2 & #3 \$38,193,000; CSPU Pomona-Parking #1 \$32,379,00; San Diego State - Social Sciences/parking #8 \$30,360,000; San Francisco State -Joint Library J. Paul Leonard Library/ Sutro Library \$99,595,000; CPSU San Luis Obispo (SLO)--Engineering/ Architecture Renovation & Replacement Phase 11A \$36,099,000. Again I urged for fuller statements of sustainability to be included in these requests.

3:45 PM *University & Faculty Personnel Committee* and then the BOT approved Executive Compensation for President Karen Hayes of CSU San Marcos, \$203,376 with housing \$36,804 annually starting February 1, 2004; housing for President Warren Baker of SLO \$36,804 starting February 1, 2004. Authority was granted to Implement Early Retirement Programs as necessary. They do believe there will be fiscal savings for this.

4:00 PM *Organization & Rules*-Suggested revision of the BOT Rules of Procedure. This is information only and will appear as action in March. The intent is to update the BOT Rules to conform to current law and practice.

4:15 PM *Audit--Status Report on Current & Follow-up Internal Audit Assignments* (Information) There was improvement with a targeted timeframe of 9 months response. Still questions were raised about a few which either exceeded 9 months or showed no progress. Assignment of Functions to be Reviewed by the Office of the University Auditor for Calendar Year 2004-Action was finalized to be Admissions and Evaluations, Human Relations/Personnel Services, and Student Activities/Organizations. A Report on Construction Auditing in the CSU 2002-03, with 6 audits completed was an information item. Report of the Systemwide Audit in Accordance with Generally Accepted Accounting Principles including the Report to Management, was given as information. The format and thoroughness of this audit function and report was praised as greatly improved and being reviewed as a model by other university systems. Despite significant reductions in budget, the CSU's overall financial strength was sound. Total net assets were increased by \$578.9 M, primarily in capital assets, net of related debt and restricted expendable net assets categories. Single Audit Report of Federal Funds was given as information, wherein out of a total expenditure of federal awards of \$1,139,433,048 about \$1.08 B is in student financial aid.

January 28

8:00 AM Closed Session on Nominees for Honorary Degrees, this list was moved to Action by the BOT and normally only involves a maximum of two per campus.

8:30 AM Open Session--Remedial Education Policy Implementation: 8th Annual Report-Math & English as information. A great deal of publicity has accompanied this report. The key aspects are 1) The likelihood that the CSU will not reach the BOT goals for levels of preparedness for College Level English and Math for first-time freshmen in 2007 set as 90%. 2) From Fall 1998 to Fall 2003 there has been a 10% increase in the percentage of fully proficient first-time freshmen. 3) The success rate in remediation within one year is about 82%. 4) There has been greater success in achieving Math than

English proficiency. 5) There are 3 major Initiatives underway: Early Assessment program 11th grade testing, early Assessment Program-Senior Year experiences, Professional Development for High School teachers.

Revision of Title 5--Student Discipline & Intellectual Property was moved and passed as Acton after open period for comment was noted. Revision of Title 5--Nonvehicular Transportation and Animals on Campus was moved and passed as Action after an open period for comment was held.

9:45 AM Governmental Relations--2003/04 Legislative Report No. 7 was presented by Assistant Vice Chancellor Karen Y. Zamarripa and moved first by the Committee and then the BOT to Action. The central points of Karen's presentation were as follows. This is the 2nd year of a 2-year session, which means much greater deadline pressure. Two freshmen legislators (McCarthy & Nunez) are leading the California Assembly and have put together new teams to lead their respective caucuses with 12 new leaders in the Republican caucuses, 6 are CSU grads. Senate is more stable until the November elections; her overview was that the legislature is divided over the implications of the Recall. They are hopeful for the Prop 55 Bond for Higher Ed but polls show 70% of voters think the government could give them the same level of service for less cost. 13 different initiatives may qualify for the March ballot. AB 825 (Firebaugh) initial review showed cost at \$41 M. Now they are just examining the policies, which restrict access to Cal Grant Program. New for 2004 is the Authority to Pursue False Claims (UC has this) but we would have to wait for the Attorney General to determine that they will not pursue. All of the Joint Master Plan bills are currently in a holding pattern, no one is sure what the details will be. This report was accepted by the Committee and then BOT as Action.

CSU Federal Agenda for 2004 was presented by James Gelb, Assistant Vice Chancellor, where the central focus of activity had been on the reauthorization of the Higher Education Act, which is not in a final stage and may be extended for a year, covering \$90 B to Higher Ed mostly in student grants and loans of which CSU gets \$1 B. The areas of review are: teacher prep & retention, access to Higher Ed, college affordability, international education, graduate 7 postsecondary improvement, accountability & student financial assistance. In 2003 the CSU received about \$30 M in federal funding for research and infrastructure initiatives. June 13 items received funding, plus CSU supported campus priorities. Among them, FY 2004 contains \$2.5 M for the coastal research initiative, California Center for Integrative Coastal Research (CI-CORE). Campuses are encouraged to pursue proposals in: federal legislative & regulatory policy and CSU projects for direct federal funding is sought, as long as consistent with the CSU core objectives, preserving access, providing quality instruction, and preparing students for the workforce. These items from 2003 Federal Agenda are still being pursued: campus-based programs allocation formula (EOP, Work-Study, Perkins Loans); Community Service, Early Intervention (GEAR UP & TRIO)¹, International Education, (HEA), Science, Technology, Engineering & Mathematics (STEM) fields,

¹ **Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR-UP) & Upward Bound, Talent Search, Student Support Services** (originally Special Services for Disadvantaged Students)—the term "TRIO" was coined to describe these federal programs.

Developing & Hispanic Serving Institutions (including graduate), federally supported research. 60 projects have been submitted for 2004, with emphasis in two categories, first is broad-based, multi-campus initiatives (Agricultural Research Initiative-ARI) CSU Program for Education & Research in Biotechnology (CSUPERB) and CI-CORE. Second is campus-oriented projects, endorsed & prioritized by campus president, meeting a major need or campus priority, well developed, suited to federal appropriations process, fits a balanced set of requests for CSU. This report was moved and accepted as Action.

The failure of both Prop 57 and Prop 58 to pass was presented as an extreme fiscal situation for the CSU and so the BOT endorsed them both. Economic Recovery Bond (Prop 57) & California Balanced Budget (Prop 58) moved to Action.

10:30AM--*Committee of the Whole*- George Pardon was reappointed as a commissioner of the CSU Headquarters Building Commission for a succeeding 4-year term.

10:45 AM Meeting of the BOT called to order. Chair Debra Farar's Report included mention of the award won in the Rose Bowl Parade by the Cal Poly float. She noted that the Presidential Search for Bakersfield had its first meeting on January 18, 2004, and was proceeding. San José search is continuing and the BOT encourages anyone who knows of a highly qualified candidate to contact the BOT or the Chancellor. She noted that she had attended by invitation the Academic Senate CSU meeting the prior week and how significant the Senate was to the CSU and to the BOT. Eric Guerra, Student Trustee was the focus of an article in the December 2003 California Journal. She noted the Governor's 2004-05 Budget would entail significant cuts and enrollment decreases, which discussion she deferred to the Chancellor. Through good financial planning the CSU had a \$12 M savings in energy efficiency. She also nominated 5 Trustees to become a member of the Committee on Committees, Kyriakos Tsakopoulos, Murray Galinson, Roberta Achtenberg, Shailesh Mehta, and Bill Hauck.

The major item was the report of the BOT on the Chancellor's 6th year review. The review team was lead by Dr. James McCormick, Chancellor of the Minnesota State Colleges & Universities; Dr. Robert Caret, President of Towson University; Mr. Denny Campbell, Trustee-Emeritus of the CSU; Ms. Roberta Achtenberg, Trustee and herself as Chair of the BOT. The established areas of review were: General Administrative Effectiveness, including the management of human, fiscal, & physical resources; Working Relations; Educational Leadership & Effectiveness; Community Relations, Major Achievements of the CSU and the Chancellor; and Personal Characteristics of the Chancellor. The review was conducted based on the established procedure of the BOT, in which interviews were conducted by each of the five team members (48), covering leaders from the faculty, current and past BOT members, labor, legislators, staff, and from the educational and corporate world. There was no solicitation of letters. However, each interviewee was judged to have personally worked with the Chancellor and to have personal knowledge of him. The Chancellor also wrote a 6-year Report to the BOT. As is customary, reviews are developmental, but the conclusion as presented by the Chair was that the Chancellor was a strong and truly dedicated advocate for the CSU. He is tireless in working for students and the CSU. In these very difficult fiscal

and political times, the CSU was assessed as fortunate to have Chancellor Reed as our Advocate.

The Chancellor acknowledged his positive review and then went on to note the serious issues facing the CSU. Over 3 years the CSU faces a cumulative \$771 M. Reduction, 29% less from where the CSU was. The State needs to be part of the partnership guarantee for students. Student Fees as recommended in the Governor's Budget give a net increase of \$570 M if all are approved so there is a 20% reduction in enrollment, which is 20,000 students. The CSU is working on a comprehensive Budget plan for fees and financial aid, but the process of reducing enrollment has to start now. EOP is a strong enhancement for under-prepared students and is supported by the CSU. The CSU is working on a redirection policy for Freshmen, for Excess units, and intends to delay part of CMS. The CSU will manage year-round operations (YRO) so as to gain the greatest efficiency. The Chancellor and the CSU must reinforce daily how critical the CSU is for the economic engine of California but that it is a high quality education, which must be accessible to the people of California, and we have to stay focused on QUALITY. The CSU family is working together and he recognized in particular John Travis, President of CFA, for the successful Contract. The importance of PROP 55 to Higher Education was emphasized, and it will provide \$650 M to the CSU. In recent polls it is not faring well and CFA made a donation in response to his request of \$50,000 to support the campaign for PROP 55. Scott McNall was given recognition for his excellent service as Interim President at CSU Chico and Roy McTarnaghan for his as Interim President at San Marcos. Joe Crowley was surprised to hear that apparently the Chancellor thought he could be persuaded to stay on as Interim President at San José, meanwhile the search is proceeding. CSU Long Beach has worked with Long Beach Memorial Medical Center to establish a \$15 M, over 5-year partnership to increase the number of nursing graduates serving in the services of the hospitals from 700 to 1400. Graduate degree nurses were included as well. President Karnig at San Bernardino had established an Inland TV station which went live at 10 PM to provide news to about 6 million people.

Bob Linscheid, CSU Alumni Council President, gave his report on statewide Advocacy and training. The alumni are committed to work for the CSU, and supported Prop 57 & 58. Legislative Day is March 22 and they will honor the Legislator of the Year. Need to tell the legislature how important the CSU is to California. They will also attend the CHESS Conference on February 20-23 to help CSSA succeed. The Alumni Council will meet in March at the same time as the BOT.

The Vice Chair of CSSA, Caitlin Gill, gave the report and noted that they had met for an Executive Committee Retreat to work on a new strategic plan. She noted the December (Humboldt) and January (San Diego) Conferences had been very successful and received great support from the campus presidents where they were hosted. They have a resolution to support EOP and are engaged in a letter-writing campaign. CALSTATE Care Day is planned to focus on financial aid assistance to high school students. CSSA is running their annual Voter Registration Drive and they have a direct link from their Website to CA Registration. They are also working on Textbook legislation and noted the major report, which would soon be released. (Was released today as a national report.) CHESS will sponsor a Certificate for student leaders who attend workshops at

CHESS on student leader training and they thanked the Chancellor for his support in this.

Trustee Ralph Pesqueira noted that CPEC met in a Retreat and so there was no public comment to be made, but that several planning initiatives and projects were developed.

Note: There was a Shared Governance meeting which convened directly after the BOT meeting to discuss issues and methods by which we may as a system encourage the strengthening of shared governance in the CSU. Chaired by Debra Farar, Chair of the BOT. While the discussion was very fruitful with selected presidents, trustees and members of the Senate current and past leadership, and Executive Vice Chancellor Dave Spence, all parties felt that we were in a developmental stage. It appeared that further refinement in terminology and focus was needed before any formal move, if one was agreed upon, could be developed.

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The Chair declared the meeting adjourned at 10:40 a.m. on Friday, January 23, 2004.

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Approved (or corrected)

Date: _____

Robert W. Cherny, Chair

David Hood, Secretary

Margaret Price, Recording Secretary

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