

AGENDA

COMMITTEE ON EDUCATIONAL POLICY

Meeting: 8:30 a.m., Wednesday, September 18, 2002
Glenn S. Dumke Auditorium

Roberta Achtenberg, Chair
William D. Campbell, Vice Chair
Martha Fallgatter
Harold Goldwhite
Murray L. Galinson
William Hauck
Shailesh J. Mehta
Ralph Pesqueira
Kyriakos Tsakopoulos
Anthony M. Vitti

Consent Items

Approval of Minutes of Meeting of July 17, 2002

Discussion Items

1. California State University Enrollment Management Policies, *Action*
2. Academic Plan Update for Fast-Track Program Development, *Action*
3. Preparing Teachers to Teach Reading Effectively, *Information*
4. Notable Accomplishments in California State University Teaching, Research, and Scholarship: The Student Research Competition, *Information*

**MINUTES OF THE MEETING OF
COMMITTEE ON EDUCATIONAL POLICY**

**Trustees of The California State University
Office of the Chancellor
Glenn S. Dumke Conference Center
401 Golden Shore
Long Beach, California**

July 17, 2002

Members Present

Roberta Achtenberg, Chair
Martha Fallgatter
Debra S. Farar, Chair of the Board
Murray L. Galinson
Harold Goldwhite
William Hauck
Shailesh J. Mehta
Ralph R. Pesqueira
Charles B. Reed, Chancellor
Kyriakos Tsakopoulos
Anthony M. Vitti

Members Absent

William D. Campbell, Vice Chair

Other Trustees Present

Robert Foster
Frederick W. Pierce IV
Erene S. Thomas

Chancellor's Office Staff

David S. Spence, Executive Vice Chancellor and Chief Academic Officer
Richard P. West, Executive Vice Chancellor and Chief Financial Officer
Jackie R. McClain, Vice Chancellor, Human Resources
Christine Helwick, General Counsel
Gary A. Hammerstrom, Associate Vice Chancellor, Academic Affairs

Chair Achtenberg called the meeting to order on Wednesday, July 17, 2002, at 8:25 a.m.

Approval of Minutes

The minutes of May 15, 2002, were approved by consent as submitted.

California State University Enrollment Management Policies

Chair Achtenberg stated that at the March 2000 meeting, modifications to enrollment management policy were adopted that emphasized the CSU's commitment to guarantee access to a local campus for every eligible undergraduate applicant.

Executive Vice Chancellor Spence commented that the item modifies the enrollment management policy in order to assist campuses to address the educational needs of diverse student populations in their service regions. Trustee Goldwhite asked how service areas are defined. Executive Vice Chancellor Spence responded that as campuses become impacted, service areas are negotiated with the respective campuses in order to align high school and community colleges with their respective CSU. Trustee Pierce suggested the presidential advisory group include parent representatives.

Trustee Pesqueira stressed the importance of not compromising quality education for service areas. Trustee Pesqueira commented that the CSU mission is to admit qualified students, provide quality education, and to continue to ensure that CSU degree standards are of high quality.

Chancellor Reed stated that the resolution will be brought back at the September Board of Trustees meeting.

Ms. Olivia Puente-Reynolds, Chair, Higher Education Committee, San Diego County Latino Coalition for Education, expressed appreciation for and support of the revisions to the enrollment management policies. Ms. Reynolds expressed thanks from Assembly Member Marco Firebaugh to Executive Vice Chancellor Spence, Associate Vice Chancellor Hammerstrom, Assistant Vice Chancellors Allison Jones and Yelverton-Zamarripa for their work and to Chancellor Reed for his vision. Mr. Ricardo Lara, Senior Assistant to Assembly Member Firebaugh, also acknowledged the work of Executive Vice Chancellor Spence, Assistant Vice Chancellors Jones and Yelverton-Zamarripa and thanked them for their support.

CSU Lower-Division Major Core Alignment Project

Chair Achtenberg stated the specific goal of the Lower-Division Major Core Alignment project has been to achieve consensus among CSU program faculty on a set of lower-division requirements for at least each of the twenty largest undergraduate majors in the CSU that would be accepted at all or most CSU campuses offering the major.

Executive Vice Chancellor Spence stated the project is important because two out of three students who earn a degree are transfer students. Executive Vice Chancellor Spence stressed that since the CSU depends upon transfer students, it is necessary to develop a common set of lower-division requirements to facilitate transfer to the CSU.

Academic Senate CSU Chair Kegley stated that as a result of this project, faculty from all CSU campuses have met and are making progress toward identifying a set of courses that will satisfy the lower-division expectations for 20 of the largest undergraduate majors in the CSU. Not only has this project provided students with the information they need to plan their community college course work, thus improving the transfer process, it has brought faculty to a greater level of interaction and cooperation.

Trustee Hauck noted that Board policy guarantees access to CSU for all fully eligible community college transfer students and that students need a clear understanding of the requirements to be met. However, if lower division requirements for the same program major vary from campus to campus, transfer students may be admitted to the upper division but have to take additional coursework to meet the requirements of a specific campus. This means that students may not have full access to the degree program because of the need to take additional courses before entering the major. Academic Senate CSU Chair Kegley responded that the benefit of the project has been to identify a common core of courses to assist students to transfer more easily. Trustee Goldwhite commented that the Lower-Division Core project was designed to accomplish just this. Trustee Goldwhite explained that because transfer students tend to graduate with more units than are required for their degrees, the project will improve the transfer situation. Academic Senate CSU Chair Kegley added that an additional result of the project has been to create more faculty understanding of the need for effective transfer. Trustee Goldwhite commented that because faculty are involved in the process, students will benefit. Trustee Goldwhite congratulated his colleagues for their work with the project.

Amendments to the Constitution of the Academic Senate CSU

Chair Achtenberg stated this item recommends approval of amendments to the Constitution of the Academic Senate CSU to revise the formula for determining the size of campus delegations to the Academic Senate. It further extends membership in the Senate to include a representative of the CSU Emeritus and Retired Faculty Association.

Executive Vice Chancellor Spence stated that even with approval to increase the number of campus delegates, the Academic Senate has no plans this year to increase the number of Senators to 58 due to budget concerns. Academic Senate CSU Chair Kegley commented that because CSU enrollment is increasing, the amendments allow appropriate representation for the campuses in the future.

Trustee Galinson commented that he was impressed with the input and wisdom of student and faculty representatives to the Board. Trustee Galinson suggested that a student representative

attend the Academic Senate CSU meetings and a faculty member be included in the California State Student Association meetings. Academic Senate CSU Chair Kegley responded that both faculty and students have been invited and attend the meetings. However, they are not voting members. Trustee Galinson commented that the status of these representatives should change.

With the requested revision, the committee recommended approval by the board of the proposed resolution (REP 07-02-06)

Notable Accomplishments in CSU Teaching, Research and Scholarship: The Department of Chemistry and Biochemistry at California State University Los Angeles

Chair Achtenberg stated the Department of Chemistry and Biochemistry at CSU Los Angeles has long been following the teacher-scholar model and mentoring students in pursuing state-of-the-art research. As a result, the department has won many on-campus, system-wide, and national awards, been awarded a tremendous number of externally funded grants, and published a thousand refereed journal articles. Most importantly, students have succeeded in Ph.D. programs at the best research universities, in professional schools, and in subsequent careers in industry, government and academia.

Executive Vice Chancellor Spence introduced CSU Los Angeles President James Rosser. President Rosser commented on the outstanding quality of the faculty in the Department of Chemistry and Biochemistry. President Rosser introduced Dr. Wayne Tikkanen, Chair; Professors Carlos Gutierrez, Linda Tunstad, and Alan Bloom; Vice President of Academic Affairs Herman Lujan; and Alex Briseño, a student in the department. President Rosser also acknowledged the 40-year contributions of Trustee Goldwhite, who received an outstanding professor award and is a professor in the department. A video presentation gave an overview of the program and the entire audience applauded at the conclusion.

Trustee Goldwhite noted that a debt of thanks is owed to the founders of the department who set the tone and spirit of excellence, which has been maintained. Board of Trustees Chair Farar and Chair Achtenberg expressed thanks to the faculty for their outstanding work.

Chair Comments

Chair Achtenberg explained why the development and support for a CSU systemwide initiative to increase graduation rates should be the highest priority of the Committee's work over the next year. She pointed to the value of greater baccalaureate degree attainment to strengthening California's economy and society through a highly educated workforce and citizenry; just as important, the baccalaureate degree has become the most important vehicle for individuals to achieve greater social and economic success, a direction especially important to groups historically underrepresented in higher education. Moreover, the investment in time and money made by students and the state in higher education is maximized when students actually graduate. Chair Achtenberg stated that she understood that CSU campus graduation rates

generally reflected national averages but that significant improvement could occur through a focused and intensive CSU-wide initiative. She asked that both system-level and individual campus procedures be established to determine the policies and activities that will achieve the goal of higher graduation rates.

Adjournment

The meeting adjourned at 9:30 a.m.

COMMITTEE ON EDUCATIONAL POLICY

California State University Enrollment Management Policies

Presentation By

David S. Spence
Executive Vice Chancellor
and Chief Academic Officer

Summary

At the March 2000 meeting, the Board of Trustees adopted modifications to its enrollment management policy that emphasized the California State University's commitment to guarantee access to a local campus for every eligible undergraduate applicant. This item further modifies enrollment management policy in light of the experience of several campuses faced with severe program and campus impact.

Background

When the Board of Trustees adopted its enrollment management policy in March 2000, it reaffirmed that upper-division California Community College transfers who are California residents have the highest priority for admission, that all CSU-eligible freshmen who are California residents are accommodated somewhere in the system, that all CSU-eligible students who are California residents are guaranteed admission to at least one local CSU campus, and that campuses must maintain a balanced program and achieve diversity as admission priorities are implemented.

Since implementation of the enrollment management policy, questions have arisen about some aspects of the policy. The proposed modifications to the enrollment management policy address the following areas requiring further clarification: (1) improvement in communication of campus admission policies and procedures, especially policies regarding local admission guarantees, (2) access to programs and majors that may not be available at an applicant's local CSU campus, (3) role of presidential advisory groups to assist the campus in the identification of effective enrollment management policies that recognize broad community interests, and (4) expanded analysis and reporting on the effect of enrollment management policies on students.

Proposed Resolution

To assist campuses to address the educational needs of the diverse student population in their respective local regions in response to continuing enrollment pressures, the Board of Trustees proposes the following modification to its enrollment management policy adopted in March 2000:

The following resolution is recommended for adoption.

WHEREAS, California law acknowledges the responsibility of the State of California to provide the resources necessary for higher education to fulfill the requirements of the Master Plan for Higher Education; and

WHEREAS, Education Code Section 66202.5 states, “The State of California reaffirms its historic commitment to ensure adequate resources to support enrollment growth ... to accommodate eligible California freshmen applicants and eligible California Community College transfer students...;” and

WHEREAS, Education Code Section 66202 outlines categories for enrollment planning and admission priority in the following order: continuing undergraduate students in good standing, California Community College transfer students, transfer students from other four year campuses and institutions, and finally freshmen or sophomore level students; and

WHEREAS, California State University and its campuses remain committed to serving the diversity of the state through its enrollment management policy and local regions; and

now, therefore, be it

RESOLVED, By the Board of Trustees of the California State University that the following principles are adopted by the Board of Trustees effective with students seeking admission to the CSU for fall ~~2001~~2003 to aid the Chancellor and campuses in carrying out the mission of the CSU and to ensure that CSU campuses continue to comply with the provisions of the Master Plan for Education:

- CSU commits itself to the provision of equal educational opportunities for all admitted and enrolled CSU students.

- CSU reaffirms its commitment to the Master Plan to accommodate within the CSU all fully eligible students in the upper one-third of recent California high school graduates and all fully eligible, upper-division California community college transfer students.
- Appropriate to the mission of the CSU system and that of its member campuses, each CSU campus is expected to maintain a balanced student body and to provide broad-based access to the people of California.
- CSU outreach, admission, and retention policies shall continue to provide encouragement, support, academic and counseling services, and access to students traditionally underrepresented in California higher education toward the goal of enrolling a student population reflective of campus' local regions and California's growing diversity. To ensure that each campus works toward this goal within its local region, the Office of the Chancellor will coordinate all statewide efforts related to these services.
- It is the intent of the CSU Board of Trustees that campuswide impaction be avoided. The trustees will seek the instructional and physical capacity resources necessary to serve all fully eligible students who desire a CSU education. The enrollment target of each campus and its off-campus centers will be established and publicized ten months prior to the beginning of each academic year. The CSU system shall work with CSU campuses for which program impaction is inadequate to manage their enrollment pressures. A campus may be designated as impacted campuswide only if the campus can demonstrate that it has exhausted existing enrollment capacity by implementing such approaches as flexible scheduling and year-round operations, expanding distance learning and use of technology, increasing the capacity of existing off-campus centers, establishing new centers, and using facilities imaginatively, but not at the expense of regular campus maintenance and capital outlay needs.
- CSU-eligible students are guaranteed admission to at least one local CSU campus. Applicants to impacted majors or programs must meet the supplemental admission criteria for that major or program. Admission to the campus, ~~however,~~ therefore, does not include assurance of admission to a specific program.

- If a major or program is not offered as part of the curriculum at an applicant's local CSU campus, CSU-eligible first-time freshman students are guaranteed admission to a CSU campus immediately adjacent to the applicant's local region if it offers that major or program. Depending upon enrollment demand at the immediately adjacent CSU campus, the applicant may be required to enroll in their local CSU campus to complete lower-division requirements. The student will then be guaranteed admission as an upper-division transfer student at the immediately adjacent CSU campus. Should the student apply to any other CSU campus, (s)he will be treated as an out-of-region applicant. Students wishing to change their major or program after enrolling at the immediately adjacent CSU campus may be required by the campus to petition for approval of a change in major.
- If a major or program is not offered as part of the curriculum at an applicant's local CSU campus, CSU-eligible upper-division transfer students are guaranteed admission to a CSU campus immediately adjacent to the applicant's local region if it offers that major or program. Should the student apply to any other CSU campus, (s)he will be treated as an out-of-region applicant. Students wishing to change their major or program after enrolling at the immediately adjacent CSU campus may be required by the campus to petition for approval of a change in major.
- First-time freshmen and upper division transfer students shall be admitted to a local CSU campus on the basis of established CSU system admission policies, i.e., those standards defined in the first principle listed above. The local admission guarantee will be announced and figure prominently in all campus recruitment, outreach, and admission materials.
- For purposes of admission, "local" first-time freshmen are defined as those students who graduate from a high school historically served by a CSU campus in that region, and local upper division transfer students are defined as those who transfer from a community college historically served by a CSU campus in that region. The boundaries of a campus' local region shall contain the entire territory of the school district or community college district in which the local high school or community college campus is located.

- CSU campuses shall utilize program impaction where appropriate prior to requesting campuswide impaction.
- CSU campuses may pursue program impaction for those programs receiving more fully eligible applicants than can be accommodated. Campuswide impaction shall be authorized only when program impaction is inadequate to cope with an excess number of fully eligible applicants.
- To assist the campus in the identification of effective enrollment management policies, new or existing, that address the education needs of the local, regional, and state student population in terms of outreach, admission, and enrollment, each campus president shall consult with a presidential advisory group. The members of the presidential advisory group will include faculty, students, administrators, representatives of educational institutions from the campus' local region, and local community leaders representing broad community interests. In selecting members of the presidential advisory group, sensitivity to the cultural diversity of the campus and participants' cultural competence will be essential.
- Supplemental admission criteria will be used to screen applicants for impacted programs. Campuses approved by the chancellor to implement supplemental admission criteria shall provide public notice to all students who may be affected by these criteria, parents/families, and appropriate education agencies no later than twelve months prior to the term in which the supplemental admission criteria take effect and shall be publicized widely. Supplemental admission criteria may be used in campuswide impaction situations provided that CSU-eligible students guaranteed local regional access shall be admitted. In unusual circumstances in which a campus must respond to unanticipated enrollment pressures, a campus may implement enrollment management strategies or supplemental admission criteria without a twelve-month notice with the approval of the chancellor in accordance with Board of Trustee policy and following consultation with the presidential advisory group. In such instances, the campus shall notify immediately (1) local K-12 schools and community colleges that serve local students and (2) all applicants affected by the change and their families. Students whose street or e-mail addresses are on file at the campus will be notified directly. Local media

announcements shall be used to inform the broader community and students who may not have yet been in direct contact with the campus.

- Each campus shall maintain a process by which students can confirm their admission eligibility status and processes.
- The effects of these principles and other CSU admission policies and practices shall be monitored carefully and reported by the chancellor on at least an annual basis to ensure that CSU continues to honor its Master Plan obligations in a clear and consistent way. This report will include but is not limited to the examination of campus-based services and programs to assist students at affected campuses, analysis of the impact of approved pilot programs and supplemental criteria on student enrollment, and data on the racial and ethnic composition of the student population at campuses implementing enrollment management policies.

COMMITTEE ON EDUCATIONAL POLICY

Academic Plan Update for Fast-Track Program Development

Presentation By

David S. Spence
Executive Vice Chancellor
and Chief Academic Officer

Summary

In July 1997, the Board of Trustees revised the process for reviewing and approving new degree programs. The new process includes a provision for a limited semi-annual updating of campus academic plans to accommodate “fast-track” program proposals submitted in the early part of the calendar year. The proposed resolution would approve updated academic plans for California State University campuses at Fresno, Sacramento, and San Bernardino to include projections of new degree programs for which fast-track proposals have been submitted to the Chancellor.

The proposed resolution would approve the updated campus academic plans and specify the conditions under which projected programs may be implemented.

Background

Each year, campuses update and submit to the Board of Trustees the academic plans guiding program, faculty, and facility development. These plans list the degree programs currently being offered, the proposed new programs, and the dates for review of existing programs. Degree programs that have been recently discontinued are also noted in the agenda item. The plans are the product of extensive consultation and review at each campus and are reviewed by the Office of the Chancellor before their submission to the trustees. This review is grounded in a body of trustee and state policy that has been developed over the last three decades. The Board of Trustees authorizes the inclusion of proposed programs on the academic master plan. The trustees have delegated to the chancellor the authority to approve implementation of degree programs that have been authorized. In most cases, the implementation proposal must be submitted for review to staff of the California Postsecondary Education Commission (CPEC), and their concurrence is obtained before the degree program is established.

In July 1997, the Board adopted revised procedures for the review and approval of new degree programs. In addition to the long-established process described above, campuses have two new alternative processes for establishing programs: the “fast track” and the pilot program. The fast

track combines the program projection and program implementation phases of the traditional process for a proposed program that meets the following criteria:

- (a) it could be offered at a high level of quality by the campus within the campus's existing resource base, or there is a demonstrated capacity to fund the program on a self-support basis;
- (b) it is not subject to specialized accreditation by an agency that is a member of the Association of Specialized and Professional Accreditors, or it is currently offered as an option or concentration that is already recognized and accredited by an appropriate specialized accrediting agency;
- (c) it can be adequately housed without a major capital outlay project;
- (d) it is consistent with all existing state and federal law and Trustee policy;
- (e) it is a bachelor's or master's degree program;
- (f) the program has been subject to a thorough campus review and approval process.

The fast track provides for a brief agenda item at the September Board of Trustees meeting that makes it possible for a proposal to be submitted to the Chancellor's Office by the prior June, have concerns resolved by the time of the Board meeting in September, be authorized by the Board, be referred to CPEC prior to or soon after the meeting, be endorsed by CPEC by December, be incorporated in campus catalogs and other campus informational materials in the spring and perhaps be implemented in a limited manner in the spring term, and be ready for full implementation in August.

Four fast-track proposals were received in spring 2002: requests from California State University, Fresno to establish a Bachelor of Science degree program with a major in Enology and a Bachelor of Science degree program with a major in Viticulture; a request from California State University, Sacramento, to establish an MS in Urban Land Development; and a request from California State University, San Bernardino to establish a Master of Arts in Teaching Mathematics. The programs as proposed meet the criteria for the fast-track process. The faculty, facilities, and information resources needed to offer the programs are in place.

CSU Fresno has been offering extensive instruction in Enology and Viticulture for many years. Enology—Wine Production is an existing option within the BS with a major in Food and Nutritional Sciences, while Viticulture has been offered within the BS with a major in Plant Science. CSU Fresno was the first university in the nation to establish a commercial winery, and

its viticulture program has received a national award for excellence in agricultural technology instruction. Supported by a newly organized Department of Viticulture and Enology and complemented by the Viticulture and Enology Research Center, the proposed programs will give these well-established curricula the visibility their achievements warrant.

CSU Sacramento's proposed interdisciplinary master's degree program in Urban Land Development will bring together the business decision-making and public policy aspects of real estate development. It will be able to draw on the human and information resources that undergird the campus's strong existing concentrations in Real Estate and Land Use Affairs within undergraduate and graduate programs in Business Administration and its rigorous, respected graduate program in Public Policy and Administration. Nearly all the courses needed for the program are already offered at the campus.

After substantial discussion with school district officials and educators teaching mathematics in Inland Empire schools, CSU San Bernardino is moving to establish a master's degree program that will be offered jointly by the Department of Mathematics in the College of Natural Sciences and the Department of Science, Mathematics, and Technology Education in the College of Education. The proposed MAT program, which will build on existing, well-regarded undergraduate and graduate programs in Mathematics and Education, is designed both to deepen teachers' understanding of mathematics and to enhance their ability to teach it effectively, particularly at the secondary level. It will require a minimum of new resources to implement, which the campus is prepared to provide.

Recommended Action

The proposed resolution refers to the campus academic plans approved by the Board of Trustees in March 2002 and includes the customary authorization for newly projected degree programs. The following resolution is recommended for adoption:

RESOLVED, by the Board of Trustees of the California State University, that the Academic Plan for California State University, Fresno (as contained in Attachment A to Agenda Item 2 of the March 12-13, 2002, meeting of the Committee on Educational Policy) be amended to include projection of a Bachelor of Science with a major in Enology and a Bachelor of Science with a major in Viticulture, with projected implementation dates of 2003; and be it further

RESOLVED, by the Board of Trustees of the California State University, that the Academic Plan for California State University, Sacramento (as contained in Attachment A to Agenda Item 2 of the March 12-13, 2002, meeting of the Committee on Educational Policy) be amended to include

projection of a Master of Science in Urban Land Development, with a projected implementation date of 2003; and be it further

RESOLVED, by the Board of Trustees of the California State University, that the Academic Plan for California State University, San Bernardino (as contained in Attachment A to Agenda Item 2 of the March 12-13, 2002, meeting of the Committee on Educational Policy) be amended to include projection of a Master of Arts in Teaching Mathematics, with a projected implementation date of 2003; and be it further

RESOLVED, that each degree program newly included in the campus Academic Plan is authorized for implementation, at approximately the date indicated, subject to the chancellor's determination of need and feasibility, and provided that financial support, qualified faculty, facilities, and information resources sufficient to establish and maintain the program will be available.

COMMITTEE ON EDUCATIONAL POLICY

Preparing Teachers to Teach Reading Effectively

Presentation By

David S. Spence
Executive Vice Chancellor
and Chief Academic Officer

Summary

This has been a significant year for the California State University in teacher preparation in reading. Beginning with meetings convened last fall to discuss issues of reading with faculty representatives from each campus, reading has become a critical focal point for the work of the Office of the Chancellor in teacher preparation. The results of these conversations have been many, including the creation of a representative group of reading faculty from each campus, development of a statement of principles by reading faculty, and planning for a fall conference to showcase CSU preparation programs in reading.

To reinforce the efforts already undertaken in reading, a center for reading within the Office of the Chancellor has been established. The center will be part of the Teacher Preparation and Public School Programs Division led by two co-directors, Nancy Brynelson and MaryEllen Vogt. The center will underscore the importance of reading to the University and public schools and provide a visible forum through which the expertise and contributions of CSU reading faculty can be recognized more broadly. The center will create public awareness of the important and positive role played by CSU teacher preparation programs across the state.

The publication *Preparing Teachers to Teach Reading Effectively* is the work of our campus reading faculty developed from the faculty's statement of principles. Led by co-editors Dr. Hallie Yopp Slowik (Fullerton), Dr. MaryEllen Vogt (Long Beach), and Dr. Gail Tompkins (Fresno), the CSU reading faculty crafted this statement describing how the CSU prepares teachers to provide reading instruction to California's children and adolescents. Beginning with its release to the Board today, the publication will be widely distributed to California's education community.

COMMITTEE ON EDUCATIONAL POLICY

Notable Accomplishments in California State University Teaching, Research, and Scholarship: The Student Research Competition

Presentation By

David S. Spence
Executive Vice Chancellor
and Chief Academic Officer

Summary

The Student Research Competition, now in its seventeenth year, offers students throughout the California State University system a chance to showcase their talents and display the results of their hard work. This is an annual event, which is hosted by a different CSU campus each year. In 2003, the event will be held at CSU Stanislaus on May 2-3. The competition is a testament to the students' scholarly ambition, range of interests, and dedication to disciplined research and to the faculty's support for students' efforts to break new scholarly ground.

Background

CSU Students Display Skills in Research and Creative Activity

Part of the CSU's mission as a teaching university is to prepare students to be scholars—to be admitted to doctoral programs at the best research universities in the country and to be equipped to do research in chemistry, biology, health professions, history, music, and the rest of the fields in which the CSU offers academic programs. Even for students who are not planning on a research career, involvement in research can be a highly effective pedagogical strategy. The yearly Student Research Competition allows the CSU to showcase some of the best student research conducted.

Students are selected to compete in this systemwide event through their performance in campus competitions. After the individual campuses complete their selection process, each institution can send up to ten students to participate in the systemwide competition.

To be considered for the competition, students must submit a five-page summary of their research efforts. Based on their field of study, the competitors are grouped into nine disciplinary categories:

- Behavioral and social sciences
- Biological and agricultural sciences
- Business, economics, and public administration
- Creative arts and design
- Education
- Engineering and computer science
- Health, nutrition, and clinical sciences
- Humanities and letters
- Physical and mathematical sciences

At the competition, students present their work orally before a panel of judges and an audience. The students have ten minutes to summarize the nature and importance of their research and three minutes to listen and respond to questions. They can use appropriate audiovisual materials as well. They are evaluated on the basis of their written summary and their oral presentation by a panel of judges who are selected because of their expertise in the particular discipline. Many of the judges are faculty members from research universities such as Stanford and the University of California. Even more of them are employed as researchers and experts by corporations, foundations, and public agencies. Hence the CSU's Student Research Competition enables the CSU to display the talent of its students to a varied and sophisticated external audience.

Students are evaluated on the following criteria: clarity of purpose, appropriateness of methodology, interpretation of results, the value of the research or creative activity, the ability of the student to present his or her work, the organization of the material presented, and the student's ability to handle questions. Based on the recommendations of the judges, cash awards are provided to the outstanding presenter and the runner-up in both the undergraduate and graduate division of each disciplinary category. The awards are made at a luncheon that concludes the systemwide event.

The Student Research Competition would not be possible without the outstanding CSU faculty members who serve as mentors and advisers to these students. They provide the inspiration, encouragement, and support that make the research projects possible. It is not often that students, particularly undergraduate students, get the opportunity to display their research skills publicly, although some have been able to co-present with a faculty member at a disciplinary conference. The California State University is the only university system that offers undergraduates in all disciplines a chance to take the step of public presentation of research results, which is the hallmark of a professional.