The following items were introduced at the March 19-20, 2009 meeting and will be acted upon at the May 7-8, 2009 meeting.

AS-2884-09/EX Academic Senate CSU Calendar of 2009-2010 Meetings

AS-2886-09/FA Concerns Related to the Migration of Regular State-Supported Courses to Self-Supporting Special Sessions During Times of Budget Constraints

AS-2887-09/FA CSU Faculty Professional Development Strategic Planning

AS-2888-09/AA/FGA Honorary Degrees for Individuals Interned by Federal Executive Order 9066

AS-2890-09/AA Support for International Baccalaureate Courses for GE and Transfer Credit

AS-2891-09/AA Support for Campus Guidelines and Policies on Consultation
RESOLVED: That the Academic Senate of the California State University adopt the following schedule for 2009-2010:

<table>
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<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>September 10-11</td>
<td>Committees/Plenary</td>
<td>Headquarters</td>
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<tr>
<td>October 16</td>
<td>Interim Committees</td>
<td>Headquarters</td>
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<tr>
<td>November 4-6</td>
<td>Committees/Plenary</td>
<td>Headquarters</td>
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<tr>
<td>December 11</td>
<td>Interim Committees</td>
<td>Headquarters</td>
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<tr>
<td>January 20-22</td>
<td>Committees/Plenary</td>
<td>Headquarters</td>
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<tr>
<td>February 19</td>
<td>Interim Committees</td>
<td>Headquarters</td>
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<tr>
<td>March 10-12</td>
<td>Committees/Plenary</td>
<td>Headquarters</td>
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<td>April 9</td>
<td>Interim Committees</td>
<td>Headquarters</td>
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<tr>
<td>May 5-7</td>
<td>Committees/Plenary</td>
<td>Headquarters</td>
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<tr>
<td>September 16-17</td>
<td>Committees/Plenary</td>
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<td>October 15</td>
<td>Interim Committees</td>
<td>Headquarters</td>
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<tr>
<td>November 3-5</td>
<td>Committees/Plenary</td>
<td>Headquarters</td>
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<tr>
<td>December 3</td>
<td>Interim Committees</td>
<td>Headquarters</td>
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; and be it further

RESOLVED: That the Executive Committee of the Academic Senate of the CSU be authorized to change the schedule of meetings approved, with adequate notice to the Academic Senate of the CSU, if the Trustees alter their schedule, or if budgetary constraints require a change.

RATIONALE: The California State University Board of Trustees is in the process of determining its meeting dates for 2009-2010, as follows:

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<th>Date</th>
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<tr>
<td>March 24-25</td>
<td>Headquarters</td>
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<tr>
<td>May 12-13</td>
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<td>July 21</td>
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<tr>
<td>September 22-23</td>
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<tr>
<td>November 17-18</td>
<td>Headquarters</td>
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2010 Tentative

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<tbody>
<tr>
<td>January 26-27</td>
<td>Headquarters</td>
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<tr>
<td>March 16-17</td>
<td>Headquarters</td>
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<tr>
<td>May 11-12</td>
<td>Headquarters</td>
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<tr>
<td>July 13</td>
<td>Headquarters</td>
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<tr>
<td>September 21-22</td>
<td>Headquarters</td>
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<tr>
<td>November 9-10</td>
<td>Headquarters</td>
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</table>
Concerns Related to the Migration of State-Supported Courses to Self-Supporting Special Sessions During Times of Budget Constraints

1. RESOLVED: That the Academic Senate of the California State University (CSU) affirm its commitment to protect our university as a public higher education institution committed to access and excellence; and be it further

2. RESOLVED: That Academic Senate of the CSU affirm its commitment to serve equally all of our students regardless of their economic status; and be it further

3. RESOLVED: That the Academic Senate of the CSU affirm its recognition of Executive Order 802 “Special Sessions” with particular reference to its mandate that “Self-supporting special sessions shall not supplant regular course offerings available on a state-supported basis during the college year (Education Code Section 89708);” and be it further

4. RESOLVED: That the Academic Senate of the CSU urge the Office of the Chancellor to oppose any migration of regular courses to self-supporting special sessions, which may make them unavailable to low-income students; and be it further

5. RESOLVED: That the Academic Senate of the CSU urge campuses to reaffirm their commitment to equal access to our classes and programs for all students and avoid creating a two-tier access system.

RATIONALE: In light of the severe budget crisis impacting academic programs across the CSU, there may be attempts to cut course sections and move regular state-supported courses to self-supported special sessions. This trend would both weaken the principle of public (state-funded) education, and place low-income students at a disadvantage given the typically higher costs of self-supporting special sessions.
January 31, 2002

MEMORANDUM

TO: CSU Presidents
FROM: Charles B. Reed
Chancellor

SUBJECT: Executive Order No. 802
Special Sessions

Attached is a copy of Executive Order No. 802, which updates policy related to special sessions. This executive order supersedes Executive Orders No. 166 and No. 466.

In accordance with policy of the California State University, the campus president has the responsibility for implementing executive orders where applicable and for maintaining the campus repository and index for all executive orders.

CBR/clm

Attachment

cc: Vice Presidents for Academic Affairs
Extended Education Deans
Executive Order No. 802

THE CALIFORNIA STATE UNIVERSITY
Office of the Chancellor
401 Golden Shore
Long Beach, California 90802-4210
(562) 951-4700

Executive Order: 802
Title: Special Sessions
Effective Date: January 31, 2002
Supersedes: Executive Order Nos. 166 and 466

This executive order is issued pursuant to Section 40200 of Title 5 of the California Code of Regulations and is effective immediately. This executive order addresses the procedures to be followed by each campus of the California State University in offering special sessions courses and programs.

A. Definition and Purpose

Special sessions are a means whereby the instructional programs of the CSU can be provided to matriculated students on a self-support basis at times and in locations not supported by State General Fund appropriations. Such offerings shall be consistent with the CSU mission and applicable laws and regulations. Academic standards associated with all aspects of such special sessions are identical to those of comparable instructional programs. Examples of special sessions include: interim sessions between college year terms; programs of a continuing nature offered at military bases, correctional facilities, and other distant or isolated locations; and instructional programs for a specific client group requiring special services.

Special sessions also provide a means whereby state-supported course offerings can be made available to non-matriculated students paying self-support fees through Open University/Concurrent Enrollment (Title 5, California Code of Regulations, Section 40202). A maximum of 24 semester units (36 quarter units) in special session course credit earned through state-supported or self-support regular course offerings in non-matriculated status may be applied toward a degree (Title 5, California Code of Regulations, Section 40407.1).

Self-supporting special sessions shall not supplant regular course offerings available on a state-supported basis during the college year (Education Code Section 89708).

1 A matriculated student is a student who has, through normal procedures, been formally admitted to and enrolled at a CSU campus to pursue an authorized degree, credential, or certificate.
Executive Order No. 802

B. Financing

Special sessions are self-supporting with fees set by the campus to cover the costs of instruction and other services (Education Code Section 89708). Special sessions shall be operated within the framework of the State University Continuing Education Revenue Fund (Education Code Section 89704) with the option now to deposit the revenues in local trust accounts (Education Code Section 89721 (i)). Special sessions funds are subject to all the fiscal policies and procedures pertinent to the fund in which the revenues are deposited and are available "for the support and development of self-supporting instructional programs" as provided in Education Code Section 89704.

C. Requisite Conditions

1. For a group of courses or program to be offered under special sessions, both of the following criteria must be met:

   a. State General Fund appropriations to support the program must be either unavailable or inappropriate. Examples of inappropriate use of State General Fund appropriations would include courses or programs delivered primarily out of state.

   b. The courses or program must be different from approved, state-supported programs operating on campus by one or more of the following:

      i. The courses or program is designed primarily for career enrichment or retraining (Education Code Section 89708).

      ii. The location of the courses or program offerings is significantly removed from permanent, state-supported campus facilities.

      iii. The client group for the courses or program receives educational or other services at a cost beyond what could be reasonably provided under state support.

2. All special sessions must have the following characteristics:

   a. Each must consist of a planned presentation of a degree, credential, or certificate program or a group of courses offered at a particular location or through a distinct technology. Courses may be presented concurrently or sequentially but in a defined time frame.

   b. While a special session need not offer all or even a significant portion of a degree, credential, or certificate program, it must be planned to serve a substantive educational objective supportive of such programs; e.g., an opportunity for a matriculated student to accelerate achievement toward an objective, or a significant portion of a degree program offered for military or business personnel.

   c. Degree, credential, or certificate programs offered through special sessions must secure all regular campus and system approvals. Such programs may have a state-supported counterpart operating on campus, or they may operate only as self-supported programs through special sessions. The Chancellor’s Office shall be notified when previously approved, state-supported degree or credential programs
Executive Order No. 802

are first offered in self-support mode through special sessions.

d. Self-supporting degree, credential, or certificate programs offered under the provisions of this executive order shall be operated in accordance with all appropriate campus and system policies and procedures.

e. Campuses offering special sessions shall provide educational support services (e.g., admissions and records, advising, library, financial aid) appropriate to the nature and scope of the program.

f. All instruction offered shall have been approved under procedures utilized for state-supported programs, and all academic policies governing special sessions shall be identical to or established under the same procedures as those governing state-supported programs.

g. All students in special sessions degree programs and education credential programs must be matriculated. Non-matriculated students paying self-support fees may enroll in special sessions courses on a space-available basis. A maximum of 24 semester units (36 quarter units) in special sessions course credit taken as a non-matriculated student may be applied toward a degree (Title 5, California Code of Regulations, Section 40407.1).

h. Location of instruction must be in accordance with pertinent system policies.

i. Special sessions offerings must be consistent with all applicable policies of the Western Association of Schools and Colleges and other accrediting bodies under whose jurisdiction special sessions fall.

j. Academic credit offered through special sessions shall be applicable toward residence credit requirements at the campus offering the special sessions.²

k. Special sessions courses shall not be offered at times or places that are likely to supplant or limit offerings of the state-supported program (Education Code Section 89708).

l. Faculty shall be compensated according to approved special sessions salary schedules.

D. Records Maintenance

Each campus shall maintain records of special sessions activity that include:

1. Name, location, and time of each special session course/program.

2. Brief description of the purpose of each special session course/program.

3. Enrollment data, including number of graduates, as specified in system enrollment reporting requirements.

4. Faculty workload and salary data.

² However, a maximum of 24 semester units (36 quarter units) in special session course credit earned through state-supported regular course offerings (Open University/Concurrent Enrollment) may be applied toward a degree (Title 5, California Code of Regulations, Section 40407.1).
Executive Order No. 802

5. An indication as to whether the session is one-time or recurrent, including the projected number of cycles of offerings.

6. If applicable, changes anticipated in future cycles of offering.

\[Signature\]

Charles B. Reed, Chancellor

Dated: January 31, 2002
CSU Faculty Professional Development Strategic Planning

1. RESOLVED: That the Academic Senate of the California State University (CSU) commend the Institute for Teaching and Learning (ITL) and the Faculty Development Council (FDC) for their extensive work in preparing the white paper entitled, “CSU Faculty Professional Development Strategic Planning;” and be it further

2. RESOLVED: That the Academic Senate of the CSU express its appreciation to both the ITL and the FDC for consulting with the Academic Senate of the CSU during this strategic planning process as it relates to systemwide faculty development; and, be it further

3. RESOLVED: That the Academic Senate of the CSU emphasize that institutional support for faculty professional development is in alignment with the CSU Access to Excellence strategic plan’s second priority, “Plan for Faculty Turnover and Invest in Faculty Experience;” and, be it further

4. RESOLVED: That the Academic Senate of the CSU acknowledge that the objectives outlined in the “CSU Faculty Professional Development Strategic Planning” include investments in applied institutional research about effective pedagogy, effective practices in student engagement, and ways to improve educational outcomes; and be it further

5. RESOLVED: That the Academic Senate of the CSU encourage the distribution of this white paper to the local academic senates throughout the CSU and the Provosts’ Academic Council with the goal of securing widespread commitment to the “Strategic Directions and Activities” outlined in the white paper.
RATIONALE: The CSU has committed itself to a comprehensive plan for reinvestment in faculty, including faculty development. The CSU Faculty Professional Development Strategic Planning is in alignment with the CSU Access to Excellence strategic plan’s third priority for the institution: 
*Sustain institutional excellence through investments in faculty and staff, innovation in teaching, and increased involvement of undergraduates in research and in their communities.*

Commitment 2 of the Access to Excellence Accountability Plan specifically outlines institutional support for faculty excellence in both pedagogy and scholarship. The current work of the ITL and the FDC, along with the strategic directions, as outlined in the white paper of March 2009, are clearly in alignment with Access to Excellence. As such, the Academic Senate CSU believes this white paper should be given high priority when fulfilling the institutional commitments to system-wide faculty professional development.
CSU Faculty Professional Development Strategic Planning

Prepared by:
The Institute for Teaching and Learning
The Faculty Development Council
March 3, 2009

Timeline and Moving Forward

In June 2008, the Institute for Teaching and Learning (ITL), a systemwide faculty professional development unit in the Chancellor’s Office, supported a two (2)-day strategic planning meeting for the Faculty Development Council (FDC), an affinity group of 23 teaching and learning center directors in the CSU. Under the guidance of a strategic planning consultant, the FDC leadership team, regional representatives from additional CSU campuses, and the ITL faculty director comprised this eight (8)-person task force. This meeting produced a draft 20-page 3- to 5-year plan. Subsequently, this plan was circulated, discussed, and approved by the full FDC at the next semi-annual meeting in November 2008.

At the February 27, 2009, ITL Advisory Board meeting, a summary of the draft strategic plan, including a list of specific Strategic Directions and Activities, was circulated and discussed. The ITL Board unanimously approved the decision to present this FDC/ITL strategic plan to the Statewide Academic Senate, requesting its support and feedback.

Access to Excellence: FDC/ITL as Lever

It should be emphasized at the outset that the CSU faculty professional development centers provide expertise and leadership in furthering many of the CSU strategic goals as outlined in Access to Excellence, including:
- Faculty excellence in pedagogy and related scholarly activities
- Instructional practices focused on reducing student achievement gaps
- Active, experiential, and engaged pedagogical practices
- Faculty leadership development

Overview of FDC/ITL Strategic Plans

The FDC/ITL strategic plan focuses on a range of issues related to supporting the ongoing intellectual, scholarly, and professional development of all faculty, tenure-track and lecturers, in the CSU, including:
- Pedagogical innovations
- Research and scholarship
- Community engagement
- Leadership development
- New faculty mentoring and retention
- Experienced and distinguished faculty renewal
In addition, the FDC/ITL strategic plan analyzes the role of faculty professional development and establishes goals to professionalize this critical campus position, including:

- Mentor new center directors and center associates
- Share collective best practices of centers (DEPOT repository)
- Share workshops systemwide (Elluminate Webinars)
- Strengthen institutional commitment for teaching and learning
- Strengthen center director retention rates

**Strategic Directions and Activities: The Next 3-5 Years**

1. **Communicate the ITL/FDC strategic plan**
   - Share with Statewide Academic Senate (Faculty Affairs Committee)
   - Share with Provosts’ Academic Council

2. **Define and document the discipline of faculty professional development**
   - Best practices within the CSU and nationally
   - Required competencies of center director and faculty associates
   - Assessment outcomes

3. **Strengthen faculty reward structure to recognize good teaching that results in improved student learning**
   - Recognize the scholarship in teaching and learning projects
   - Strengthen the scholarly caliber of teaching and learning projects

4. **Strengthen the visibility of teaching and learning and faculty professional development through FDC and ITL collaboration**
   - Strengthen, institutionalize, and promote the CSU Regional Symposium on University Teaching
   - Collaboration between FDC and ITL
   - Publish and disseminate annual brochure on the “Benefits of Faculty Development,” featuring FDC programs with effective outcomes

5. **Draft a white paper on the need for educational change as related to faculty professional development**

6. **Increase awareness of and commitment to the FDC in the CSU**
   - Establish relationship with CSU Academic Senate (the Faculty Affairs Committee)
   - Establish faculty development grants that require ongoing institutional commitment
   - Leverage FDC meetings on individual campuses by inviting key academic leaders, such as ITL Advisory Board, Statewide Senators, and Provosts
• Send FDC representative to address the CSU Academic Council
• Work with ITL and EVC Gary Reichard to formulate FDC as institutionalized (i.e., formal and funded)

7. Mentor and provide support for CSU faculty developers
   • Create common baseline director description
   • Create faculty developer “essential resources” document
   • Promote mentorship and continual development of center directors and center faculty associates
   • Develop user-friendly web-based resources:
     ▪ Guidelines
     ▪ Recommended resources
     ▪ Best practices
     ▪ Orientation models
     ▪ Faculty development campus activities description and resources
   • Create electronic handbook for directors with resources related to creating and effectively supporting change
   • Encourage site exchanges/visits within CSU
   • Encourage center directors to meet with appropriate administrator to address job description, make changes/improvements, implement for guaranteed term (5-10 years)
   • Maintain ongoing relationship with appropriate administrator so s/he is aware of campus center activities

8. Identify existing accreditation standards and CSU strategic goals that faculty development programs directly support
   • Align faculty professional development and the scholarship of teaching and learning with CSU’s Access to Excellence strategic goals
   • Locate resources through the Professional and Organizational Development Network in Higher Education for certification and accreditation standards related to faculty professional development (Note: This is a North American organization of 17,000 faculty professional developers)

9. Collaborate with other units to share successful pedagogical practices
   • Continue reinforcing, supporting, and embedding teaching and learning in other campus units/efforts, including:
     ▪ Academic Technology
     ▪ First-Year Experience
     ▪ Service Learning
     ▪ Internationalization
Support for Honorary Degrees for Alumnae Interned by Federal Executive Order 9066

1. RESOLVED: The Academic Senate of the California State University (CSU) strongly urge campuses to seek out and honor those alumnae who as a result of their relocation and internment under Federal Executive Order 9066 were unable to complete their degrees; and be it further

2. RESOLVED: That the Academic Senate of the CSU strongly urge the faculty of those CSU campuses with alumnae whose academic lives were disrupted by Federal Executive Order 9066 to consider honoring such alumnae with honorary degrees, ceremonies of acknowledgment, and/or other appropriate means in recognition of the unique forms of patriotism demonstrated by these citizens; and be it further

3. RESOLVED: That the Academic Senate of the CSU express concern with the proposed legislation, AB 37 (Furutani), in its current wording because of its preemption of the responsibilities of the Trustees and faculty of the CSU regarding the awarding of degrees; and be it further

4. RESOLVED: That the Academic Senate of the CSU respectfully request that the language of AB37 be modified to retain its spirit of redressing civil-rights transgressions while maintaining proper faculty and system responsibilities for decision-making on the awarding of degrees; and be it further

5. RESOLVED: That the Academic Senate of the CSU send copies of this resolution to the CSU Board of Trustees, the Board of Governors and Academic Senate of the California Community College System, Assemblyman Furutani, and appropriate government affairs offices.
RATIONALE: It is now recognized that Federal Executive Order 9066, signed by President Franklin D. Roosevelt on February 19, 1942, was an outrageous violation of the civil rights of American citizens and legal residents. Americans of Japanese descent who were living near the west coast were the dominant group affected by the relocation and internment that resulted from the order. A significant number (~247) of these citizens were students at campuses that are now part of the California State University (Fresno, San Diego, San Francisco, and San José.) The disruption of the academic efforts of these students was just one of many interruptions suffered by these individuals and their families during the war and the years that followed. It is very appropriate that the CSU campuses seek out these alumnae and to find ways to honor the sacrifices and contributions of these former students. And it is appropriate that the faculty of these campuses work to honor these individuals and their families with appropriate honorary degrees, such as honorary doctorates.

The above statements makes it clear that the Academic Senate of the CSU agrees with the desired outcome (honorary degrees) of AB 37 (Furutani) but strongly opposes the intrusion of the California Legislature into an arena that it clearly does not belong: the endowment of academic degrees. Legislation with similar purposes that passed in such states as Oregon and Washington maintains faculty decision-making while also encouraging the consideration of appropriate honorary degrees and/or ceremonies.
ASSEMBLY BILL No. 37

Introduced by Assembly Member Furutani
(Coauthors: Assembly Members Blumenfield, Brownley, Chesbro, De Leon, Eng, Hayashi, Lieu, Monning, John A. Perez, Portantino, Salas, and Torrico)
(Coauthors: Senators DeSaulnier, Liu, and Lowenthal)

December 1, 2008

An act to add Section 66020 to the Education Code, relating to public postsecondary education.

LEGISLATIVE COUNSEL’S DIGEST

AB 37, as amended, Furutani. Public postsecondary education: honorary degrees.

Under existing law, the segments of the public postsecondary education system in the state include the University of California, which is administered by the Regents of the University of California, the California State University, which is administered by the Trustees of the California State University, and the California Community Colleges, which are administered by the Board of Governors of the California Community Colleges. Existing law authorizes these educational institutions to award various types of degrees.

This bill would require the Trustees of the California State University and the Board of Governors of the California Community Colleges, and would request the Regents of the University of California, to confer an honorary degree upon each person who was unable to continue and complete his or her studies at the public postsecondary educational
institution in which that person was enrolled as a result of the issuance of federal Executive Order 9066 on February 19, 1942.


The people of the State of California do enact as follows:

SECTION 1. The Trustees of the California State University and the Regents of the University of California are requested to confer an honorary degree upon each person who was unable to continue and complete his or her studies at the public postsecondary educational institution in which that person was enrolled as a result of the issuance of federal Executive Order 9066 on February 19, 1942, which caused the evacuation, relocation, and internment of individuals of Japanese ancestry during World War II.
Support for International Baccalaureate Courses for GE and Transfer Credit

1. RESOLVED: The Academic Senate of the California State University (CSU) support the use of International Baccalaureate (IB) courses by high school students as an enriched preparation for university work; and be it further

2. RESOLVED: That the Academic Senate of the CSU support the development by CSU faculty of Systemwide standards for acceptance of appropriate IB courses and their associated exams for equivalent baccalaureate credit and General Education credit; and be it further

3. RESOLVED: That this resolution and the systemwide standards for IB acceptance be disseminated to the high school and postsecondary community through the campus articulation officers.

RATIONALE: The CSU currently accepts by System policy (Executive Order 1036, http://www.calstate.edu/eo/EO-1036.html) Advanced Placement (AP) high school courses and exams for both university credit and General Education credit subject to appropriate standards. EO 1036 allows for International Baccalaureate courses and exams to be treated in a parallel fashion to AP but minimum System standards have not been established for IB courses/exams. This resolution encourages the CSU to establish the minimum standards for systemwide acceptance of these courses to create workable advising standards for students and counselors so that high schools who offer IB courses can earn credit for these rich experiences and have clear view of the advantages of these experiences. Community college students and advisors will also benefit from published information about how IB exams may be applied to baccalaureate credit and toward completion of the General Education Breadth transfer curriculum.
Support for Campus Guidelines and Policies on Consultation and Shared Governance

1. RESOLVED: That the Academic Senate of the California State University (CSU) reaffirm AS-1306-82 “Consultation with Faculty concerning Academic Structure of the University”; and be it further

2. RESOLVED: That the Academic Senate of the CSU urge individual campus senates to develop guidelines, policies and/or procedures regarding the creation, reorganization, consolidation and elimination of academic units, programs, departments and schools to ensure that the processes of consultation and shared governance are followed; and be it further

3. RESOLVED: That the Academic Senate of the CSU urge campus presidents to follow the policies and guidelines developed and approved by their campus senates and other representative faculty.

4. RESOLVED: That this resolution be sent to Campus Presidents and Senate executive committees

RATIONALE: While the Academic Senate of the CSU has been consistent in encouraging faculty involvement and consultation in matters from curriculum development to administrative hiring to committee representation (see White Paper) 

http://www.calstate.edu/AcadSen/Records/Reports/SharedGovReport.pdf and supporting materials for AS-1306-82.), campus senates are encouraged to develop their own policies and guidelines that reflect local practice and culture. Additionally, faculty should remain vigilant regarding shared governance and consultation regardless of temporary economic pressures.