

Senate Chair's Report – May 2011

The CSU and Senate Budget

The offices in Academic Affairs in the Chancellor's Office (of which the Senate is a part) have been given budget-planning parameters of an approximately 10% reduction. For the Senate, this amounts to ~\$45,000, which when added to last year's reduction of ~\$40,000 (mitigated by a rollover so some funds) brings us to the kind of figure we were worrying about together in March. While no decisions are likely to be made until next year's Executive Committee is seated, it appears that we will need to make significant reductions in Senator assigned-time allocations as this is the only part of the Senate's budget that can accommodate cuts of this magnitude. (\$85,000 translates to ~9 Senate assigned-time (0.20) positions.) As we discussed, reductions such as this will distort the current structure and operations in significant ways and will likely cause unpredictable secondary effects.

At the State level, the legislature has passed a budget containing the \$500 million cut to the CSU that the Governor proposed, but the Governor has not signed this budget bill pending resolution of the tax extension proposals and (unknown) approval processes. (As noted previously, the \$500 million figure is mitigated somewhat by already-approved fee increases and other adjustments. A net cut in the \$350 million range (~18% of State and tuition support) is the current plan but subject to change.

The Faculty Trustee 2009-2011

Both of our nominees for the Faculty Trustee position have been interviewed by the Governor's staff and they have targeted an appointment announcement sometime this month. None of my conversations with the Governor's appointment secretary contained any hints of an outcome other than the appointment of one of our nominees. It is hoped then that May 2011 will be the last Board of Trustees meeting without a seated Faculty Trustee.

The Early Start Initiative

It's been mostly quiet in the Chancellor's Office regarding Early Start issues, but that is appropriate in that the efforts of the initiative are delegated to the campuses and strategies are being developed at that level.

As I noted in the last Chair's Report, each campus was instructed, at a minimum, to mount a 1-unit Early Start "course" in English and in Math so that we would be in compliance with the

Board directive. That is recognized as a less-than-ideal approach to student development in these subjects, as noted by the English and Math Council's resolutions.

SB 1440 Implementation

The implementation efforts on The Transfer Bill (SB 1440) have proceeded to the point where four Transfer Model Curricula (TMCs) have been produced and have been disseminated to community college and CSU campuses. The community colleges will be using the TMCs to design their district- or college-level AA or AS degrees. The CSU departments have and will be evaluating the TMCs to see if we can make them work, which means utilizing the TMC plus 60 more units to meet all of the requirements of our baccalaureate degrees. Of the first three TMCs (psychology, sociology, and communications) almost all of our campuses have determined that they can make the structure work. At SDSU, the campus language requirement is proving difficult to accommodate along with the other graduation requirements within the unit restraints of The Transfer Bill.

A proposal to allow CSU campus faculty to request a waiver of the American Institutions graduation requirement (Title 5) has been proposed and that proposal has generated considerable comment within the Senate and at the campuses. I triggered these conversations by disseminating the proposal to the campus senate chairs and the chairs of History and Political Science departments in the CSU. I knew that the timing of the proposal, near the end of the academic year, was not going to accommodate the usual procedures whereby the statewide senate consults with the campuses. Many issue play into this topic: the importance of the American Ideals requirement, faculty control of the curriculum, consultation among the Administration, the Board and the Senate; the roles of the community colleges and the CSU campuses in SB 1440 decisions, to name a few.

On other fronts in The Transfer Bill implementation process include quite a few TMC proposals that are being constructed and vetted, including Criminal Justice, Early Childhood Education, Business, Geology, History, Physics, and Theater. Several others are "in the wings." While some of these may reach the end of the TMC development stage and be approved in May or June, the next phase, consisting of community college AA development and CSU department approval, will not be completed without faulty input, so will be handled in the fall.

We really need a good Transfer Bill website to serve the curriculum-development process (as well as sites to serve the students and the admission-priority issues.) While the respective Senates have been delegated the curriculum-development task, I/we have not had the time or resources to take on the website as well. (It is an ongoing request to the Implementation Team.) In the meantime, transmit or refer questions to Barbara Swerkes or me and we will handle them as we can.

CSU Campuses

Bakersfield
Channel Islands
Chico
Dominguez Hills
East Bay

Fresno
Fullerton
Humboldt
Long Beach
Los Angeles
Maritime Academy

Monterey Bay
Northridge
Pomona
Sacramento
San Bernardino
San Diego

San Francisco
San José
San Luis Obispo
San Marcos
Sonoma
Stanislaus

Reflections

I can't help but look back on the Senate year as we near the end (already) and reflect on a few aspects and accomplishments:

In terms of Senate accomplishments for the year, I feel like we are in an era where "it could have been worse" is the measure of success, and that isn't very satisfying (and impossible to quantify, for those of us with that bent.) I believe we have improved our working relationship with the administration and are on a good track for further improvements. I believe we have upheld good faculty values during the challenges of the budget and the System initiatives: Graduation, Early Start, and The Transfer Bill. That isn't to say that we're fully satisfied with the execution of that advice. And in spite of my weariness, we have a lot of work ahead of us.

The number of health-related issues that have affected the Senate over the year has been staggering (literally and figuratively.) From Tracy's foot injury last May through this plenary, staff and Senators have lost a lot of time to personal and close-family issues. I hope this isn't a normal year (it's the only one I've seen up close) because it has had significant impact on our work and on those who took on even more tasks and responsibilities to make things work. Take care of yourselves!

I am truly grateful for the executive committee members that you gave me to work with this past year. They have given terrific advice and insights (which I have tried to follow.) Their positive attitudes and willingness to take on travel and leadership roles as well as mundane tasks serve the needs and goals of the Senate in uncounted ways. I hope you will express your thanks to Kevin, Diana, Susan, Tom, and John sometime soon.

I have to mention my thanks to immediate past-chair John Tarjan specifically. It was difficult to move into the Chair role without ever having served on the executive committee, but John was always ready with advice, history, or commiseration whenever it was needed. He gives the word "mentor" its best meaning.

I'm not sure how to communicate my (and our) appreciation for Tracy and Sharon. They have coped with cutbacks, changing personnel and systems within the Chancellor's Office, and unpredictable requests/demands with professionalism and grace. Please communicate your appreciation to them eloquently as you can.

And while I have an acknowledged inability to express sentiment, let me thank all Senators for a year of good work that included fewer expressions of respect and admiration than you deserve.

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