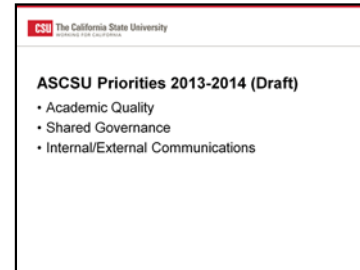




Thank you for this opportunity to report on the Academic Senate. Over the summer, the new Executive Committee has met several times to plan for next year and respond to ongoing business.



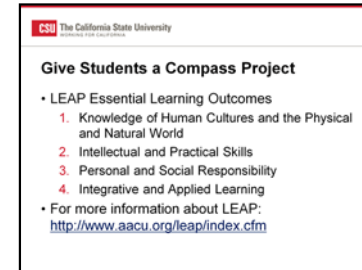
In January 2013, I asked the Academic Senate standing committees to identify the issues we should bring to Chancellor White's attention as he assumed his new position. Their concerns were many, but most could be categorized in three general areas: academic quality, shared governance, and internal/external communications.

Executive Committee discussed these with Chancellor White, and we believe there is already some progress on them.

Executive Committee will work with the Academic Senate to develop a proactive agenda for the year to further this progress.



We recognize that faculty have primary responsibility for the curriculum, but providing high-quality opportunities for students requires adequate resources and commitment from all stakeholders.



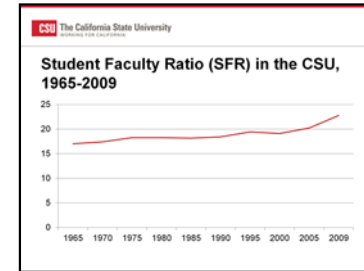
With respect to the first of our priorities, Academic Quality, the Academic Senate supported the participation of the CSU in the Give Students a Compass Project connected to the undergraduate learning outcomes advanced by the Association of American Colleges and Universities (<http://www.calstate.edu/Acadsen/Records/Resolutions/2008-2009/documents/2870.pdf>).

LEAP stands for “Liberal Education & America’s Promise,” and the four learning outcomes advocated for today’s college graduates are shown on this slide. As you can see, the learning outcomes for undergraduates encompass more than narrow training in a discipline. In fact, Chancellor White ably describes these desired outcomes, as you can hear in this recent interview. (KPCC tape)



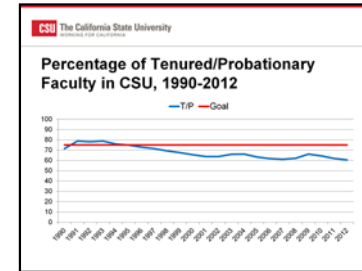
The Academic Senate also supported the “high-impact learning” activities for undergraduate students associated with LEAP.

Many of these practices are specified in the system’s *Access to Excellence* strategic plan in Commitment 6 under the term “active learning.”



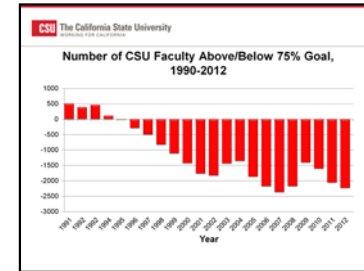
A challenge to implementing high-impact practices is the increasing student-faculty ratio, or SFR, in the system. This chart shows the SFR in our system from 1965 to the most recent data on our website. In 1965, the SFR was 17.02; in 2009, it was 22.76. This is an increase of 34%. SFR increased 13% between 2005 and 2009.

This makes it very challenging to implement several of the high-impact practices, such as writing-intensive courses and undergraduate research, for example. The Academic Senate has passed a number of resolutions of concern about the increasing SFR and in support of CSU Support Budget Requests to address SFR.



An additional challenge to implementation of high-impact practices is the declining percentage of permanent faculty in the CSU. In 2001, a plan to increase the percentage of tenured/probationary faculty, faculty diversity, and to improve the Student-Faculty Ratio was jointly developed by the Academic Senate, the California Faculty Association, and the Chancellor’s Office.

The plan was to increase the percentage of tenured/probationary faculty to 75% of faculty positions, which was then 63%. In 2012, the tenure density was 60.6%. Across our institutions, tenure density in 2012 ranged from 37% to 71%.



The magnitude of the problem becomes clear when we look at the number of faculty needed to restore the CSU faculty corps. This chart shows the number of tenured and tenure-track faculty across the CSU relative to the 75% goal set in 2001. As you can see, the CSU is now over 2200 faculty short of the goal.

2001 - 2012		
Full-Time Equivalent	Count Change	Percent Change
Students	+ 51,181	+17.2%
T/TT Faculty	-322	-3.3%

Since the plan was developed in 2001, the CSU has 17.2% more students, but 3.3% fewer tenured and tenure-track faculty to teach them. How many tenure-track faculty should CSU have hired to teach these students? Over 2000.

This trend is a threat to academic quality.

As stated in the CSU Support Budget for 2008-2009: “The trend is important because tenured and tenure-track faculty bear the primary responsibility for student advising, program development and revision, and participation in shared governance. When the proportion of tenure/tenure-track faculty declines within the CSU, the quality of these efforts also wanes” (http://www.calstate.edu/budget/fybudget/2008-2009/supportbook2/challenges_first_year.shtml).

The Academic Senate shares the Board’s goal of providing students access to excellence, and we want to partner with the Board in advocating for the resources needed to help students succeed not only to graduation, but throughout their lives.



Senators also identified shared governance as a priority.



We appreciate that Chancellor White has endorsed reinstating the Academic Conference, which for many years provided an opportunity for students, faculty, administration, and trustees to come together to discuss significant issues facing the system.

As we find ourselves again without a Faculty Trustee at today's meeting, the Academic Senate will be seeking support from the CSU for legislation to ensure that a Faculty Trustee is always available.

The Academic Senate has passed multiple resolutions requesting involvement of faculty at the formative stage of drafting strategies as well as responses to challenges which confront the CSU in the future. I reiterate our request and interest in working together in shared leadership.

Source:

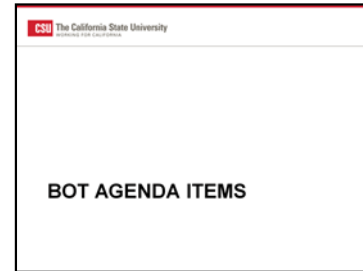
Early Faculty Involvement in California State University
(CSU) Initiatives: <http://www.calstate.edu/acadsen/Records/Resolutions/2011-2012/3051.shtml>



The third priority identified by the senators focused on system communications.



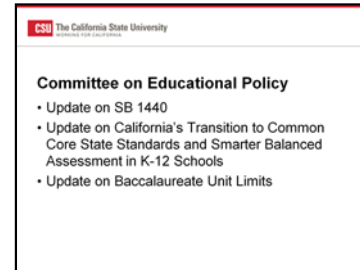
Executive Committee will be working with the Academic Senate to contribute to internal and external communications on the issues you see listed, and possibly others.



With respect to items on your agenda...



The Academic Senate has consulted closely with GRO staff in Sacramento this year. We worked very closely with Karen Yelverton-Zamarippa and staff on several bills pertaining to online education and transfer.



We have several senators and faculty working on SB 1440 implementation in close collaboration with our community college colleagues.

We have an active group of senators and disciplinary experts working with Dr. Beverly Young on the Smarter Balanced Assessment.

Dr. Chris Mallon has kept the Executive Committee informed on the status of the baccalaureate unit limits.

This concludes my report. Thank you.

