

Academic Senator

A Publication of the Academic Senate of the California State University (CSU)

October 2009

Message from the Chair

John Tarjan (Bakersfield)

Greetings during what are certainly among the most challenging times we have faced as a system, as campuses, and as individuals. While work continues at the system level on a number of promising fronts, including early student proficiency, articulation, general education, and the use of technology to enhance student learning, budget concerns are overwhelming us at both the system and campus levels. The discussions taking place at our campus and within my department are the most difficult I have experienced in my academic career. So, what can we do? I have a few suggestions.



First, find ways to participate in advocacy within your community. The ASCSU and ICAS, the group composed of senate leaders from the UC, CSU and CCC, are advocating for higher education at the state level. However, the dictum that “all politics are local” may well apply within California. We have been told by experts that the best way to sway the legislature is to advocate within legislative districts. I have the following suggestions in this regard.

1. Visit the local offices of your representative. These visits may be even more effective if they include student representation. The presence of the media may multiply the effect of large-scale visits.
2. Write to your representatives and to the Governor. E-mail is easy but we have been told that one letter “counts” for many e-mails.
3. Write letters to the editor explaining how support for public higher education has

been demonstrated to pay off handsomely in terms of increased tax revenues, increased economic activity and lowered demand for social services.

4. Inform your students. Provide them with information about the impact the defunding of the Master Plan has on them and will have on future generations of deserving students.
5. Also inform your friends and neighbors.

Second, continue to participate in shared governance. Stay informed. Consult with your colleagues. Provide consultation and advice to the administration of your campus. The Higher Education Employee-Employer Relations Act contains the following language.

“The Legislature recognizes that joint decision making and consultation between administration and faculty or academic employees is the long-accepted manner of governing institutions of higher learning and is essential to the performance of the educational missions of these institutions... Nothing contained in this chapter shall be construed to restrict, limit, or prohibit the full exercise of the functions of the faculty in any shared governance mechanisms or practices, including... the Academic Senates of the California State University, and other faculty councils, with respect to policies on academic and professional matters affecting the California State University...”

The CSU Board of Trustees has gone on record stating that “The governing board, through its administrative officers, makes sure that there is continual consultation with appropriate faculty representatives on admission and degree requirements, the curriculum and

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PLENARY SUMMARY

Full Minutes:
www.calstate.edu/acadsen/Records/Minutes

RESOLUTIONS SUMMARY:
www.calstate.edu/AcadSen/Records/Summaries

FUTURE DATES

October 15	Campus Senate Chairs
October 16	Interim Comm. Mtgs. will be <i>Conference Calls</i>
November 5	Academic Senate Committees
November 5-6	Plenary
November 17-18	Board of Trustees

Message from the Chair (Continued)

methods of teaching, academic and professional standards, and the conduct of creative and scholarly activities. Faculty recommendations are normally accepted, except in rare instances and for compelling reasons. The collegial process also recognizes the value of participation by the faculty in budgetary matters, particularly those directly affecting the areas for which the faculty has primary responsibility.” (Slightly edited for clarity)

Finally, try to exercise patience and understanding as we jointly work through unprecedented challenges. The mission and values of the CSU are ingrained in our DNA and we will continue to work together to support them, despite the difficult decisions that lay before us.

REPORTS

Executive Committee (EX)

Bernadette Cheyne (Humboldt), Vice Chair

BUDGET

Perhaps one of the more important but least agreeable tasks of the Executive Committee as it began its work early in the summer of 2009 involved coming to terms with budget cuts to the ASCSU of approximately \$100,000.00 for FY 2009-2010.



We appreciate each senator’s valuable contributions in providing responses to a survey that detailed how we potentially might distribute these reductions while still maintaining the integrity and effectiveness of the senate. Ultimately the Executive Committee decided upon a number of strategies to address the budget cuts which included:

- The reduction to two ASCSU staff members was made permanent with the understanding that the MPP position would be retained. Although we had hoped to retain the remaining salary savings from the third staff position, we later learned that that money had become part of the broader budget cuts across OAA.
- With the agreement of all Executive Committee members and standing committee chairs, one course of assigned time, and the workload asso-

ciated with it, was cut from each of these leadership positions.

- Interim committee meetings for the fall (October and December) will be virtual and the September and November plenary sessions each will be for two days only. Decisions regarding spring plenary and interim meetings have yet to be made and will depend upon a review of our mid-year expenditures and whether we experience any additional mid-year budget reductions.
- With the exception of ICAS, we reduced the number of ASCSU representatives attending systemwide meetings including, most notably, representation at the Board of Trustees meetings.

It is our sincere hope that, other than possible adjustments to our spring interim and plenary meeting schedules, we will not have to make any additional reductions, however it likely will be at least November, or possibly as late as December or January, before we have solid budgetary figures.

Intersegmental Committee of Academic Senates (ICAS)

The Executive Committee attended two very productive ICAS meetings, one on June 4 and the other on September 1, 2009. In the June meeting, significant discussion centered around collaborative transfer projects including ASSIST (Articulation System Stimulating Inter-institutional Student Transfer), LDTP (Lower Division Transfer Patterns), C-ID (Course Identification) Number System, and IGETC (Intersegmental General Education Transfer Curriculum). With reference to ASSIST it was noted that the Executive Sponsors will be looking toward a co-equal funding scenario among all three segments (formerly the CCC has assumed a significantly larger portion of the costs than the UC or CSU). Several ICAS members emphasized the importance of shared governance as this initiative moves through its subsequent developmental phases.

A significant area of emphasis at the September 1 meeting included the formation of two intersegmental task forces focused upon advocacy efforts with the legislature and other appropriate bodies: the Master Plan Task Force and the Advocacy Plan Task Force. Daniel Simmons, UC, agreed to chair the Master Plan Task Force and John Tarjan, CSU, agreed to chair the Advocacy Plan Task Force. The following mission statements were adopted:

Master Plan Task Force: To review the basic elements of the Master Plan and try to ascertain where all segments agree on the basic elements, and then decide which elements ICAS would like to take forward to collective action.

Executive Committee (EX) (Continued)

Advocacy Plan Task Force: To develop an advocacy theme, identify a strategy for communicating the theme to the legislature, executive branch and public, and identify potential partners to join in our advocacy efforts.

These two groups will meet via teleconference throughout this semester with a goal of presenting preliminary ideas and strategies to ICAS at our next meeting on December 4.

Academic Affairs (AA) James Postma (Chico), Chair

Much of our meeting time was spent “catching up” with the new budget environment, including furloughs and resource limits which have affected the DNP proposal, the LDTP and C-ID projects, and many other initiatives. We reviewed the progress of our 2008-09 resolutions, including honorary degrees for CSU students who were subjected to WWII internment, the *Compass Project*, and the International Baccalaureate. We drafted a resolution for Senate consideration which addresses the impacts of the budget and furloughs on teaching and service responsibilities.



Faculty Affairs (FA) Kevin Baaske (Los Angeles), Chair

The Faculty Affairs Committee, in addition to the two first reading items discussed in the Resolutions Summary, also discussed:

- the suspension of the 2009-2010 Research and Creative Activity Grants,
- the role of faculty research in the CSU mission and state master plan,
- processes for reviewing the work of department/division chairs/directors,
- the report issued last year on processes for collecting student evaluations of teaching effectiveness.



Fiscal & Governmental Affairs (FGA) Buckley Barrett (San Bernardino), Chair

The Committee will continue to monitor CSU and State budget plans for next year. Additionally, the current economic crisis means we will stay alert to possible adjustments or cuts during the present 09-10 cycle. Concerning subject legislation, we anticipate potential new or returning bills on such matters as Career Technical Education (CTE), textbook affordability, transfer AA degrees, student fees, and financial aid. As the Legislature is in the middle of its two-year session, some items may come back or be amended more easily. And the looming 2010 general elections may present us with unpredictable “oddities.” The status, timing and objectives of our annual visit to the Capitol in Sacramento remain to be clarified.



General Education Advisory Committee (GE) Mark Van Selst (San José), Chair

The first meeting of GEAC for the year will be a video/conference call, on Friday, Oct. 23 at 1:00 p.m. for agenda setting and orientation. The remaining (in person) GEAC meetings for the year will be: Wednesday, November 4 (2:00 p.m. at Dominguez Hills or video), Tuesday, January 19 (10:30 a.m.), and Thursday, April 8 (10:30 a.m.). Except for November 4 as previously noted, all meetings will be held in video-capable rooms at the Chancellor’s Office (Golden Shore) to allow those who cannot travel to participate as fully as possible.



The CSU continues as part of a three-state collaboration to plan, implement and assess innovations in General Education. Working with the Association of American College and Universities (AAC&U), the CSU and the state systems in Oregon and Wisconsin have adopted the “*Give Students a Compass*” project to foster the development of high impact practices in General Education across systems of higher education. All three of these state systems are characterized by a high proportion of student transfers and diversity. The *Compass Project* provides seed funds for sustained emphasis

General Education Advisory Committee (GE) (Continued)

on equity and the success of historically underserved students. Many of the GEAC members will be on site November 3 and 4, at CSU Dominguez Hills for a Compass project meeting.

Additional items of importance on the agenda for GEAC for this coming year include: the potential awarding of GE credit related to the use of CLEP exams; the "overall assessment" required for the GE package related to the LEAP (Liberal Education: America's Promise) outcomes; and continued work on facilitating articulation - including intersegmental collaboration through ICAS (Intersegmental Committee of Academic Senates) on finding commonalities for effective GE articulation at transfer. Transfer related topics include continued follow-up on Compass initiatives and discussion of the recent report from the CSU Sacramento Institute for Higher Education Leadership and Policy (Moore, Shulock, and Jensen): "*Crafting a Student-Centered Transfer Process in California: Lessons from Other States.*"

Other referrals and the direction of our attention to items of interest and relevance are always appreciated. (Send to: Mark.VanSelst@sjsu.edu).

Lower Division Transfer Patterns (LDTP) Project

**Barbara Swerkes (Northridge), Chair
LDTP Steering Committee**

In the fall of 2005, the administration and faculty of the CSU embarked upon the Lower Division Transfer Patterns Project. Although we did so under legislative mandate we shared the desire to achieve the important goals of improving CCC to CSU transfer rates and enhancing the ability of transfer students to achieve the BA/BS in an efficient and effective manner. Since then, statewide transfer patterns of a minimum of 45 units have been developed for 44 disciplines. These disciplines cover more than 90% of the majors selected by transfer students. Discipline faculty on each of the campuses then identified additional campus specific lower division courses to provide students



with a 60 unit recommended transfer pattern. Subsequently, faculty teams identified and approved more than 110 course descriptors for the courses required in the state-wide patterns. To date more than 2500 community college courses have been approved as meeting the requirements of those descriptors.

Intersegmental (CSU and CCC) committees that included faculty, Chancellor's Office staff and articulation officers met in the late spring and over the summer to discuss the status and potential for further success of the project as originally configured. At the same time, an historic budget shortfall resulted in severe cutbacks in state funding. Given this confluence of events a decision was made to "re-envision" the Lower Division Transfer Patterns project to maximize the aspects of the program with the greatest potential to benefit students while lowering costs. A critical component of this process is collaboration with our community college colleagues. While details remain to be worked out, the basic revised framework developed for the project includes:

- Retention of the statewide course patterns (minimum 45 units) on the LDTP website for the disciplines representing the highest demand majors and for which there is consistent agreement in course comparability across the CSU.
- The maintenance and publication of campus specific components (usually 15 units) of the LDTP patterns will be relegated to the individual campuses at their discretion.
- The use of LDTP as a pathway for admission priority to a CSU is suspended indefinitely.
- The CSU will suspend the acceptance of community college courses for review against the descriptors. Reviews will be completed for all courses in the review pipeline prior to this suspension.
- In collaboration with the CCC faculty and Chancellor's Office staff we are working to implement a revised process for development and approval of descriptors and for the review of courses within the existing CCC C-ID (Course Identification Numbering System) project. Information will be shared broadly as these details are worked out.

Lower Division Transfer Patterns (LDTP) Project (Continued)

Sincere thanks to the CSU faculty who have contributed countless hours developing the patterns and descriptors and conducting course reviews! There are more than 116 CSU faculty members from 33 disciplines representing 22 CSU campuses who participated in the review of courses! Many thanks also to the articulation officers on both CSU and CCC campuses, who have served, and continue to serve, as key advisors for the project and as the principle communications link between the LDTP and C-ID projects and campus discipline faculty. We cannot forget the major contribution of the Chancellor's Office staff who had the difficult task of keeping everyone informed and holding together the many complex pieces of this process. Finally, we are indebted to our community college colleagues at all levels for their willingness to give us constructive feedback and for their openness and generosity in working together to find ways to incorporate the most productive aspects of LDTP into the C-ID project as we continue in a joint effort to facilitate transfer in California.

Fiscal and Governmental Affairs Committee (FGA) David Hood (Long Beach) ASCSU Budget Specialist

"California's Financial Situation: A Precarious Balance"

As faculty, we need to understand more about the State's financial situation: how was the current budget balanced, and what does the future budget entail?

The State balanced 2009-2010 budget by using one-time solutions that cannot be used again. For instance, the State drew down the three years of Federal Stimulus money in one year. There will probably be no more stimulus money for the CSU. The state has not only raised income taxes by .25% but it is borrowing \$1.7 billion from taxpayers through 10% increased withholding to be repaid in April 2011. This "solution" merely postpones the day of reckoning. The State did not pay \$10 Billion of the Proposition 98 funding and this will have to be repaid over the next several years. The State is liable for prison reforms, and this will come due in the next year or two. And, finally, the State recently sold \$8.8 Billion in Revenue Anticipation Notes which must be repaid by the end of this fiscal year–



June 30, 2010. Originally, the State intended to borrow \$10.8 Billion. However, they were able to reduce the amount borrowed by assuming they would delay spring payments owed to UC, CSU and the CCC and other governmental agencies of \$1.7 billion. This plan repeats the State's resolution to last year's cash-flow problem which resulted in the CSU having to pay its own salaries in July and now again as early as February or March. Thus, the current year's budget is precariously balanced.

Cash receipts are reported monthly by the Department of Finance and these reports may be accessed here: http://www.dof.ca.gov/HTML/FINBULL/FB_Home.php Since the State's income is so volatile, major unanticipated expenses, such as fighting fires, could cause the State to issue another "revision" with a mid-year budget correction. For universities which commit funds semester-by-semester or quarter-by-quarter, a mid-year reduction is a serious matter. The only factor preventing the State from reducing our budget further is the Maintenance of Effort requirement; this requirement mandates that States receiving stimulus funds will, in each of fiscal years 2009, 2010, and 2011, maintain State support for elementary, secondary, and public postsecondary education at least at the levels in fiscal year 2006. However, there is also a provision for States to request a waiver of this requirement, and so the Maintenance of Effort requirement is not an iron-clad guarantee that our budget will not be reduced further.

Now if you think this year is bad, next year will be worse. First, the Department of Finance conservatively predicts that the State will start the 2010-2011 fiscal year with a \$7 billion shortfall, but many analysts think it will be greater than that. Again, there will be no more stimulus money and a lot of those one-time solutions cannot be used again. Since the key liability propositions in the May 2009 election failed passage, the temporarily-increased tax rates will expire in 2010. Proposition 98 funding for K-12 will again be required. The State will have some liability for prison health care reform, although the amount is currently unknown. And finally, in April 2011 the withholding "borrowing" is scheduled to be refunded.

If that weren't enough, we need to remember that in 2009-2010 the System's \$604 million shortfall was made up by furloughs (45%), fee increases (28%) and campus-

“California’s Financial Situation: A Precarious Balance” (Continued)

based reductions (27%). The State budget is based primarily on personal income tax, corporate income tax, sales tax and capital gains tax. An unemployment rate greater than 10% depresses personal income tax collection, unemployed workers buy less and pay less in sales taxes, diminished sales lower corporate income, and with all of this there are no capital gains. Even though the Board of Trustees is preparing a very ambitious budget request, the State may well be unable to fund all their entire \$777 million request. If the State cannot fund most of the CSU requests, then we will be in for a rough couple of years.

Additionally, and in some ways most sobering, are the likely long term impacts. This year in California thousands of students did not find a place at a four year institution. Thousands more -- the Chancellor has said 40,000 more -- won't find a place next year. Community colleges are overflowing and are no longer a reliable alternative. The state was already facing a marked shortage of baccalaureate educated leaders and workers in the near future. Budget cuts now ensure that the state will face a severe shortage of educated leaders and workers for many years. This will cause businesses to relocate to or import skilled workers from other states and nations. California will be left with a less well educated population paying fewer taxes per capita and requiring more welfare, more prisons, and more health care.

This economic disaster was imposed upon us—we didn't cause it, but we must deal with it, and we will be judged by how well we respond. Our response must be collegial and collaborative, unified and not divisive. We are all partners in a terrible task, and our approach and our tone must always lead to constructive responses. Politicians worry about what the future will think of them; professors worry about what their students will learn. I hope that our students learn that the university is a creative and collegial institution that devises inclusive and creative solutions for a terrible problem. If that is the lesson our students take from this situation, then we will have truly served the people of California.