GENERAL FACULTY MEETING
SEPTEMBER 3, 2003

Speaker Aronson called the meeting to order at 9:30 a.m. The agenda was approved as distributed. The minutes of May 15, 2003 were approved.

**Announcement by Linda Bunny Sarhad**

The American Council on Education Global Learning for All Project has designated us to be among eight colleges making substantial progress in globalization. It is an on-going project. It is going through faculty governance. The Office of Global Affairs want comments on the goals. There will be a review of global education and the Office of Global Affairs wants input from the faculty. It wants to create an action plan.

**Announcement by June Boffman**

There is overwhelming support for the new program concept. Folks are very excited and getting ready. John Gardner will come for a kick off. He has twenty years of experience and is a dynamic speaker. There will be workshops. Boffman encourges faculty to participate on September 18. There will be development of a full pilot program. Marge Jaasma will direct.

**Remarks from CFA President Steve Filling**

1 - welcome / welcome back

2 - CFA's bargaining update

* those of you eligible for service step increases should have noted an increase in your July gross pay. Another step increase is scheduled for next June 30.

* This year we are negotiating a re-opener agreement - one limited to salaries, benefit improvements and workload.

* Given budget environment, CFA did not and does not expect improvements in any of these areas

* CFA proposed and CSU agreed to discuss a variety of other issues

* ---- tentative agreement reached on:

  continuation of FERP program with no changes in 04/05

  no parking fee increases [but CSEA....]

  setting up a salary structure committee

  a slight change in order of layoff for 3 year lecturers

Sadly, the initial climate of working together was temporary.

In July CSU negotiators indicated that Chancellor Reed has refused to grant them any additional flexibility to compromise, so they saw no point in scheduling further meetings.

Lest you think this is strictly a faculty issue - CSU negotiators told one of the CSEA team: "If you are so unhappy with the CSU, maybe you should go get a job somewhere else"

**This environment has been accented by Chancellor's Office memos directing campus administrators to employ some very strange interpretations of extant agreements."

3 - As a result, your CFA officers have been busily defending your rights and representing your interests, of necessity confidentially, but rest assured we are committed to being strong faculty advocates.

4 - Introduction of CFA Stanislaus officers:

Representation - Larry Giventer

Tenure Track representative - John Sarraile
Treasurer - Elaine Peterson [also picnic expert]

Lecturer Representatives - Chris Nagel and Dan Bratten

We are very interested in working for you, and look forward to talking with you as the year progresses, whether you have a specific issue or just want to chat.

5 - CFA negotiated with CSU and the legislature some Supplemental Report Language which speaks to funding priorities in the CSU. One of the things CFA officers and analysts would deeply appreciate is your assistance in ensuring that both the letter and the spirit of that supplemental language be honored. Thus we ask that you notify us if you become aware of any of the following:

>>Cases where graduation dates are delayed because of failure to schedule requisite courses

>>unwillingness to discuss alternative sources of funding

>>budgets that contain large reserves

>>unrestricted foundation revenue used for purposes unrelated to direct instruction

>>filling of non-essential management positions

>>failure to slow or cease purchases of equipment and other administrative overhead spending

>>failure to slow implementation of CMS

We also need your assistance in collecting information about:

>>temporary faculty not here now who were here last year

>>faculty hires needed but not completed

>>class sections cancelled or capped above or below usual limits

>>student services that have been cut back

6 - IMPORTANTLY! Stanislaus is significantly less likely to have problems in the areas I've enumerated than some of the other campuses. As you're aware, we initiated a new, fully open budget process last year, and our administration has largely been more than willing to share information with faculty and staff as soon as it became available. The officers and members of CFA Stan appreciate that willingness, and note how much smoother things work on our campus when Chancellor Reed stays out of it.

7 - CFA recognizes that the solution to some of our problems can come only through political action. Much work goes on in Sacramento toward the goal of obtaining legislation favorable to the university, to faculty and to our primary mission, educating our students.

One of the things Chancellor Reed has told us repeatedly over the last year is that "we must speak with one voice in Sacramento." Speaking as one of the audience at the CMS hearing, I can only reply that if we speak with one voice in Sacramento, please, please do not let it be the voice of our Chancellor's Office. For those of you wondering why I would rather our Chancellor not speak for higher education in California, I suggest you stop by the CFA office in JSRFDC and borrow the tape or DVD of those hearings. Watching how frustrated, aggravated and genuinely angry legislators are with our Chancellor and his fellow travelers will surely drive home how important it is that develop an alternative, less belligerent voice with which to argue our case.

Items of current importance include:

-- the Gubernatorial recall

-- Ward Connerly's Proposition 54, which bans collection of racial information.

-- The budget accountability initiative.

As CFA Stanislaus officers, and more importantly as California citizens, we ask you to study the issues and vote. CFA has a wide variety of information concerning these and other matters available on our website: calfac.org.

8 - In addition to these statewide and local issues, as university faculty we need to lend our expertise to the nationwide debate about public education, the improvement of k-12 education, and teacher training. I ask you in these financially troubling times to play a
role in restoring public support for higher education. We must insist that access to higher education not be restricted to the
privileged and wealthy few, rather treated as a public good available to all based on ability and willingness to work.

Again, let me urge you to:

A - join CFA if you are not currently a member, and to participate more actively in your chapter and in faculty governance
B - study the issues, vote and let your legislator know your preferences on important issues
C - Attend the CFA/CSEA/SETC/APC fall picnic Saturday at the JSRFDC from 3-8 this Saturday.

Thanks for your attention/patience, and again, welcome to fall.

Remarks from President Marvalene Hughes

Good morning and welcome to a new academic year, my tenth at CSU Stanislaus. As we convene today, I am pleased to report that
by the end of this year, I will have completed a decade of service to CSU Stanislaus. You may be wondering what I think about all
the experiences I have had. I think the words of a much-beloved advice columnist, Abigail Van Buren, capture my sentiments:

"If we could sell our experiences for what they cost us, we would all be millionaires." I would be a billionaire if I could sell my
experiences.

At all times, in every direction or goal taken, I have tried to do what was best for the University and its internal and external
constituent groups. It would be useful to consider where we were nine years ago, but let’s go back at least a year ago and bring that
perspective into our planning and thinking as we enter the year 2003-04.

You may recall that last year I announced one goal essentially focused on reinvigorating the Strategic Plan. Out of that process,
we identified four committees in order to implement strategic planning. I am grateful that the work of all committees was so
productive that, in the final analysis, the University Strategic Goals and Priorities Committee forwarded three goals for 2003-04
to the Strategic Planning Steering Committee.

These goals were:

Establish, enhance and support a culture of continuous academic excellence in a learning-centered university.

Build a broad, collaborative and inclusive process for strategic directions in a learning-centered university.

Promote and strengthen collaboration in a learning-centered university.

In an unprecedented closure, the Strategic Planning Steering Committee accepted the three strategic priorities and inserted only
one concept – career development. Speaker Aronson commented that it was an indication of how well the committees had done
their jobs that no changes were made. Insertion of career development was an indication of a new initiative deemed critically
important for the academic community, for accreditation procedures, and for assistance with workforce preparation and career
interface with employers for students.

This year I will continue the practice of introducing the goal for the year. It is an important indication of the progress we have
made that the goal of institutionalizing assessment can be submitted to the campus. Some of the positive results of assessment
will include self-reflection and evaluation, engagement in training sessions to provide common knowledge within the University
community on all levels, and encouraging dialogue and debate in a learning-centered environment. A series of assessment
summits will be organized, the first of which is scheduled on November 4. I am pleased to report that we have attracted someone
who is considered to be among the best in the nation, Barbara Cambridge from AAHE, who may be accompanied by Peggy
Mackey. The two will be a phenomenal team. A campus committee has been appointed, chaired by Armin Schulz, who will work
with Barbara Cambridge and her team to make this an exciting learning experience for all of us. Once the team has clarified the
many benefits and the positive aspects of a culture of assessment, all of us will enjoy the excitement of learning and
implementing the process. Barbara serves on the WASC Commission with me, and she makes assessment come alive.

"There are two kinds of fools," according to John Brunner, author of The Shockwave Rider. "One says, 'This is old, and therefore
good. And the other one says, 'This is new, and therefore better.' " Let us keep these words in mind as a wise approach to
assessment.

This year we will also bring a senior administrator, Judith Ramaley from the National Science Foundation, to the University to
update us on special initiatives related to community projects with math and science emphasis. I learned that I could plant a seed in
Armin Schulz’s ear and watch it sprout.
Let us turn to the membership of the President’s Cabinet, inasmuch as we have two vacancies at this time. You have undoubtedly observed that I have one of the strongest teams leading a University. I am thankful to those who remain here as strong leaders (Provost David Dauwalder, Vice President Mary Stephens, and Vice President Stacey Morgan-Foster). I wish to announce that Dr. Susan MacDonald, with a proven record of excellence, has decided to remain with me for only 1/4 of her time to assist as the University Budget Advisory Committee (UBAC) liaison to my office and as an expert who is assigned other tasks. Additionally, Dr. June Boffman, Associate Dean of the College of Arts, Letters & Sciences, will replace Dr. Jim Klein in overseeing strategic planning. She will provide 1/4-time assistance in my office. You will note that this position has now been reduced to 1/2 time as a retrenchment measure.

I thank the members of the search committee for the position of Assistant to the President for Equal Opportunity & Internal Relations (EOIR) for offering their fine and objective leadership. We all know that Tom Young’s untimely departure left an unimaginable vacuum, and the team made an impassioned plea to continue the position in the future. They received superb guidance and a splendid collection of insights from campus constituents. A "thank you" and accolades should be extended:

Mark Thompson, (chair), Speaker emeritus of the Faculty
Dr. Don Bowers, Associate Vice President for Faculty Affairs (his last task before retirement)
Stacey Morgan-Foster, Vice President for Student Affairs
Renae Floyd, Counseling & Career Services
Frank Borrelli, Financial Services and union representative
Cesar Rumayor, President, Associated Students, Inc.

An announcement will be made as soon as I can complete the background process.

In the midst of this process, the Vice President for Development and University Relations accepted another position and created a second untimely vacancy for the University. All of us are grateful for the seven years of fine leadership provided by Dr. Walter Strong who was the first Vice President for DUR, raising $32 million, elevating the bar in promoting and marketing the University, sponsoring unprecedented events, and developing good public relations.

I am very grateful that the Senate Executive Committee (SEC) and the Foundation Board Executive Committee were willing to convene immediately to assist me to design a process to fast-track this replacement. The Development and University Relations functions are unique in that any disruption, particularly in the fund-raising process, can create major discontinuity and possibilities of losing prospects. The Board and I will do everything possible not to allow that to happen, but in a very real sense we need an experienced person in the position as quickly as possible. Speaker Aronson and the SEC will make faculty appointments as quickly as possible to the committee. I will appoint the Provost and the Vice President for Business & Finance to represent administration. The current President of the Foundation and two Presidents-Emeriti have agreed to serve on the committee. We are asking for your help in identifying good people who have the depth and breadth of experience involved with the position.

Rest assured that we will honor the shared governance process even as we fast-track this search. The Speaker has written to all of her colleagues around the CSU. I have enlisted support from my colleagues and Chancellor Reed, and we are asking that you do the same. Together, we can select a highly competent person who also understands the culture in this community. I have a degree of optimism based on the fact that we succeeded with this fast-track approach in appointing the Provost last year, and we did not compromise quality in the process. We have a fine Provost.

To those who call this an impossible dream, I quote Napoleon, responding to one of his generals: "You write to me that it is ‘impossible;’ the word is not French." Impossible is not a part of my vocabulary, either.

Budget 2003-04

The state of the budget is no surprise to anyone. What may be a surprise to some is the fact that CSU Stanislaus managed to achieve its budget retrenchment without major upheaval on campus. We did this largely because we engaged in communication through a series of open fora, spurred by a wise Vice President for Business & Finance and an insightful University Budget Advisory Committee (UBAC). We involved all of the vice presidential units, UBAC, and campus constituent groups. The model to which we resorted toward the end involved the leadership of the University President, the Speaker of the Senate, and the ASI President who facilitated discussion regarding employment strategies and procedures. Phase I has been completed without formal layoffs, although today we have reduced our staff by 31 employees. Special appreciation is extended to UBAC for its hard, tedious work, to Provost Dauwalder and to Vice President Stephens who served as co-chairs of UBAC.
Our budget reductions amounted to:

- 2.9% Academic Affairs
- 11.2% Business and Finance
- 8.5% Student Affairs
- 8.5% DUR and Athletics
- 7.5% President’s Office

As we begin this year, we face new challenges, some of which run counter to progress we had made and goals we had set for years to come. We had expected to continue our growth rate of 7%, but the budget forced the CSU to reduce the target to 5%. This has resulted in early cut-off dates for student enrollment and a new enrollment management culture for our campus. It is important to note that we live in an area with a rapidly growing population which is increasing in diversity while experiencing declining access to public education. The overall impact will have negative economic consequences in the future.

California’s politics are in disarray. We are a state that is experiencing political confusion, a state encumbered by huge debts, a state that may be redefining democracy, and a state where priority funding is not necessarily reserved for education.

Cabinet Retreat

This year we experimented with an all-inclusive Cabinet retreat that involved the President’s Cabinet, the Deans Council, the Speaker and Speaker-Elect of the Faculty, a representative of the staff and the ASI President. We traveled to Hilmar Cheese, approximately seven miles from here, where for two days we engaged in thorough planning for the immediate year and the future. Parenthetically, our luxury dinner was at the Ranch House Restaurant in Hilmar. It would take time to explain this, but I want you to know it was a dinner unlike others and one we will never forget. It was also more fun than we have had in the past.

Policy on Administrator Searches

I would like to address for a moment the resolution regarding the policy on search procedures and appointments for University administrators. This is a very, very important document, one that will guide the University in the future and must, therefore, adhere to Higher Education Employer-Employee Relations Act (HEEERA) and personnel procedures in the CSU. I would like to explain my action, because I am sure it must have confused and disappointed some that I returned the resolution to the Clerk with my rationale for not approving it. There is a context that is important to this decision. I do not offer this context as an excuse, but merely as an explanation for the breakdown in our communications, from my perspective. It was my hope that the Academic Senate would not forward the document, inasmuch as it was in its final stage on the Senate floor at the critical time when two key players were not available to interact with the Senate and provide the perspectives that were so important to the accuracy of the document. Our Provost was out, and I was unwilling to access him under the conditions. We had lost our Assistant to the President for Equal Opportunity & Internal Relations. The two left missing information that was huge. Inasmuch as the document was not postponed as I had desired, I had no choice but to return it with the hopes of accomplishing exactly what I wanted to do anyway. All along, during this crisis, I wanted to postpone a decision on the document and begin anew or continue discussions in the fall. That is precisely what my action accomplished. Please note that I stated, "It is not my desire to discontinue the dialogue on this important topic. Rather, in light of the expectation that we have a new Associate Vice President for Faculty Affairs and a new Assistant to the President for Equal Opportunity and Internal Relations, I invite continued dialogue on this policy beginning in the fall of 2003. During that time, the Provost will also be prepared to fully engage with the Senate on this topic." I believe I said to you earlier that I endeavor to do the right thing at all times for the University. I believe this was the right thing to do.

Note that I said I invite continued dialogue, not consensus, which is improbable. Einstein said, "Genius abhors consensus because when consensus is reached, thinking stops." ....Now stop nodding your heads.

Let us turn to some of the positive outlooks despite the state’s crisis. During this meeting last year, I announced that I would spend considerable time devoted to educating the public regarding Proposition 47, the bond measure. To our major benefit, the bond measure passed, and CSU Stanislaus will initiate its Science II project in 2004, a structure of 115,350 square feet. It will provide us a state-of-the-art science building with updated labs, classroom space and offices.

Construction for Village III has commenced. Next fall, we will welcome 300 additional students to our residential complex. This almost doubles our residential occupancy on campus, bringing our total residential capacity to 650. In addition to state-of-the-art, apartment-style suites, students will have a second pool, a sports court, and a sand volleyball court. The tennis courts will also be reconstructed as part of this project for the entire campus. For the first time, we will be offering an innovative program, the Faculty-in-Residence program, in which a specially designed apartment will be available to a faculty member to
participate in a living learning community. I encourage any of you who are interested in helping to launch this special program to contact Armin Schulz and Stacey Morgan-Foster, who will be pulling together the planning group.

We are privileged to have these two construction plans interject positive perspectives in the climate at a time when the budget poses huge problems. It is anticipated that we will approach a second bond measure in March of this year, and I will again inform you of the issues, provide information for you to instruct your contacts, and I will visit as many groups as possible to again gain support for this proposition. I know I can count on you as I did last year to assist us with this measure.

Student Experience

Our opening Convocation continues to be a success in its fifth year. This program features our Summer Reading author and involves the new entering students, first-year and transfer students, and their parents. It has proven to be an effective tool in establishing for students some of the traditions of the academy and in helping our students complete a symbolic transition into our campus community. Faculty involvement and support for this program have increased each year and are an important aspect of its success.

The Student Leadership Program has once again held its summer institute, attracting 60 wonderful student leaders for a weekend of team building, community outreach and leadership training. The program will continue with two courses and numerous workshops culminating in the student leadership program certificate and the co-curricular transcript. This reinforces the campus commitment to student peer leadership and helps to ensure that we develop responsible community leaders on campus and beyond.

The First Year Experience academic pilot is underway this year after overwhelming support from the Senate last year. Dr. Marjorie Jaasma has been appointed as program director. Activities will begin with a full day of presentations and workshops on September 18 led by John Gardner, a pioneer and national leader in first-year programs. I encourage all faculty members to join us in this exciting opportunity to exchange ideas and learn about ways the university community can help create first-year scholars and university engagement.

Accreditation/Ranking

We continue to achieve the highest mark by the WASC accrediting commission and national associations that accredit disciplines. Our accredited disciplines include Chemistry, Drama, Art Education, Music, Nursing, Psychology, Public Administration, Social Work, Theater, and, finally, Business Administration. We are grateful for all of the faculty and administrators who work so diligently to accomplish these marks in the academic community.

For the eighth consecutive year we have been ranked among the top 95 universities out of 500 public universities on the West Coast. It is my goal to move this University to the highest tier in the future.

Globalization

Our globalization efforts have received national recognition through the American Council on Education. CSU Stanislaus was one of eight campuses to be recognized nationally to participate in its "Global Learning for All" project. We are planning a partnership with a sister institution, Kennesaw State University, that also received funding. The President, Betty Siegel, and her team from Kennesaw will visit our University soon.

This past summer, Linda Bunney-Sarhad, Bill Crist, and I spent a week in Paris developing a new partnership with Cergy University. The Cergy faculty conducted a follow-up visit to our University and worked directly with the faculty of the College of Business Administration in creating an initiative from the grass roots up. This is one of the most promising globalization programs that we have tapped in a long time.

Smoke-free Campus and Lottery Policies

You are aware that there were two policies spearheaded by Susan MacDonald last year. I shall give you a brief update on these to policies.

"Smoke-Free" policy

This Fall we begin implementing the recommendation of the Secondhand Smoke Committee, which met over much of the past year, that we extend the smoke-free perimeter around buildings from 5 to 30 feet. Shortly, Facilities will install cigarette urns around the campus to mark the 30-foot boundary. Signs at building entrances will remind people of this new policy. Both the signs and urns were paid for with funds from a tobacco grant which was awarded to the Doctors Medical Center Foundation in Modesto. I commend the Committee for its work and hope the campus community will respect the wishes of nonsmokers by complying with this new policy.
Lottery policy

CSU Stanislaus receives between $500,000 and $700,000 annually from the state's lottery fund. These monies are given to us by Chancellor's Office, which, until recently, specified most of the purposes for which these lottery dollars were to be used. CSU priorities included programs such as student scholarships and outreach, the faculty mentor program, and teacher diversity. Recently, the Chancellor's Office has given campuses more discretion in determining which programs actually receive lottery funds – as long as the purposes comply with authorizing legislation. Last year, I appointed a task force to recommend a process for awarding campus lottery funds in the future. They submitted their recommendations as we were preparing for Commencement.

CSU Stanislaus-Stockton

We are proud of the progress in Stockton. University Park is becoming a model with numerous partnerships, plans for seamless K-12 and baccalaureate education, construction and demolitions, and steady growth in the student population and programs. We should all be proud of those accomplishments.

Reorganization

During our retreat, we had a very healthy discussion about rethinking the academic organizational structure at the University. I observed that as long as individuals focused on positions, budgets and people, our discussion was more constricted. Whoever created the phrase, "thinking out of the box," was right. Once we moved beyond that and really exercised creative thinking, we were amazed at the richness of our conversation. It was Speaker Aronson who had suggested that we move beyond confining our discussion to the College of Arts, Letters & Sciences. The discussion was so vibrant that we decided to continue to create a structure to engage in conversations on campus designed to examine the academic structure. The Provost will lead the charge.

Perhaps it is fitting to quote Robert Kennedy, paraphrasing George Bernard Shaw, who said, "Some see things as they are and ask 'Why?' I choose to see things as they never were and ask 'Why not?' "

Business and Finance

Business and Finance continues its selfless support of all units on and off campus. Last year, we successfully implemented phase one of the Human Resources Peoplesoft implementation. This project was a team effort that involved both the faculty and staff HR offices, as well as the Payroll and Budget units, and OIT. This coming year, Phase One of the Financial Peoplesoft implementation begins, with a similar cross-functional team in place. Equally important is the progress made in the area of academic technology, which will be addressed by the Provost in his statement.

Order out of Chaos

In these chaotic times, it helps to think of chaos not with dread or despair, but with anticipation. Navigating chaos with tolerance, patience and careful planning will reward us with a much-improved model. Matthew Cross, President of Leadership Alliance, offered a perfect analogy for how chaos can be positively transformational.

In "The Secret Power of Chaos," Cross wrote about Swiss scientist Hans Jenny, who performed a series of experiments that subjected a drop of water to increasing frequencies of sound. Under a microscope, he observed that at a low, steady frequency – imagine a deep hum – the droplet showed a pattern. When he doubled the frequency, the droplet lost its pattern, and looked like utter and absolute chaos. However, as soon as the new frequency stabilized, a more beautiful, more balanced pattern emerged. As the frequency approached the higher levels of the human hearing range, the pattern began to resemble a thousand-petaled lotus, suggesting infinite harmony.

Cross points out that chaos is a transition from one state to another of a higher order. The old order must fall away to make room for a new one.

In summary, we have much to anticipate in the future and yet we have incurred some challenges to the progress underway. What we must do in order to create a campus culture that can manage change, protect our mission and sustain our quality is to focus on the human dimension of our coexistence on campus. In difficult times, it is more important than ever that we respect one another, that we honor civility and that we share and support one another’s mission. I promise to devote my year to building an even better campus community. I hope you will join me on this journey.

Remarks from Provost Dauwalder

I would like to begin by offering my sincere thanks to all who kept the work of the Office of the Provost moving forward while I was recuperating from surgery last spring. President Hughes... thank you for setting the tone through what I know was a very
difficult and challenging six weeks. Thank you to Diana Demetrulias for a job well done in taking on the extra duties and keeping operations moving ahead in the Office of the Provost. Thanks, too, to the Deans’ Council, to the Senate Executive Committee, and our faculty for moving us forward during the time I was gone. I am extremely pleased with the way we work together on this campus to make governance work.

In addition, congratulations to the faculty, staff, and students of the College of Business Administration, and congratulations to Dean Amin Elmallah for the successful achievement of AACSB accreditation. This was a remarkable accomplishment that reflects the quality of this university.

In the few minutes that I have to speak with you today, I want to begin by sharing some thoughts about the effects of what appears to be a major shift in higher education policy in California, and how we’ve reacted to it at CSU Stanislaus.

Second, I need to bring you up to date regarding several operational issues that have developed since we last met.

And finally, I want to express some thoughts about what we need to be doing now for this university’s future.

The 2003-04 budget for the State of California carries significant evidence of change in the landscape of higher education. The California State University has always been a champion of--

Opportunity . . . . . . Access, . . . . . . & Quality

Unfortunately, the 2003-04 budget for the State of California threatens all three elements, but especially it targets access.

As we move into 2003-04, we need to work to preserve opportunity and to preserve quality within the fiscal and political environment we face.

From September to July this past year, we’ve been involved in parallel processes of strategic and budget planning. These two inclusive processes demonstrated this university’s commitment to its academic mission in our 2003-04 strategic goals and priorities, and in the way we allocated reductions within our university’s budget.

Within Academic Affairs, . . . .

College budgets were not reduced

Non-college Academic Affairs units were reduced 7-11 percent

The overall reduction in Academic Affairs equaled 2.9 percent

Reductions in the other divisions ranged from 6-15 percent

What Are the Expected Effects Within Academic Affairs?

The three academic colleges will be serving more students in 2003-04 with the same dollars as 2002-03. Within these same-dollar constraints, deans and chairs worked together to develop a year-long plan designed to reach our expected FTES target of 6840; . . . . . . however, the effects of the state budget reduced our target to 6677 at the end of the process. (Note: 2002-03 target = 6423; achievement = 6538)

The library expects to have less funding available for purchase of print resources; however, we’re working on a plan that might restore as much of that support as possible in 03-04 with one-time funds. Libraries nationwide continue to struggle with increasing costs and decreasing resources.

CSU Stanislaus-Stockton will have to reduce morning lab hours for students, though preserving access in the afternoons, evenings, and Saturdays. Staffing for classroom monitors in ITV courses has been reduced.

OIT is operating with fewer staff. The unit has consolidated some of its support staff and is cross training staff to be able to help where needed in peak times. Response times for non-instructional support will be slower. OIT’s primary commitment remains the support of instruction, and faculty will likely see less direct effect than other support units across campus.

The Office of Research and Sponsored Programs and the Graduate School will each be working with fewer staff. Direct support for UEPC subcommittees was maintained at half its levels of 2002-03.

Enrollment Services has preserved its support of financial aid while redirecting its outreach efforts toward greater use of electronic connections and a sharper focus on its face-to-face outreach connections.
Institutional Research will be asked to increase its focus on service–service to departments and units across campus.

Effects Across Campus?–On Monday, October 6, from 11:00 a.m. to 2:00 p.m., the University Budget Advisory Committee is holding an open forum to discuss the effects of the budget reductions across campus. Invite you to participate in all or part of that session as your time allows.

The budget climate in the State of California has forced us to change. Change is inevitable. Change create challenges.

Governance–To address the challenges we face in improving our internal communication and collaboration, I invited the Speaker of the Faculty to participate in our Deans’ Council Retreat this summer.

Although the speaker couldn’t attend, the speaker-elect did and his presence added a key element to the ensuing discussions. At the retreat, a number of suggestions for improving an already-strong system of shared governance were discussed including----

Adding the Speaker of the Faculty to the membership of the Provost’s Deans Council--That we’ve done.

Scheduling joint meetings of the Provost’s Deans Council and the Academic Senate Executive Committee--We have yet to discuss the specifics, but I strongly support the idea

Finding ways to increase the involvement of our department chairs in planning and in addressing operational issues–I plan to invite the chairs to meet with me later this month to discuss this issue further.

In addition, the speaker and I will be meeting on a regular basis working together to keep issues moving forward.

(Integrated Planning)–To address the challenges we face in planning and managing our resources more effectively, we’ve worked through the past year to develop and implement an integrated

course--. . .

enrollment, . . .

workload, . . . and

budget planning system.

This integrated system connects these four related but previously unlinked elements of planning. The major effects will be the development of linked year-long enrollment and workload plans, which will result in (a) better planning; (b) an improved ability to react to inevitable change; (c) more accurate, consistent reporting; and (d) more effective use of our university’s fiscal resources.

Enrollment Management–This summer, each CSU campus was presented with a serious challenge with the passage of the state’s 03-04 budget. The charge to each CSU campus in 203-04 is TO MEET and NOT EXCEED targeted enrollments. And in addition, budget language states that the CSU will see no enrollment increases in 04-05 as well. This is indeed a challenge!

We’ve been growing from 4 to 6 percent per year. . . .This year, we can grow only 2.1 percent (that’s 02-03 actual to 03-04 target) to meet our charge.

Our initial planning was based on an expected growth of 4.6 percent. Two late-session reductions resulted in our target of 6677 FTES instead of the 6840 FTES we expected to see.

Each CSU campus has been informed that if enrollments exceed target, our campus allocation in 04-05 will be reduced by the amount of additional fee revenue we produce with the additional enrollments.

Typically, CSU campuses have managed enrollments by managing applications deadlines. To a large extent, those who meet the admissions standards and apply within the allotted admissions window are admitted.

Our current situation requires us to expand the tools we use to manage our enrollment. To do so--

we’ll manage deadlines more carefully than we have in the past, and we’ll take steps within our current policy guidelines to manage course-section enrollments as well.

In August, an ad hoc committee chaired by Assistant Vice President Roger Pugh and including the Speaker, Melissa Aronson, forwarded the recommendations detailed on the pages being passed out right now.
Admissions Deadlines—The first recommendation describes the action we’ve taken regarding admissions applications deadlines.

For fall 2003, application deadlines were May 31 for undergraduates and June 30 for graduates.

For winter 2004, admissions were closed as of August 12.

For spring 2004, we will close September 12—four months earlier than for spring 2003.

Course Enrollment Limits—Recommendations 2-8 identify seven additional strategies to help us meet and not exceed our 2003-04 enrollment target.

This list honors our existing curricular and enrollment policies, but goes a step further in enforcing those policies more exactly and in asking faculty, chairs, and deans to work together in doing your best to meet the needs of our students while meeting targets.

Deans—I encourage you to talk with your faculty at your college meetings about these strategies.

Chairs—Identify for your department colleagues the target enrollment for each section and review as a department the applicable curricular policies and related strategies.

Faculty—Keep your class target in mind as you make decisions to add or not to add students to your classes, and use your best professional judgment in making those important decisions regarding admitting additional students in your classes this fall.

We’re not asking for perfection here; we are asking you to help CSU Stanislaus meet its obligations to the state, to the system, and to our students as best we can.

To give you some context within which to make these decisions, if we all operate as we have in past years, we anticipate our university enrollment will exceed our target by 2-3 percent. That will cost the university important resources in 2004-05 and will require that we continue to serve more with less.

Knowing that if we operate in the same fashion that we have in the past, we will exceed our targets, and knowing that as a part of the CSU system we’ve been asked to meet and not exceed enrollment targets for this year and for next, I’m asking you to help.

I’m not saying "Add no one to your classes." I am saying, "Attempt to meet the planned limits for your class sections." Use your professional judgment regarding your students’ requests to add—even go the extra step to confirm if at all possible in some way that those students meet the prerequisites, that they need the course to graduate this fall, or that they truly have no other options.

Because much of our fall enrollment was in place before we knew that our enrollment target was decreased from 6840 to 6677 FTES for 2003-04, the more enrollment we have in fall—the less we can enroll in winter and spring.

These operational issues are important, but our challenges in 2003-04 go far beyond the operational issues we’ve been discussing. Within our current budgetary constraints, it’s extremely important that we make some decisions and take action during 2003-04 to define and ensure our success in the future. I want to take this opportunity to comment on several key issues that affect our future.

Strategic Planning—Through 2002-03, we’ve broadened avenues for input in the development of our university’s strategic goals and priorities; and we involved faculty, staff, and students university wide in a significant budget-planning effort.

Changes in 2003-04 will include efforts to improve communication and coordination among the four core committees and to identify what differentiates CSU Stanislaus among the 23 CSUs

Assessment—One of the accomplishments of 2002-03 of which I’m most proud is the work of an ad hoc group of faculty and administrators to define the concept of assessment at CSU Stanislaus. A copy of the final report—a memo and two tables—is being distributed to you this morning.

This document clearly separates the element of assessment, . . . labeled here as "Assessment of Student Learning—Classroom Level" as a process owned and conducted by individual faculty members for their own benefit in understanding the effectiveness of their interaction with students and in their efforts to improve their effectiveness.

The document also identifies the element labeled as "Assessment of Student Learning—Program Level" as the assessment effort we need to have in place (a) to understand how well we’re doing at generating student learning in our degree programs and (b) to
provide us the information we need within our departments to make programmatic improvement and to continue to meet the needs of our students.

Assessment involves setting goals, measuring progress against those goals, adjusting processes and delivery to improve achievement of goals, and coming right back to perform that task again.

I strongly support the decision of President Hughes to focus this year on assessment throughout the university.

It’s a critical issue in achieving our university’s mission.

It’s a critical issue in providing our students the highest quality education we can.

It’s a critical issue in all accreditation processes in higher education.

President Hughes has asked Dr. Armin Schulz, Director of the Faculty Center for Excellence in Teaching and Learning, to chair a group of faculty and administrators in designing, planning, and coordinating a university-wide Assessment Summit in early November. I call on each department to complete your programmatic learning goals and develop measurements to help you improve student learning.

Retention, Promotion & Tenure–Among the goals not accomplished in 02-03 was making significant progress on clarifying issues surrounding our retention, promotion, and tenure processes.

A white paper produced after the Cabinet’s 2002 summer retreat outlined a number of RPT issues that require our attention and clarification. Mark Thompson and I did form an ad hoc committee to begin work on these issues in April 2003.

More than once last year, I heard comments from faculty that supported the need for greater clarification of the expectations we as a faculty have of each other. Here are a couple of examples

I’ve been troubled by multiple statements that suggest that junior faculty don’t feel as if they can openly express their ideas in department discussions or in the Academic Senate because of fear of not receiving support from their faculty colleagues or their dean, provost, or president in tenure or promotion decisions.

Decisions regarding promotion and tenure should be based on performance elements as defined in the agreement, our university policy, and our department elaborations–not based on a position taken by a junior faculty member in a governance-related discussion.

In addition, we need to do a better job identifying our performance expectations of faculty. Although our university policy requires elaborations only regarding the element of research and creative activity, I encourage each academic department to develop elaborations regarding the teaching, service, and academic preparation elements that are also a part of our evaluation considerations, as has been done by a number of academic departments at CSU Stanislaus.

Post-Tenure Review–The discussions regarding post-tenure review, a process mandated by the agreement between the Trustees and the CFA, made greater progress during 2002-03. No disagreement exists regarding the purpose of the process–The MOU’s first words In 15.29 define the purpose of periodic evaluation of tenured faculty unit employees as being

"For the purpose of maintaining and improving a tenured faculty unit employee’s effectiveness."

I encourage timely resolution to any differences in process that might remain.

Diversity–We speak with pride at CSU Stanislaus of our commitment to serving a diverse student population. Enhancing the diversity of the CSUS faculty, staff, and student population has consistently been a goal that we have supported in concept. However, a review of the facts suggests that our efforts to diversify have largely resulted in maintaining the status quo.

To begin to address this issue, Dr. Ted Wendt has been asked to chair a work group to review and recommend changes to campus processes and training programs to ensure that diversity issues are adequately addressed.

International/Intercultural Education–CSU Stanislaus is one of eight institutions nationally selected for the American Council on Education’s “Global Learning for All” program. This program challenges our university

To create a set of global learning goals for all students,

To review all aspects of international education campus wide, and

To create an action plan that will identify how we can ensure that all CSU Stanislaus students have the opportunity for global
education.

I personally believe that we should provide "an international experience"—perhaps one overseas—perhaps one right here in Turlock—for every student who earns a degree at this university. I encourage each of you to examine the set of goals proposed by the ACE project team and participate in the discussions surrounding these important issues.

Systemwide Issues—I want you to know about two significant issues underway systemwide:

Facilitating Graduation—In March 2003, the Board of Trustees approved the recommendations of a systemwide task force organized to study how the CSU might improve its students’ progress to degree within the CSU. Mark Thompson participated in the systemwide task force. The board has charged each campus with developing a plan, based on local institutional research, to improve graduation rates. A series of eight actions were recommended for consideration.

At CSU Stanislaus, through cooperative efforts from Academic Affairs, Student Affairs, and the Academic Senate, a Graduation Initiative Task Force and an Advising Initiative Task Force have been organized to examine these issues and to develop a plan. Their initial meetings will take place later this month. I encourage you to support their efforts.

(2) Expanding Academic Technology in the CSU—During 2002-03, the systemwide Academic Technology Planning Committee (including Stacey Morgan-Foster from CSUS) developed a plan to expand academic technology in the CSU. The plan was based on survey information, visits to each of the 23 campuses, and significant discussion. Eight statewide initiatives have been identified, of which four have been recommended for implementation during 2003-04:

The first initiative is intended to develop improved access for students to a series of student-service functions, such as admissions applications, advising, degree audits, and orientation.

The second initiative examines ways to provide technology-enhanced teaching and learning materials designed to improve basic skills, such as math, English, critical thinking, and information competency.

A third initiative is designed to plan, develop, and eventually establish the kinds of hardware, software, and middleware technologies and specifications necessary to allow sharing of collections of multimedia, digital academic content, and services among CSU campuses.

The fourth initiative is intended to develop the capability and means to provide the CSU leverage with vendors for campus academic technology products and services, to serve as a database of product/vendor/service information, and to provide a one-stop, web-based shopping service for procurement of academic technology systemwide.

The other four initiatives, which will be in a planning mode during 2003-04 include (1) developing discipline-based digital learning materials across the system, (2) supporting research of effective practices in academic technology, (3) developing professional development opportunities for faculty, staff, and administrators; and (4) developing system- and campus-based academic technology development teams.

Each initiative will include opportunities for participation and leadership for CSU faculty and academic technology staff from throughout the system. The process also calls for an audit this year of each campus’s capabilities related to each of the eight initiatives to help us understand throughout the system the status of each campus related to each initiative.

Organization of Academic Units—The question of the organization of the College of Arts, Letters & Sciences was explored briefly in spring 2003. In May, the ALS College Council recommended moving forward with hiring a new dean of ALS and addressing the organization question later.

However, further discussions this summer have generated strong support for considering the broader issue—specifically the question, "What is the best organizational structure for our current and future academic departments and programs."

Deans Council and Cabinet retreat discussions began by identifying a series of issues that should be considered, such as:

The relative size of the colleges

The optimal number of departments in a college

Equity in support of faculty, students, and departments

Our ability to encourage cross-unit collaboration

Our ability to involve faculty in governance
The effect on interdisciplinary interactions

The effect of disciplinary focus

Discussion, though, moved beyond the numbers to a focus on the need to examine the issue more in terms of what structure will best serve the university in achieving its learning-centered mission.

Key observations included comments regarding . . . .

A desire to create a learning-centered climate with widespread engagement.

An observation that organizations over the last 20 years have moved from a concept of hierarchy to a much flatter organization with smaller units.

President Hughes suggested that outside intervention or expertise might be brought in to help us diagnose the issues and assist us to frame the way we think about the questions.

As a result, I’ve been asked to convene a group including the college deans, the Speaker of the Faculty, the vice provost, the AVP Faculty Affairs, and a department chair to pose the questions and construct a request for help for the intervention, which would be submitted to President Hughes. We should be meeting in the next week or so to consider these issues.

It appears appropriate to examine the issues and raise the questions to identify whether the university can be improved as a result of restructuring.

Summary—Thank you for your attention. We have many important, critical elements to pursue in 2003-04. A special feature of universities is the opportunity to participate in the governance of the institution. I encourage you to do so through the Senate, in your colleges and departments, and through participation in opportunities to discuss and help determine the future directions of CSU Stanislaus.

It is important for us at CSU Stanislaus to hold onto the core mission of this university within the changing environment. Our core mission is to provide opportunity through quality higher education through this learning-centered university. I see clear evidence that we continue to work together to try to achieve this mission.

Remarks from Speaker Melissa Aronson

Greetings to all of you. Welcome to the new faculty and welcome to the continuing faculty.

I must begin with words of appreciation and admiration for Diana Bowman (please stand). Without you, the role of Speaker would be an impossible task. With your very able assistance, it is actually a very interesting (albeit challenging) experience. Thank you Diana. Hike in good health on the weekends this year.

Thank you also to President Hughes and Provost Dauwalder for their commitment to shared governance and open communication. Dilbert talks of "meeting moths" who are attracted to meetings like moths to light; I feel like that too but involvement in the Executive Cabinet and Deans Council meetings certainly help the Speaker be aware of the issues.

Thank you to VP for Business and Finance, Mary Stephens, for your open communication through the budget issues of last year and this coming year. It must be hard to clearly articulate budget on shifting sands, but you have done an admirable job. The open communication with all of the university community has certainly helped us deal with the unknowns of the budget crisis.

A special thank you to Mark Thompson, Speaker of the Academic Senate in 2002-03. A year ago I thought this would be an easy year for me because of all of your hard work. I figured all the major tasks would be resolved and everyone would be glad to have a laid back year after all of your initiatives. And then the budget bubble burst. Oh well. Thank you Mark for all you did last year and will continue to do.

I am fortunate this year to be working with a wonderful Speaker Elect who is great at "Filling" in for me when I can’t possibly get to something. Thank you Steve.

We have a strong Senate Executive Committee this year whom you have already met (please stand again). They will be working with members of the various standing committees (please stand for FAC, UEPC, GC, FBAC, CoC, (rest of list) and your department senators.

As you can see from all of the people standing, shared governance is not just governance shared with the administration, it is also, very importantly, governance shared among the faculty.
Faculty is the backbone of the university. Both through the history of the role of faculty governance in higher education and the reality of our continuance and shared memory, faculty are integral to shaping the future of the university. I invite all of you to become involved in faculty governance to make this the place you want to invest your career. It’s easy to get involved (maybe too easy). Each spring the CoC, through Diana Bowman’s office, sends out an interest inventory that asks faculty to identify what committees they would like to be involved with. Please fill out that interest form; the next thing you know, you too will be an active participant in faculty governance.

Together we face a tough year with budget constraints that challenge our commitment to access and affordability for students. Quality continues because you are all here. But together we need to address the challenges ahead and look at ways we can continue to improve our institution despite historic fiscal constraints.

I have a number of goals for the year:

(1) I want us to build shared governance to include more faculty and to encourage all of the administrators to understand the value of shared governance;

(2) We need to continue open budget forums and provide a strong faculty voice in budget decisions.

(3) We should address the President’s goal of assessment to make sure that assessment is a meaningful initiative that has substantial and meaningful faculty participation in the development of processes and that results in assessment outcomes that are useful to faculty in improving teaching and learning.

(4) If assessment is good for some of us, it is good for all of us. We need to make sure that we develop and implement an assessment of the non-academic units. That process needs to include faculty, staff, and student voices in the periodic reviews of non-academic units. And the results of the reviews needs to come to the Senate for consideration and recommendations.

(5) The budget constraints are forcing us to look at Strategic Enrollment Management much more seriously than in the past. It is vitally important that faculty be involved in the development of processes and procedures to help us hit our enrollment targets.

(6) Last year Mark Thompson, Provost Dauwalder, and Tom Young began working on a policy for meaningful faculty involvement in administrative searches. Sadly, the draft policy, while approved by the Senate, was not approved by the President. We will very soon re-open the discussions about that policy and hopefully reach consensus on a policy that respects faculty voices that the President will approve.

(7) Looking to the future (and looking at the air quality outside), it is time for us to find ways to reduce the air pollution created by this campus. We need to begin looking for alternative and mass transportation to serve the campus. VP Mary Stephens and VP Morgan Foster and I have had some very preliminary discussions about forming a task force to begin addressing transportation. If you are interested in being part of helping CSU Stanislaus become environmentally responsible, please let me know.

I encourage all of you to become involved in faculty governance during this year. It promises to be a challenging and interesting year. We need your voices, we need your help. Come visit the Senate offices in the Faculty Development Center; if you get REALLY involved in governance, you too can have a wonderful corner office.

Meeting adjourned at 11:30 a.m.