

<p>CALIFORNIA STATE UNIVERSITY, STANISLAUS</p> <p>General Faculty Meeting September 6, 2005</p>	<p>Minutes submitted by:</p> <p>Scott Davis, Clerk</p>
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Speaker Petrosky called the meeting to order at 9:40 a.m.

Speaker Petrosky asked that item 6 be moved to the very end of the agenda. The agenda was approved as amended. The minutes of May 12, 2005 were approved.

Speaker Petrosky observed that through a confluence of the force of mother nature, ignorance of history, and tragic mismanagement, hundreds of thousands of people's lives have been disrupted, thousands have ended for them, and asked for a moment of silence.

Reports and Announcements

S Speaker Petrosky announced an opening for the Barry W. Goldwater Scholarship Faculty Representative. The scholarship is a merit-based award for students who demonstrate a commitment to a career in math, the natural sciences, or engineering. The faculty representative would coordinate the student search and nomination process for our campus. Interested parties should contact the Provost's office ASAP.

S Speaker Petrosky thanked all those involved in planning, managing and participating in Saturday's convocation.

S Speaker Petrosky announced an opening on the Faculty Affairs Committee. Those interested should contact the Academic Senate Office.

S Weikart announced a symposium on the Second World War September 23-24.

S Weddle announced that the Departments of Art, Music and Theatre are presenting the Carol Channing Gala on October 8.

S Peterson announced that CFA/CSEA are sponsoring the employee picnic on October 1 from 2-7pm.

S Morgan announced an employee breakfast September 7 at the Stockton Center.

Introduction of New Faculty/Administrators

Ms. Sherri Lynn Brown Lecturer in Nursing Nursing

Dr. Angela Cotton Lecturer in Ethnic & Gender Studies Ethnic & Gender Studies

Dr. Kimberly DeVries Assistant Professor of English English

Dr. Whitney Donnelly Assistant Professor of Teacher Educ. Teacher Education

Dr. Marina Gerson Lecturer in Biological Sciences Biological Sciences

Ms. Jessica Gomula Assistant Professor of Art Art

Mr. Tim Held Sr. Assistant Librarian Library Services

Ms. Eileen Kerr Lecturer in Liberal Studies Liberal Studies

Ms. Judith Keswick Assistant Professor of Nursing Nursing

Ms. Marcella LaFever Lecturer in Communication Studies Communication Studies

Dr. Loran Lewis Lecturer in Communication Studies Communication Studies

Dr. Valerie Leyva Assistant Professor of Social Work Social Work

Dr. I. Melody MacGregor Lecturer in Communication Studies Communication Studies

Dr. Melanie Martin Lecturer in Computer Science Computer Science

Dr. Caroline Mercier Assistant Professor of Costuming Theatre

Dr. Susan Mokhtari Assistant Professor of Physics Physics and Geology

Ms. Natália Moore Lecturer in Mathematics Mathematics

Dr. Gregory Morris Assistant Professor of Criminal Justice Criminal Justice

Dr. Keith Nainby Assistant Professor of Comm. Studies Communication Studies

Ms. Andrea Perkins Lecturer in Social Work Social Work

Dr. Tony Perrello Assistant Professor of English English
 Dr. Matthew Pivec Assistant Professor of Music Music
 Dr. Joanna Ploeger Assistant Professor of Comm. Studies Communication Studies
 Dr. Robin Ringstad Assistant Professor of Social Work Social Work
 Dr. Christopher Roe Assistant Professor of Teacher Educ. Teacher Education
 Dr. Evelyn Sabino Lecturer in Chemistry Chemistry
 Mr. David Saiki Lecturer in Chemistry Chemistry
 Dr. Michael Stevens Assistant Professor of Biological Sciences Biological Sciences
 Dr. Megan Thomas Assistant Professor of Computer Science Computer Science
 Mr. Robert Werling Lecturer in Criminal Justice Criminal Justice
 Dr. Noelle Won Assistant Professor of Teacher Educ. Teacher Education
 Jane Younglove, J.D. Assistant Professor of Criminal Justice Criminal Justice
 Ms. Sijing Zong Lecturer in Finance Accounting & Finance

Welcome by CFA President Sarraille

Sarraille welcomed everyone and introduced the chapter executive committee and the faculty rights team:
 Elaine Peterson, Treasurer
 Dave Colnic, Secretary
 Jose Garcia, Student Intern
 Larry Giventer, Faculty Rights Officer
 Chris Nagel, Lecturer Representative and Faculty Rights Team Leader
 Dan Bratten, Lecturer Advocacy Specialist
 Peter DeCaro, Faculty Rights Team member
 Jason Myers, Vice-President
 Steve Filling, Tenure Track Faculty Representative

If you have a question or a problem in regard to your salary or working conditions you may contact any of these folks.

The CALIFORNIA FACULTY ASSOCIATION represents you with respect to your salary, your benefits, your workload, and your rights as a faculty member. And, CFA DELIVERS!

Workload: In March 2004, our CFA chapter filed a grievance regarding disparities and inequities in assigned time workload among full-time tenure-track faculty at CSU Stanislaus. A joint CFA/administration Faculty Workload Task Force was formed to study and resolve the problem. The Task Force (comprised of Larry Giventer, Peter DeCaro, and Sarraille for CFA; Ted Wendt, David Dauwalder, and Jim Klein for the administration) worked all last year to draft an agreement. We consulted with the Senate Executive Committee, the executive committee of the Stanislaus CFA chapter, the Chancellor's office and statewide CFA officials. We also sent a near-final draft to you, the general faculty, to provide you an opportunity to critique it and help us develop it further. I am very please to report that we have an agreement. Please pick up a copy at the CFA table. The agreement:

A) establishes a plan for the equitable assignment of weighted teaching units for direct & indirect instruction; research, scholarship, and creative activity; and other professional activities, and
 B) provides faculty, the academic senate, and administration direction on how the workload terms of our collective bargaining agreement may be interpreted and implemented.

This is a remarkable and historic achievement. It may be the most significant improvement to faculty workload conditions at CSU Stanislaus in more than 30 years. We have high hopes that the provisions of the document will enable and empower you, working cooperatively in your department groups, to provide yourselves with increased time for the scholarly pursuits that are of such great importance to you.

Salary: CSU faculty unit employees are seriously underpaid. According to the 2005-06 study by the California Postsecondary Education Commission [<http://www.cpec.ca.gov/completereports/2005reports/05-04.pdf>], our salaries lag behind those projected at comparable institutions by 3.1 percent for lecturers, 13.4 percent for assistant professors,

10.3 percent for associate professors, and 25.5 percent for full professors.

Data compiled by the American Association of University Professors and the National Education Association show that on the average, annual salaries for assistant professors and associate professors at CSU Stanislaus are the lowest in the CSU - below the median CSU levels by about \$5300 and \$4400 respectively. The average for full professors is third lowest in the CSU - below the median CSU levels by about \$1500. Obviously given that so many of us have salaries that are so very sub-par, and given that the California fiscal situation remains in crisis, we can see that we face a long hard road toward closing the salary gap.

Notwithstanding that, Stanislaus CFA and Academic Senate representatives have stated this serious problem to President Shirvani. He signaled early and strongly his intent to push salaries up to at least the median CSU levels. He will tell you his plan to significantly increase your salary over the next few years. Article 31 of the collective bargaining agreement enables this movement toward salary parity by providing for market or equity salary increases in addition to whatever general salary increase is negotiated by CFA at the statewide level.

Housing: CFA representatives, have discussed with President Shirvani the difficulty that many faculty are having in finding suitable housing. President Shirvani has indicated that he is interested in helping. We are very pleased about that and we will continue to lend a hand.

Collective Bargaining: Our current contract with the CSU expired June 30. It was extended for 90 days and negotiations for a new contract are underway. Although, there is agreement on a number of non-controversial articles, bargaining is going slowly. CFA feels it is making concrete proposals. However it seems clear that it will be difficult to reach agreement on several key articles. For example:

Article 10 (grievance procedures): At CSU Stanislaus, Larry Giventer is CFA's lead Faculty Rights Representative. Many faculty members here today can attest to our chapter's effective representation. With the cooperation of Ted Wendt, Associate Vice President for Faculty Affairs, grievances quickly receive due consideration. However, on some other campuses and at the statewide level there is serious dysfunction in processing grievances and there is at least a one-year backlog of cases scheduled for arbitration.

Article 12 (appointment): CSU administration wants latitude to offer new and additional work to new hires instead of current employees. Under some conditions lecturers have entitlements to three-year contracts and preference for work. There are disputes over how to determine those entitlements.

Article 29 (faculty early retirement program - FERP): Although the CSU Board of Trustees proposed terminating FERP, that does not seem to be its real goal. The Chancellor and BOT do seem interested in making the term shorter than the current 5 year maximum. Also, CFA seeks to implement the CFA-backed state legislation (AB 2549) that lowers from 0.5 to 0.4 the minimum time base for lecturer eligibility to join the CalPERS retirement system.

Article 31 (salary): A joint CFA/CSU administration salary committee has begun to develop recommendations for salary structure. Maybe this will stimulate progress on salary negotiations. We who are not members of the bargaining team can't get a lot of detail about what is being actively discussed. However we were told that there is recognition of the need to raise or remove salary caps and deal with salary compression.

Other articles unsettled at this time include: Article 19 (disciplinary action procedure); Article 20 (workload); Article 40 (year-round operation).

Politics: You need to tune into the election coming up in November. Dire consequences to CFA could result from passage of propositions 75 or 76. They would mute the voice of public employee unions and grant historic unilateral power over the CSU budget to the governor. If these measures pass the same

people who were trying to gut public employee pension plans will undoubtedly renew their efforts soon, and we will have very much diminished capability to resist them.

We are facing a difficult challenge with respect to Proposition 75. According to a recent poll it had the support of 58 percent of the likely voters surveyed, with 33 percent opposed and 9 percent undecided. If we are going to defeat Paycheck Deception, we will have to make sure not only that all union members, but that all voters, know the truth: that Prop 75 would make it a lot harder for workers to have a voice in the political process, but wouldn't touch the Governor's big business contributors. Business already outspends unions 24-to-1, and if this initiative passes that situation will get much worse. So please get educated about the November election issues. Please vote!!

CFA works for you! CFA delivers! CFA is as strong as its membership! Working together, especially with a supportive university administration, we can accomplish great things for our students and the State of California. Success requires strength and solidarity! Join CFA! If you have not already filled out an application to become an activemember of CFA, please do so right away. We can give you a copy of the form now. We will be delighted to accept it from you immediately and send it in for you.

This marks the beginning of the second and final year of my term as your chapter CFA president. Next year I'm serving as Speaker of the Faculty. Although no one can thank them enough, I want to acknowledge the members of the CFA executive committee and the many activist CFA members who have contributed so much to improving faculty solidarity, faculty working conditions, and student learning conditions here over the years.

Remarks by President Shirvani

President Shirvani observed there is a true sense of commitment and pride by those that work here. We might be short of resources, but not short on values. There is a lot of substance, but not a good job in promoting it. We have a solid foundation here and are ready to move to the next level. He stated he wants to work together to formulate our Vision. He then shared his *Observations and Outlook*, highlights of which follow; the full text is available on the CSU Stanislaus website under "President's Message."

Shirvani detailed the challenges currently facing higher education, and predicted that three kinds of universities will prosper in the current environment: Research I universities; distinguished liberal arts colleges with a strong focus and established traditions; and "avant-garde universities." Institutions that develop in the latter category will offer high quality teaching that embraces innovative teaching methods, including the use of technology, solid liberal arts programs with substance and direction, higher quality research, personalized education, a positive, energetic and engaging environment, and a firm commitment to global diversity.

California State University, Stanislaus is one of these avant-garde institutions. Clearly, we have taken a leadership role in dealing with multicultural populations, one of the most important challenges facing higher education today. This campus enjoys an incredibly diverse student population, one that mirrors one of the most ethnically diverse regions in the nation. Shirvani believes this to be one of the most important qualities of this university. As a nation, he noted, we are moving to an increasingly diverse population. Globally, other nations are facing the same challenges as immigration and global interdependence bring historically segregated communities into increasing and often fractious contact. In many ways, the better prepared today's students are to function in this multicultural global society, the more successful they will be. While other colleges and universities find that the goal of creating a diverse student population on campus eludes them, we already enjoy the many benefits of such a community.

Although we are fortunate in this regard, we still have much to do, Shirvani claimed. We need to continue to focus on enrollments, particularly with UC Merced rising just down the road. Even though we are very hopeful that we will meet our enrollment targets, that is not enough. In many ways, targets such as these are artificial. We need to expand and to attract the students that we deserve.

Shirvani asserted himself a person of action, not rhetoric. He has already set a major recruiting

campaign in motion, sending letters to students waitlisted at other California State University campuses, inviting them to consider California State University, Stanislaus. Within the past few weeks, we are beginning to see the results of our efforts.

As part of this focus on enrollment, Shirvani believes that we need to sharpen our marketing and communications efforts. California State University, Stanislaus has an incredible story to tell, but its many strengths are not widely known. Within the California State University system, this campus has not communicated a distinctive identity. When more people—prospective students, faculty, community leaders, foundations and private donors—know more about the levels of excellence this institution has already achieved, we will enjoy even greater support. This will help us to continue to build enrollments as well as lay the groundwork for increased fund-raising for advancement and faculty research, which are also among my priorities for this university.

He went on to say we need a balance between teaching and research. We serve as an engine for economic development. We need to engage the community. In these contexts, self assessment (WASC) is very important: we need to say what we do, do what we say, and provide evidence.

Shirvani asserted he was not suggesting that California State University, Stanislaus does not *have* a distinctive identity, but rather that *we need to tell our story*. We need to define, articulate and share what makes this university unique. Important initiatives are already underway in support of this goal, including the development of a new seal, new letterhead, a new website and new promotional materials. We need to streamline our application and admissions process to better serve our students. We need to find a way to make the experience smoother and simpler for our students so that they are not caught up in a bureaucratic maze. Although our staff does a great job in serving our students, we need to enable them to do an even better job by changing the policies and procedures that affect their ability to serve our students. This is the kind of problem we can resolve without great difficulty in anticipation of seeing some very real and positive results.

Similarly, Shirvani believes we need to ask how we can best serve our students through all aspects of their educational experience. We need to make all the classes that students want available. We need to assess how well we succeed in offering the classes and programs that the community wants and needs. We need to decentralize our operations and power. Governance should be at the level of departments and schools. We need to look at what we've been doing, to stop and ask if it works. If not, don't do it anymore, it will save money for research and books.

Some faculty argue that this university is too top heavy and bottom empty—that we don't have enough people to do the work that needs to be done. In some areas Shirvani agrees, but, he claimed, this will demand further study. We need to examine the number of administrators we have versus the number of staff, the number of faculty versus the number of administrators, and the number of bureaucratic personnel versus those with clear responsibilities for academic service.

Overall, we need to look at how we spend our money: how much we spend on what functions and how this represents our academic priorities. And we need to analyze our use of space—who has what spaces, how it is used and so on. We need answers to these questions, and many others, to make sound decisions about our future. His working priorities are enrollment, identification, structure, organization, and data. But he made a clear commitment that this effort will start at the top, and announced the end of fancy retreats, Christmas galas, and fancy parties. Breakfast meetings instead of lunches and dinners.

Shirvani claimed we need to begin with a structural analysis. He is an architect by training, and always begins with structure: you can't design a house without a site analysis. In the same way, we need to do a geological and ecological analysis of the campus. He wants to learn more about people's feelings about what they do to contribute—how they feel about how they fit in the organizational structure. Because no matter what the facts and figures reveal, people are most important. A beautifully designed house may please the architect, but it is not a well designed house if it does not serve the people who live there.

To find out what best fits our people—students, faculty, staff, and members of the communities we serve—we need to employ the principles of shared governance, particularly as they are practiced in the non-profit world. Shirvani shared his philosophy of good governance, which includes transparency and the importance of focus and setting priorities. We cannot be all things to all people, but we can do certain things very, very well.

Shirvani believes in dialogue, that he is here to listen and learn and to work with us to discover how best to maximize the incredible potential of this great university. He will actively solicit participation because only an engaged campus and community can set—and meet—lofty goals. He plans to meet with each and

every faculty member individually during his first year as president. Similarly, he plans to meet with every constituency of this university, including our important community partners, to learn about their perceptions, needs, and ideas for the future. He will work very closely with SEC, CFA and ASI. Shirvani has been convening a new President's Cabinet every other week. His intention is to run no-nonsense one- to one-and-a-half hour meetings focused on one, or at most two, agenda items. Certainly at first—and perhaps for the foreseeable future—the primary goal of these meetings will be to ease the communication and operation of the University.

Creating a successful academic strategic plan requires a truly collaborative process building on clear data. The faculty, staff and administration at California State University, Stanislaus have done an excellent job of collecting the data that will enable this process. Over the coming months, we will need to organize this data to facilitate the decision-making to come.

After we have gathered the data and ideas from our many constituencies, Shirvani will convene a representative group of 20 or 30 people from among faculty, staff, students, alumni and our professional community to meet over a one- or two-day period—during which we will shut the doors, turn off our cell phones and devote our attention exclusively to the task at hand. Our goal will be to generate a draft that will set our institutional priorities for the next five years.

Shirvani is excited by the challenges of the future because California State University, Stanislaus has such a strong foundation on which to build. The faculty, staff and those with administrative responsibilities for leadership have created an institution that is leading the way in addressing issues that are critical to our nation's future.

Shirvani said we are ready to build on three vital strengths. First, we are leading the way in addressing a highly diverse student population. Second, we are also meeting this country's increasing need for a well-trained workforce. With more than half of our students being the first in their families to attend college, California State University, Stanislaus is addressing a critical need of an underserved population—creating a new class of college-educated students who will play a major role in keeping America's workforce competitive. Third, this university offers programs that are vital to this country's future, in fields that will see increased demand in this century.

S We are developing the business leaders of the future.

S We are preparing tomorrow's teachers.

S We offer an outstanding education in agriculture, taking advantage of our location in one of the richest agricultural areas in the world, an area which is also home to some of the country's top food products companies. As the world's population increases at an alarming rate, our students will be among those who help create improved agricultural methods to feed the world's hungry.

S We are training tomorrow's experts in information technology—again, a discipline that has transformed, and will continue to transform, our world.

S And, we offer a wide range of courses in the health sciences, which are critical to meeting the needs of an aging population. Graduates from California State University, Stanislaus will be prepared to serve these growing needs in social work, nursing, psychology and related fields.

Looking at these three key characteristics of this university, Shirvani claimed that at California State University, Stanislaus, *we are the future*. We already have in place key components to meet the needs of the world as it is becoming and we are ready to do this now. How we will build on these strengths and outline other key goals will be the heart and soul of our strategic plan.

Shirvani informed us we have much work to do in the coming years. California State University, Stanislaus is a major public institution, and he believes we must take the word "public" very seriously and work to strengthen our partnerships with our communities. We also have work to do internally—to continue to develop effective ways to assess student learning, to further enlarge opportunities for faculty research, to strengthen our systems so that our academic priorities drive budgets and decision-making at all levels, to further internationalize our curriculum. But this will be exciting and rewarding work. He claimed this kind of work usually doesn't feel like work at all for one simple reason: our work will make a difference in the lives of countless young people, and in the future of our country and our world.

When Shirvani looked at the California State University, Stanislaus salary schedule, it was at the bottom of the list of other CSU campuses. Shirvani did not want to wait until the Chancellor's Office/CFA collective bargaining agreement was approved for the salary increase. So, he has put aside \$1.5 million, half for faculty for salary increases and half for staff. Starting September 1, Assistant Professors will have an increase of no more than \$4,000 to get to \$54,430, and if faculty still don't reach it, he will fill it

up to \$50,000; Associate Professors no more than \$3,000 to get to \$65,291 and Full Professors no more than \$3,000 to get to \$82,996. But we have to build up enrollment so we can do this again next year. If we can add a few more students to our classes, it will give us more money next year to put into salaries and research. His priorities for faculty are: more time for research, salaries, and fundraising for full scholarships.

He stated CSUS is a wonderful place, and he is really excited about our prospect. We can turn the campus around and be a great University. He is looking forward to working with faculty. He asked that faculty please work with him and give the institution a chance. He repeated his belief that at California State University, Stanislaus, *we are the future*. He looks forward to working to define and articulate this story and to creating the plans that will help this university realize its tremendous potential. We have built a strong foundation. He trusts we will all enjoy the work of building an institution that will continue to rise in prominence and respect, as we seek the very best ways to serve our students, our community and our country.

Remarks by Provost Dauwalder

Provost Dauwalder welcomed everyone back, and claimed that it's been a busy busy summer. President Shirvani indeed hit the ground running, and those of us who have been around this summer have been working hard to support the many initiatives he has identified. Dauwalder listed accomplishments in Academic Affairs in 2004-05, advised on several system-wide initiatives, and offered comments about 2005-06.

2005-06:

S The University Library is partnering with OIT to create a new open computer lab for students within the Library on the second floor; hopefully it will open later this fall.

S The Senate approved two new graduate certificate programs, Middle School Teaching and Child Development, and continued development on several new degree and certificate programs that should be ready for consideration by the Academic Senate this year.

S The Office of Research & Sponsored Programs reports that we increased substantially the submission of university-wide grant proposals and tripled grant funding over our achievement in 2003-04.

S University-wide, the planning phase for WASC re-accreditation has begun, and we've clarified and implemented a university-wide program of assessment and quality assurance.

S The College of Business Administration and University Extended Education successfully implemented the MSBA-International Finance. Our second cohort is already on campus for this year's program.

S We completed formal participation in the Global Learning for All project and continue working to develop support for university-wide adoption of the proposed global learning goals.

S In Spring 2005, through the leadership of Dr. Cynthia Morgan and Dr. Armin Schulz, a concept paper was submitted to the Woodrow Wilson Foundation for funding to support the development of an Early College High School on the CSU Stanislaus-Stockton campus. In addition, ground breaking recently occurred on the Stockton University Park campus for the Stockton Unified School District elementary school. Our College of Education will have close connections with both of these projects.

S Through the strong efforts of College of Arts, Letters & Sciences, we continued to improve our performance in addressing remediation needs of our students in their first year on campus.

S Our local CFA and administration completed successful negotiations of a workload agreement that provides guidance in applying the provisions of Article 20 of the collective bargaining agreement.

S OIT upgraded the Blackboard learning management system—over half of our students each term take at least one course using Blackboard. In addition, OIT upgraded all 10 DBH classrooms with new projectors and new control systems.

S We enhanced the capabilities of our Integrated Course, Enrollment, Workload, and Budget Planning Process with the help of Enrollment Services, OIT, the provost's and vice provost's staff, and the considerable efforts of our deans, department chairs, and department secretaries.

S Enrollment Services continued its efforts to streamline admissions processes at all levels of admission.

S Revenues exceeded expenses in UEE for the first time in several years.

S And we were able to improve our funding for Presidential Scholarships and the Honors Program.

Enrollments

As has typically been the case in the CSU, our enrollment performance affects greatly our future funding levels. In 2004-05, we served more students than the prior year, but our self-support summer didn't count toward our state-funded totals, and we ended up 3.3% under target.

For the current year, we appear to be on track. In Summer 2005, we enrolled 317 annualized FTES, an increase over our enrollment level of 301 FTES the prior summer, and all 317 FTES count toward our state-funded level for 05-06. Current numbers for Fall 2005 are encouraging, but they could be better. Our FTES target for 05-06 is 6624 FTES. Our freshman class is the largest ever at CSU Stanislaus. Our residence halls have only 11 vacant beds out of 650. Transfers are down; credential enrollments are still lagging; master's enrollments are strengthening.

The stronger our Fall 05 enrollments, the greater the likelihood we can draw a larger share of the 06-07 budget allocation within the CSU. We encourage you to add students to your classes the next couple weeks where feasible.

U.S. News & World Reports Rankings

For the second straight year, CSU Stanislaus appears in the top tier of Master's Universities in the West. We are one of 14 CSU campuses in the top tier. Overall, CSU Stanislaus tended to show stronger numbers than our sister campuses on performance elements. At the same time, we fared more poorly than our sister campuses on reputation elements—we were 14th of the 14 on the peer-assessment score. On the positive side, of the 14 CSU campuses in the top tier, CSU Stanislaus had

S the second lowest Student/Faculty Ratio,

S the third best average freshman retention rate, and

S the fourth best average graduation rate.

Our strong record of retention with a student population that proves through academic performance to be very capable but perhaps less well prepared caught the attention this past year of an American Association of State Colleges and Universities study that sent a research team to our campus to find out how we achieved such strong results. The findings suggest that the focus and dedication of our faculty and staff to the success of our students serves as a major determinant in our success.

System-Level Issues And Initiatives

Education Doctorates—On Wednesday, August 31, Senate Bill 724 passed, bringing the CSU one step closer to authorization to offer education doctorates.

S The bill requires joint collaboration with K-12

S Some funding support may be made available for program development.

S The current funding plan appears to be using the state marginal cost plus a student fee level sufficient to provide UC-level funding for doctoral programs.

S Interest appears strong in community college leadership strands.

Nursing—In addition to the continued possibility of federal funding to support expansion of our prelicensure program in Nursing, there is also a possibility of up to a \$4 million augmentation to the CSU system to help develop and deliver accelerated BS and MSN programs in Nursing. CSU Stanislaus is among the CSU campuses vying for potential funding support.

Lower-Division Transfer Patterns—Representatives from a majority of our academic departments participated in 2004-05 in the development of CSU-wide lower-division transfer patterns. Discipline representatives from each CSU campus identified a consistent 45-unit set of requirements for specific majors throughout the system. In addition, each campus identified up to an additional 15 units that are unique to the major at that campus. The goal is to prepare our transfer students better for their upper-division studies on CSU campuses. At this point in the Lower Division Transfer Pattern Project, 30 statewide patterns are complete, 4 are nearing completion, and 14 more will be developed in 2005-06. When completed, the total of 48 programs will represent 84 percent of the majors pursued by CSU transfer students. Next steps will have CSU faculty drafting generalized course descriptions for the CSU requirements. Community colleges will then propose individual courses that are intended to meet the CSU requirements; those proposals will be reviewed by CSU discipline faculty to determine if they

meet the stated requirements. Thanks to all of you who participated in the statewide discussions and who continue to support the efforts of your faculty colleagues on this project.

Facilitating Graduation—Since 2001-02, considerable attention has been focused by members of the Board of Trustees on efforts throughout the CSU to improve graduation rates. As a result of this focus, the CSU has identified the following three goals:

1. Reducing the percentage of incoming freshmen requiring remediation in math and English.
2. Enabling transfer students to complete the right courses at their community colleges to prepare them for their upper-division studies in their majors on CSU campuses.
3. Providing CSU students with effective advising and with clear pathways to their degrees once on a CSU campus.

The Early Assessment Program is the CSU's response to the first goal. The EAP tests California high school juniors in math and English. Those juniors that achieve at appropriate levels are then waived from the ELM and EPT. All others are provided the opportunity to improve their math and/or English skills during their senior years in high school, hopefully reducing the number of first-time freshman having to receive remedial instruction after admission to the CSU. The Lower-Division Transfer Pattern Project is the response to the second goal. The LDTP will help transfer students identify optimal sets of courses to complete at community colleges to prepare them more appropriately for their upper-division work at CSU campuses. To address the goal of Helping CSU Students, all CSU campuses have been charged with the task of reviewing and subsequently developing or revising policies and practices to facilitate our students' achievement of the baccalaureate degree. The trustees' resolution identified 22 guidelines and requests to be reviewed, considered, and implemented to an appropriate degree on each campus. The 22 items are intended to guide campus decisions regarding campus-based actions in five categories:

- S Achieving Efficiency in Academic Program Design
- S Supporting Students in Choosing Efficient Pathways to their Baccalaureates
- S Providing Tools to Keep Students on Track
- S Implementing Strong Advising Strategies and Practices
- S Assuring the Priority of Facilitating Graduation—charge to presidents to ensure needed funding support for these activities

At CSU Stanislaus, we have already made progress on a number of the 22 elements. We will be working through the Deans' Council and with our appropriate faculty committees in working through each of these issues in the coming year.

Academic Technology—Also over the past three or four years, work has progressed at the system level to address a series of eight Academic Technology initiatives. To date, the greatest progress has been made in three initiatives, addressing Foundational Skills, The E-Learning Framework, and the Digital Marketplace.

In support of foundational skills, the CSU Math Success Website and the CSU English Success Website are available on-line to provide students with help in preparing for the Math and English placement tests. In addition, the Library Deans have been developing a test of information communication technology competencies. Dean Carl Bengston can fill you in on the progress they've made.

In the E-Learning Framework Initiative, CSU Stanislaus is one of four lead campuses in the CSU in implementing Sentient Discover. Sentient Discover serves as a WebCT and Blackboard Building Block enabling users to search and organize electronic resources from CSU electronic core collections, MERLOT, and other learning object digital libraries within WebCT and Blackboard.

The Digital Marketplace initiative is intended to support faculty and students' efforts to share electronic learning objects and to support faculty members' abilities to package electronic learning objects from multiple sources in electronic course packs. Bids from vendors to develop the marketplace are currently being reviewed.

Campus

At the campus level, a number of exciting initiatives continue to develop:

- S Our WASC Self-Study Leadership Team (Steve Stryker, Scott Davis, Gary Novak, Geoff Hatfield,

Deanie Brown, and Diana Demetrulias) will be consulting broadly through Fall 2005 as we move toward the development of our initial proposal, due in Spring 2006.

S Dr. Kelvin Jasek-Rysdahl and Dr. John Garcia are serving this year as co-directors of the Center for Public Policy Studies.

S With Kelvin leaving the role of interim director of Institutional Research, we will be conducting a search this fall for a Director for that office. Through the fall, Mr. Gary Lowe will serve as Manager of Institutional Research in an acting capacity, continuing to report to Dr. Ted Wendt. Our focus for Institutional Research continues to be service.

S Efforts to streamline our enrollment processes have already begun—efforts that should improve our ability to serve applicants for our bachelor's, master's and teaching credentials better.

S Academic year 2005-06 will see the identification of multi-year course-specific plans for degree programs offered at CSU Stanislaus-Stockton.

S The continued development of our integrated enrollment, course, faculty workload, and budget planning system has us poised to move ahead with our efforts to address more effectively (a) our annual course and enrollment planning and (b) our ability to distribute more equitably faculty assigned time to support a wide range of faculty activities.

In conclusion, 2004-05 was termed a year of transition, but the arrival of President Shirvani will make 2005-06 a year in which we'll all truly be living a transition that will take us forward into the future.

Dauwalder looks forward to working with the faculty on these initiatives this year, and would welcome the opportunity to participate in department meetings this year to talk more about the university's future and the departmental role in meeting our university's mission.

Remarks by Speaker of the Faculty Petrosky

Speaker Petrosky set a remarkable tone with his use of bold graphics, a shocking dependence on mild profanity, and the serial verbal abuse of his Executive Committee, especially his meek, long-suffering Clerk. His obviously extemporaneous remarks veered dangerously close to glossolalia, but managed, after an obligatory review of summer activities and chemical flashbacks, to settle on two principal themes: distinguishing between management tasks in the hierarchy of higher education, and the value of faculty participation in those tasks.

Petrosky arduously adumbrated the crucial distinctions between faculty and non-faculty roles in academia, arguing that faculty must have a voice in campus decision-making, but that faculty have no business interfering in some decisions. The split between the two, the Speaker maintained, is that faculty should be directly involved in all decisions that concern the delivery of the core product of the institution: education. In a nutshell, faculty steward the curriculum, non-faculty, apparently, make decorating choices.

Petrosky then observed, citing popular culture for the ninth time, that with the great power of curricular stewardship comes the great responsibility of actually stewarding it. The price of curricular development and oversight is the sweat, blood, and tears of committee membership. However, Petrosky reminded the body, a host of collateral benefits accrue to those neurotic and/or delusional enough to make the plunge, including RPT file padding, fantasies of control, access to gossip, and "proximity to hotties," this last remark seriously undermining the confidence of the body in the Speaker's visual acuity. He might have added, had he more time, the gustatory delights of Senate and SEC meetings.

Light-hearted badinage cheek-by-jowl with a more sobering injunction to action, Petrosky's well-received remarks aptly performed the distinction between things worth taking seriously and those not so, which latter perhaps may include the performance of potentates on the dais. What remains important, according to his remarks, is the camaraderie developed by faculty through the labor of love that maintains the high educational standards of the University.

Speaker Petrosky concluded his address by introducing the members of the Senate Executive Committee:

Al Petrosky, Speaker of the Faculty

John Sarraille, Speaker-Elect

Scott Davis, Clerk

Koni Stone, Chair of Faculty Affairs Committee

Richard Weikart, Chair of Faculty Budget Advisory Committee

John Garcia, Chair of Graduate Council
Elaine Peterson, Chair of University Educational Policies Committee
Paul O'Brien, Steve Filling, and Mark Thompson, Statewide Academic Senators
Diana Bowman, Executive Assistant to the Speaker (staff)

Adjournment at 11:45 am.