

Academic Senate Resolutions on the Academic Affairs Budget Advisory Task Force Report

Presented by the Academic Senators of the College of Science and Mathematics

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Resolution #1

Whereas: The Academic Affairs Budget Advisory Task Force (AABATF) was charged to recommend sustainable approaches to closing the base budget gap; therefore be it

Resolved: The AABATF report does not provide sufficient evidence that the recommendations offer a viable sustainable approach to closing the base budget gap; and be it further

Resolved: The AABATF release the budgetary details and financial rationale for its recommendations to the Academic Senate; and be it further

Resolved: That this resolution be forwarded to the Provost and Vice President for Academic Affairs and University President.

Resolution #2

Whereas: The task force recommends substantial reorganization of the departments and colleges of the university at an estimated cost savings of \$250,000 to \$500,000; and

Whereas: The long term implications of reorganizing the Colleges and Departments are not addressed or considered by the task force report; and

Whereas: The task force recommendations do not provide a detailed accounting of the cost savings through this reorganization; and

Whereas: The task force recommendations have not explored the short or long term implications of the reorganization of the colleges and departments; and

Whereas: The task force has not weighed the implications of mixing together departments with radically differing theoretical orientations and cultures; and

Whereas: The task force has not weighed the implications of the dissolution of the College of Science and Mathematics on the very nature of the institution, its role in the region, state, and beyond; therefore be it

Resolved: The task force recommendations on the reorganization of the Schools / Colleges and departments not be implemented at this time; and be it further

Resolved: The Academic Policy and Planning Committee of the Academic Senate review the task force recommendations and explore the implications of restructuring the Schools / Colleges and departments of the university; and be it further

Resolved: That this resolution be forwarded to the Provost and Vice President for Academic Affairs and University President.

Resolution #3

Whereas: The task force recommends that “Undergraduate programs with fewer than 160 majors should be evaluated for possible reconfiguration/reorganization.”; therefore be it

Resolved: Any reconfiguration/reorganization of undergraduate programs with less than 160 majors be conducted in a manner that maintains the broad liberal arts and sciences mission of our institution; and be it further

Resolved: The Academic Senate supports the right of all current undergraduate students to complete their studies in a timely manner; and be it further

Resolved: That this resolution be forwarded to the Provost and Vice President for Academic Affairs and University President.

Resolution #4

Whereas: The task force recommends that “Graduate programs with fewer than 50 students should be evaluated for possible reconfiguration or suspension. Consideration should be given to enrollment history, graduation rate, potential for employment or doctoral study, use of Teaching Assistants and Graduate Assistants, strategic plan fit, and number of faculty (FTE) needed.”; therefore be it

Resolved: The Academic Senate request the task force clarify this recommendation; and be it further

Resolved: The Academic Senate supports the right of all current graduate students to complete their studies in a timely manner; and be it further

Resolved: The Academic Senate supports the idea that graduate programs move to a self-support model; and be it further

Resolved: That this resolution be forwarded to the Provost and Vice President for Academic Affairs and University President.

Resolution #5

Whereas: The task force recommends that “Reduce redundancies across the curriculum. For example, consider consolidating lower division statistics offerings into one department.”; and

Whereas: Specialized courses train students in the specific requirements of a discipline; and

Whereas: Pedagogical differences may exist in discipline based courses with similar names (e.g. Statistics); therefore be it

Resolved: Course consolidation should be conducted and in a judicious manner sensitive to the pedagogical needs of the students; and be it further

Resolved: Courses targeted for consolidation across departments be examined for both pedagogical similarities and differences.

Resolved: Consider consolidating lower division statistics offerings into departments with similar pedagogical needs (eg. Statistics for the Social and Behavioral Sciences, Statistics for Business, etc.); and be it further

Resolved: That this resolution be forwarded to the Provost and Vice President for Academic Affairs and University President.

Resolution #6

Whereas: The task force recommends that the curricula be redesigned “to be more efficient as well as effective and find ways to make the redesign of curriculum an ongoing process.” ; and

- Whereas: The faculty are responsible for the curriculum per HERA; therefore be it
- Resolved: The Academic Senate support efficient and effective curricular redesign based on sound pedagogical considerations; and be it further
- Resolved: All pedagogical and curricular revisions be approved by the faculty through the established procedures for this process; and be it further
- Resolved: That this resolution be forwarded to the Provost and Vice President for Academic Affairs and University President.

Resolution #7

- Whereas: The task force recommendations to “develop and implement strategies making it possible for students to take full advantage of their time at Fresno State and provide incentives for superior performance. Rewarding excellence and encouraging progress will decrease failure and open seats for other students.”; therefore be it
- Resolved: The Academic Senate support the idea that students take full advantage of their time at Fresno State and provide incentives for superior performance. Rewarding excellence and encouraging progress will decrease failure and open seats for other students; and be it further
- Resolved: The Academic Senate support the idea that incentives be provided to students for superior performance that reward excellence and encourage progress towards a student’s academic goals; and be it further
- Resolved: That this resolution be forwarded to the Provost and Vice President for Academic Affairs and University President.

Resolution #8

- Whereas: The task force has found “inherent shortcomings with the Level B allocation model,” “inherent shortcomings with the Level B allocation model,” and that the model “is not sufficiently responsive to major reductions in funding currently facing the campus,” “is sufficiently complex that it limits transparency and cannot effectively be used to estimate how enrollment decisions will impact budgets,” and that the model “does not allow for incremental funding for targeted enrollment growth.”; therefore be it

- Resolved: All Schools, Colleges, and all other units of Academic Affairs shall receive an incremental reduction Resolved: of funding that will equal the budget shortfall for the 2012 – 2013 academic year; and be it further
- Resolved: Schools and Colleges that exceed their allocation during this period will not receive an additional allocation of funds and will be held accountable for their fiscal malfeasance; and be it further
- Resolved: The organization and representation” of the Schools and Colleges remain intact for the 2012 – 2013; and be it further
- Resolved: The faculty and administration of the university will continue to explore the impact of reorganizing the departments, schools, and departments of academic affairs. The long term (minimum 10 year) impact to the institution should be carefully examined. The impact on reorganization on our service area should also explored; and be it further
- Resolved: The University Budget Committee reviews the Level “B” budget allocation model and makes recommendations for revision of the Level “B” allocation model by September 2014; and be it further
- Resolved: That this resolution be forwarded to the Provost and Vice President for Academic Affairs and University President.