

**Resolution on Cornerstones
(#07-98/99-EX)**

WHEREAS, The Cornerstones Implementation Plan of October 16, 1998, raises substantial educational and institutional concerns to the faculty of Humboldt State University; and,

WHEREAS, The faculty of Humboldt State University responded to "The Cornerstones Report" in November, 1997 with like concerns regarding the Cornerstones Project which have not been addressed in the current Implementation Plan--indeed they have been exacerbated; therefore be it

RESOLVED: That the Academic Senate of Humboldt State University notes with consternation the fundamental dilemmas implicit in the Cornerstones Project as previously communicated in the attached excerpt of our November, 1997, response to the Chancellor's Office and which continue to pervade the current Cornerstones Implementation Plan; and

RESOLVED: That the Academic Senate of Humboldt State University communicate this resolution directly to the Chancellor, the Executive Vice Chancellor, the President, other CSU senates and to the Academic Senate CSU.

Excerpts from Humboldt State University's Faculty Response to the "The Cornerstones Report": Draft: August 1997, dated November 10, 1997.

Assessment

Humboldt faculty had identified serious concerns regarding the Cornerstones project. Those concerns transcend the draft of Cornerstones to which we might be responding. Rather the concerns are more associated with the fundamental assumptions implicit in the Cornerstones Project. Some of these concerns included:

- System vs. local control over matters such as projects, initiatives, assessment mechanisms, and so on.
- Indicators and methods of accountability based on those matters which are easily quantifiable rather than those issues which are fundamentally significant.
- A "student centered" philosophy which seems to place greater emphasis on meeting student consumer demands rather than on individual student learning.
- A reliance on annual reports or other dramatic and graphic accounts of outcomes rather than undertaking a continuing qualitative narrative with the Trustees, the legislature, and the citizenry of the State to honestly explain our operations and educate these constituencies.
- A tension between alternative teaching and learning modes which demand additional faculty time and energy and often require small class sizes and the implied need to increase productivity.
- An emphasis on technology and its attendant resource commitment with a possible resource drain from exemplar technologies, such as scientific and engineering apparatus.
- The implication that CSU graduate programs should move toward professional post-baccalaureate education at the expense of traditional programs.

Summary

It is apparent that Cornerstones content and language raise numerous troubling concerns. Further, these concerns were voiced in our preliminary response but are not reflected in the August "Draft." This failure to even note our faculty's concerns about Cornerstones and our grave misgivings about SIP/CETI have combined to produce a perception that faculty consultation ranges from nonexistent to pro forma.

(End of Excerpts)

Attachment to Resolution on Cornerstones (#07-98/99-EX)