

HUMBOLDT STATE UNIVERSITY

University Senate Written Reports, November 9, 2021

Standing Committees, Statewide Senators and Ex-officio Members

Academic Policies Committee:

Submitted by Maxwell Schnurer, APC Chair

Report back

- The APC met on October 25 and November 5. Participants worked both in the subcommittee meetings and also asynchronously.
- The policy governing new Minors, Concentrations and academic credit-granting Certificates is up for a second read at the Senate on Tuesday Nov 9. The committee reviewed proposed feedback and changes.
- APC reviewed the current policy on syllabi. Primary areas of edit are:
 - Online modes of instruction
 - Changing prose to be more student-forward/anchored in student learning
 - Create a structure that could foreground decolonizing strategies (course development and syllabus policy) for learning spaces.
 - Faculty labor and clarity of communication to students.
 - Reviewed 3 other university policies (SF state, San Marcos & Chico)
 - Discussion of how to include policies (accessibility, disruptive student, add/drop etc)
 - Discussion of course schedule planning tools and templates to make faculty work easier.

Feedback requested! If you have feedback or suggested changes for the syllabus policy please email the chair of APC. Current policy is here:

<https://policy.humboldt.edu/course-syllabus-policy>

Charge of the committee: **Duties:** “Develops and maintains the academic policies of Humboldt State University. Receives requests and agenda items from the Integrated Curriculum Committee (ICC), the University Senate, APC members and other university community members; works with the ICC to prioritize items; vets changes and proposals through the ICC with recommendations forwarded to the Senate” ([Senate Bylaws](#), Section 11.2).

Next meeting is: Monday November 15 at 10am.

Integrated Curriculum Committee:

Submitted by Jill Anderson, ICC Chair

ICC Report of November 2nd 2021 Meeting

Regular meeting times are Tuesdays from 9-11am with the Full ICC and ICC Subcommittee meeting on alternate weeks.

ICC Members:

Ramesh Adhikari, Jill Anderson (ICC/APC Chair), Brad Ballinger, Kayla Begay, Vincent Biondo, Carmen Bustos-Works, Christine Cass, Eden Donahue, Bella Gray (Curriculum Coordinator), Lucy Kerhoulas (CDC Chair), Heather Madar, Bori Mazzag, Cindy Moyer, Marissa Ramsier, Clint Rebik, Cutcha Risling-Baldy, Marisol Ruiz-Gonzalez, Maxwell Schnurer (APC Chair), Justus Ortega, Jenni Robinson, Sheila Rocker-Heppe, Lisa Termain (GEAR Chair), Mary Watson (administrative coordinator), Mark Wicklund, George Wrenn, and Rick Zechman

Current Vacancies: Graduate Council representative, Student representatives (2)

Subcommittee Reports

- **Academic Policies Committee (APC)** The Syllabus policy is the current focus and feedback is welcome from all.
- **Academic Program and Planning Subcommittee (APPC)** The APPC discussed the policy on new courses proposed for a minor and the ICC bylaws on an appeals process for committee decisions, detailed more below.
- **Course and Degree Change Subcommittee (CDC)** The CDC continues to review proposals in curriculum at an efficient rate, moving through large packets of connected proposals.
- **General Education and All University Requirements (GEAR) and Assessment Subcommittee** The GEAR committee has been reviewing GEAR related course proposals and working through the new processes, bringing forward sticky points for full ICC consideration.

GEAR Certification and Recertification Processes. The GEAR committee has been working through the GEAR course certification and recertification process and brought forward questions to gain more historical knowledge and work through sticking points. Proposals related to DCG and Area E had historical processes where detailed matrices were submitted with proposals. These matrices had more detailed information than that included in the newly implemented GEAR forms. Discussion considered the importance of maintaining DCG content in keeping with the origins of the requirement through student driven advocacy. Steps moving forward are to review and revise the DCG policy from 2000 to define a process that honors the intention of this curricular area and aligns with current policies and learning

outcomes. An additional point came forward from the review of courses certifying for more than one GEAR content area. These courses will be asked to complete the GEAR form for each certification sought to show thoughtful alignment of the curriculum with the learning outcomes but will be asked to contribute to GEAR assessment for only one certified area at this time. The GEAR committee is working with everyone proposing GEAR courses on materials and guidelines for proposals.

ICC Bylaws Review. The ICC is reviewing the committee bylaws and discussed two points related to organization of the committee and curricular processes. The first was the appeals processes mentioned in a single sentence in the bylaws but without process details outlined. The committee discussed the benefits of individual processes for senate committees versus a senate level process for decision making in all committees. The second point was in the balancing of the membership in the committee with faculty representation from the colleges and at-large representatives. This discussion brought up points related to diversity of perspectives on committees and all the various lines that diversification can happen. Discussion of practical suggestions around large scale diversification in University service occurred including proposing a faculty fellow position related to supporting faculty from underrepresented groups participation in service. The ICC is committed to support the larger Senate efforts in diversification of representation and implementation of support systems and cultural structures for sustainable engagement.

University Policies Committee:

Submitted by George Wrenn, UPC Chair

University Policies Committee - November 9, 2021

Submitted by George Wrenn, UPC Chair

No specific policies have been submitted to UPC for review at the time of this report.

The Committee is scheduled to meet next on November 24th. The Chair is reviewing UPC annual reports, University Policy pages, and the CSU Policy Library.

University Resources and Planning Committee:

Submitted by Jim Woglom, URPC Co-Chair

URPC Report

The URPC convened twice since the last Senate meeting, once as a whole committee and once as a portion of the committee meeting with the Polytechnic Implementation Working Group on Budget, Finance, and Reporting. Polytechnic reporting will be affected through the Polytechnic Communication Working Group.

URPC member Jim Graham presented his thoughts regarding our charge to develop a new budget model and related planning, suggesting that our shared thinking should be based around a continuous improvement model. The factors outlined in his presentation, attached, have been adapted to worksheets which are held in a shared folder and which will be addressed at the next URPC meeting.

Director Blakeslee then demonstrated the use of Openbook, a public-facing dashboard that can be used to look at budget allocations across the University.

The University Rollforward Guidelines, developed by the committee and adopted in AY 2018, are up for reconsideration and revision on the established three-year cycle written into the initial guidelines. A working group consisting of Amber Blakeslee, [Rouhollah Aghasaleh](#), and Jim Woglom have been tasked with developing two alternative draft options of the roll-forward guidelines for consideration by the entire committee at our next meeting.

Please consider bringing any budget or resource-related concerns to the attention of URPC so that we might discuss them and communicate those concerns to the Senate and the University Community. E-mail Jim Woglom at jw2311@humboldt.edu or phone or text him at (908)3379921. The use of transparent shared governance mechanisms helps to ensure equitable consideration of campus wide issues, with opportunities for discussion and subsequent action by an inclusive partnership of stakeholders.

UNIVERSITY RESOURCES & PLANNING COMMITTEE

October 15, 2021

1:00 PM – 2:30 PM

In-person meeting location: CCR

2021-22 URPC:

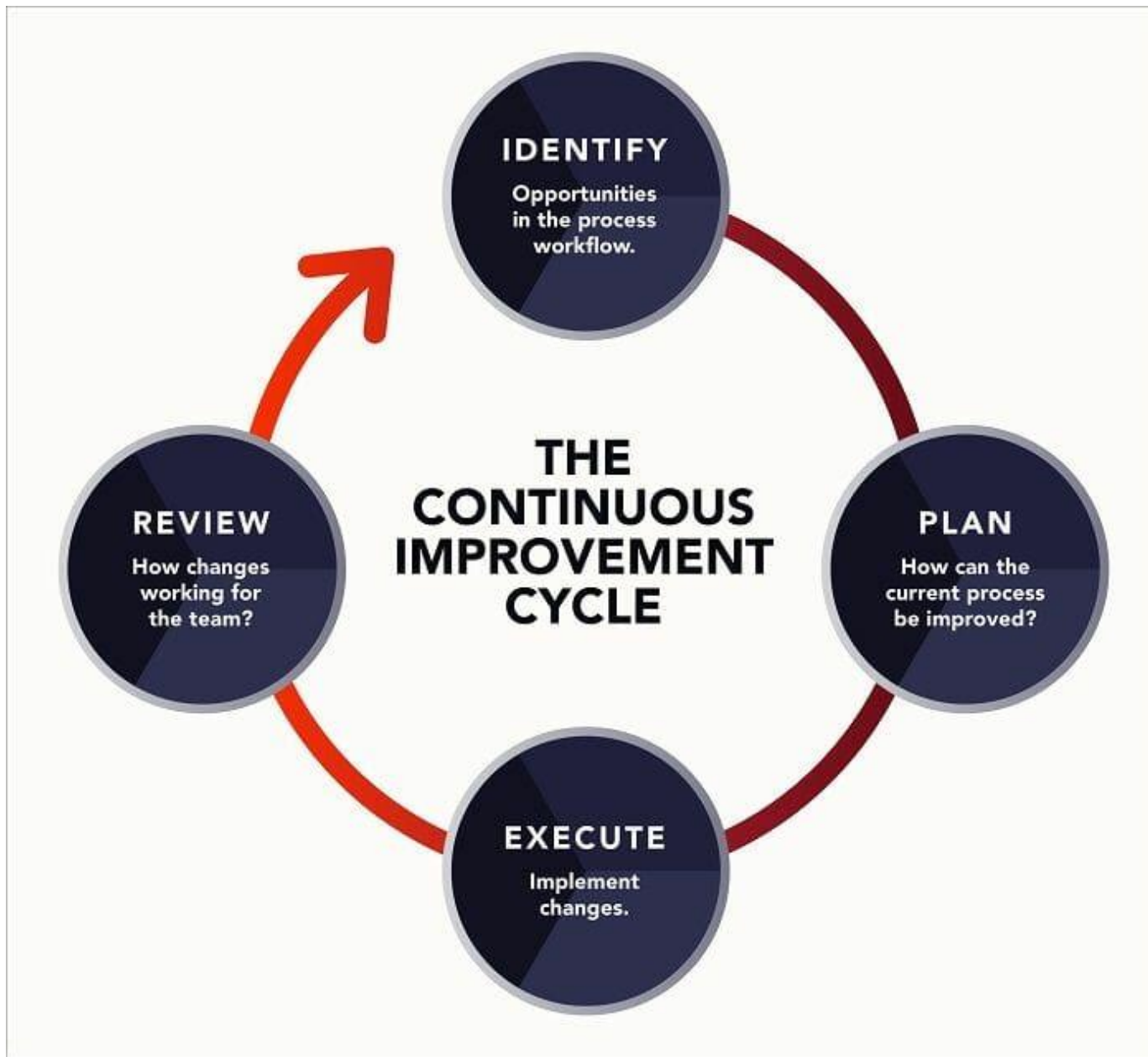
| In-person | Virtual | | In-person | Virtual | |
|-------------------------------------|-------------------------------------|---|-------------------------------------|-------------------------------------|---------------------------------------|
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Jenn Capps, Co-Chair (non-voting) | <input type="checkbox"/> | <input type="checkbox"/> | Jeremiah Finley, Student (voting) |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | James Woglom, Co-Chair (tie break vote) | <input type="checkbox"/> | <input type="checkbox"/> | Vacant, Student (voting) |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | Jim Graham, Faculty (voting) | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Amber Blakeslee, Advisor (non-voting) |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Rouhollah Aghasaleh, Faculty (voting) | <input type="checkbox"/> | <input checked="" type="checkbox"/> | Kevin Furtado, Advisor (non-voting) |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | Nicole Jean Hill, Faculty (voting) | <input type="checkbox"/> | <input type="checkbox"/> | Jamie Rich, Advisor (non-voting) |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Anthony Baker, Staff (voting) | <input type="checkbox"/> | <input checked="" type="checkbox"/> | Simone Aloisio (non-voting) |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Arlene Wynn, Staff (voting) | <input type="checkbox"/> | <input type="checkbox"/> | Jenessa Lund, Advisor (non-voting) |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Shawna Young, Dean (voting) | <input type="checkbox"/> | <input checked="" type="checkbox"/> | Michael Le, Advisor (non-voting) |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Sharooz Roohparvar, VP (voting) | <input type="checkbox"/> | <input checked="" type="checkbox"/> | Brigid Wall, Notes (non-voting) |
| <input type="checkbox"/> | <input type="checkbox"/> | Jason Meriwether, VP (voting) | <input type="checkbox"/> | <input checked="" type="checkbox"/> | Patrick Orona, Notes (non-voting) |
| <input type="checkbox"/> | <input type="checkbox"/> | Frank Whitlatch, VP (voting) | <input type="checkbox"/> | <input type="checkbox"/> | |

Additional Attendees: Patrick Malloy (virtual)

Meeting Minutes:

1. Approve Minutes from 10/01/21- Approved without alterations
2. Update on Year Three Reduction Plan for OAA
 - a. In the midst of planning for the university's polytechnic build out, Academic Affairs had fiscal year 2021-22 to work through the final \$3 million in assigned reductions. OAA analyzed previous budgeting practices within the division and identified some unevenness on how departments were being allocated funded. Data informed funding models (FTES, majors, labs, etc.) were developed by OAA and used to realize the year three reductions in the 2021-22 original budget. This approach allows for flexibility within Academic Affairs by creating one-time funds to support areas as they transition to the new model and provide time to refine the models to best meet the needs of the students/division/university.
 - i. Discussion on the communication of these changes in the colleges and the importance of the narrative explaining the model and data in an accessible way.
3. Review of the [President's Charge](#)
 - a. Roll Forward – review and update roll forward guidelines
 - i. Robust discussion of the [current guidelines](#) and their goal of incentivizing responsible spending and increasing transparency when developed.
 - b. Budget, reporting and finance - enhance and align budget planning efforts in conjunction with polytechnic working group priorities

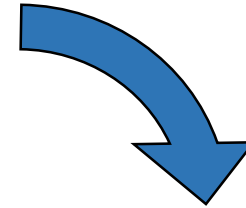
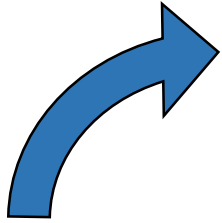
- i. Discussion of past planning activities, the shift to multiyear planning, the use of “scalable” with a recommendation to update language used to “adaptive” or “responsive”, and the importance of the accompanying narrative to the success of this work.
 - c. Process improvement – CIO and UBO will be looking at broad process improvement opportunities on campus
- 4. Report from Budget, Finance and Reporting Polytechnic Working Group
 - a. Agenda item moved to next meeting due to time
- 5. Review Enrollment Data and Metrics (Peter Martinez)
 - a. Agenda item moved to next meeting due to time
- 6. OpenBook Demo
 - a. Agenda item moved to next meeting due to time



Continuous Process Improvement

Identify Opportunities

- President's charge
- Polytech transition (funding, etc.)
- New strategic plan
- Overview of financial processes
- Redefine/redocument processes



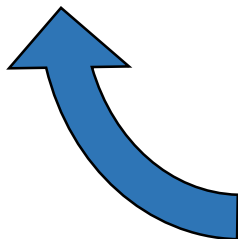
Review & Update Process

3 year planning process with annual updates

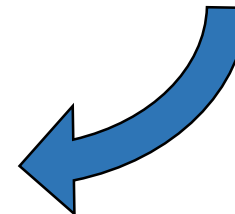
- Template plan
- Overview of HSU's financial processes
- etc.

Annual Plan

1. Goals
2. Stakeholders
3. Schedule
 1. Activities
 2. Deadlines
4. Deliverables
5. Issues List
6. etc.



Execute
While updating plan



- Continuous improvement
 - How we improve annually
 - Linear annual process
 - Document for URPC and HSU

Emeritus & Retired Faculty & Staff Association

Submitted by Marshelle Thobaben, Senate Representative for ERFSA

TO: HSU-University Senate
From: Marshelle Thobaben
Date: November 8, 2021
Re: HSU-ERFSA Report

HSU-ERFSA Membership Meeting Presenters

- Thank you to Dr. Maxwell Schnurer for his excellent presentation on *Challenging Sexualized Violence at Humboldt State and Beyond* at the October membership meeting.
- This Thursday, November 11, Vice President, University Advancement Frank Whitlatch and staff from HSU Foundation will provide information on estate planning as well as how planned gifts can support HSU.
- Additionally, Keith Parker, Fisheries/Molecular Biologist from the Yurok Tribe of California will present on *Traditional Ecological Knowledge in the Klamath River Basin: A Salmon and Lamprey Case Study*
- This semester's final presenter Dr. Robert Gearheart will present on December 9th *From Arcata to Accra-Natural Wastewater Treatment and Water and Sanitation for Health: Arcata Marsh and Wildlife Sanctuary to Worldwide*. Bob is considered the grandfather of natural treatment systems, has spearheaded groundbreaking research on the use of constructed wetlands for stormwater and wastewater treatment.

Emeritus Policy Implementation Phase

I have been working closely with Simone Aloisio, Associate Vice President for Faculty Affairs, Stephanie Vick, Academic Personnel Services Manager, Mary Watson, Administrative Support Coordinator and Monty Mola, University Senate Chair on the development of the forms for retired faculty, staff and administrators who meet the criteria to apply for emeritus status. The nominators recommendations are due electronically to the University Senate Office no later than February 1st. Information and forms are available on the HSU-ERFSA webpage:

<https://erfsa.humboldt.edu/> **Applying for Emeritus Status.**

Coordinating Committee

The HSU-ERFSA Coordinating Committee is meeting on Thursday, Nov.11th.

Respectfully Submitted,

Marshelle Thobaben, HSU-University-ERFSA Representative to the University Senate

President and President's Administrative Team Report to University Senate

Tom Jackson, Jr., President
Sherie C. Gordon, Chief of Staff
Shahrooz Roothparvar, CFO/VP Administration and Finance
Jason Meriwether, VP Enrollment Management
Jenn Capps, Provost and VPAA
Cooper Jones, Executive Director of Athletics and Recreational Sports
Frank Whitlatch, VP Advancement
Lisa Bond-Maupin, Deputy Chief of Staff (Editor)

Campus Culture and Operations

President Jackson and Provost Capps are traveling to Long Beach to attend the **CSU Board of Trustees meeting** this Tuesday, November 9th, 2021, and present to the Education Policy Committee regarding the university's collective work to transition to a polytechnic university. The Education Policy committee meeting starts at 1:10 pm on the 9th and ours is an information item before the committee to change the university's name to **California State Polytechnic University, Humboldt** or Cal Poly, Humboldt for short. If you would like to review the agenda and watch the live stream of the Board of Trustees meeting click [here](#). An action item on this matter is forthcoming at the January 2022 BOT meeting.

Pride

Last week, HSU hosted a two-morning **virtual visit from members of the staff of the legislature, Governor's Office, and Chancellor's Office**. Members of HSU staff, faculty and student bodies provided a series of presentations about HSU of interest to the visitors. The purpose of the visit was to learn more about HSU toward more informed advocacy. Presentation topics included:

- Enrollment and managing enrollment growth as a polytechnic
- Student success, GI 2025, and high impact approaches to student retention
- Academic strengths and academic program plans as a polytechnic
- Basic needs
- Polytechnic implementation and funding allocation

Thank you to everyone who contributed to the preparation and participated in the two-day event. We experienced a high level of engagement and received very positive feedback from our visitors and the Chancellor's Office about the visit and about where we are/are headed as a university.

Academic Program Excellence

The Office of Academic Affairs is proud to provide information about the **29 Tenure/Tenure Track (T/TT) positions** that have been approved across the three colleges to search for in the forthcoming year. These approvals were informed by a collaborative process that occurred within and across departments, amongst the department chairs in partnership with their deans and finally through several consultative meetings between the deans, the Associate Vice Presidents in Academic Affairs and the Provost. The approved positions are:

1. Art (Ceramics) CMC
2. Business (Digital Marketing) (CMC)
3. Computer Science (Cyber) (Poly)
4. Computer Science (Software Engineering) (Poly)
5. Critical Race Gender Sexuality Studies (Black and Latinx Studies): *Search process in progress (Ethnic Studies)*
6. Critical Race Gender Sexuality Studies (Asian Studies): *Search process in progress (Ethnic Studies)*
7. Education (Special Education) (CMC)
8. Energy Systems Engineering (Poly)
9. Engineering (Master's Degree) (Poly)
10. English/World Language and Culture (Joint Appointment TESL/TEFL & Applied Linguistics) (CMC)
11. Environmental Resources Engineering (January 2022) (Poly)
12. Environmental Science and Management (Eng/Geo/Fire) (Poly)
13. Film (CMC)
14. Fire (Poly)
15. Forestry (Rangeland Fire) (Poly)
16. Geography Environment & Spatial Analysis/Environmental Science and Management (Joint Appointment: Geospatial). (Poly)
17. Math (Data Science) (Poly)
18. Math (Data Science) (Poly)
19. Mechanical Engineering (Poly)
20. Mechanical Engineering (Poly)
21. Music (Music Education) (CMC)
22. Native American Studies: *Search process in progress (Ethnic Studies)*
23. NAS (Engineering) (Poly)
24. Psychology (School Psychology) (CMC)
25. Social Work (CMC)
26. Sociology (Cannabis Studies) (Poly)
27. Wildlife (CMC)
28. Library (CPS) (CMC)
29. Library (Sustainability) (Poly)

The approved positions were informed by the following:

- Polytechnic program buildout needs for delivery of 2023 academic programs as outlined in the polytechnic prospectus.
- Growth and/or significant loss of faculty due to retirement.
- Specialty accreditation compliance requirements.
- Alignment with the university strategic plan and/or values expressed in the polytechnic prospectus.

Through faculty creativity, focus on diversity equity and inclusion, and interdisciplinarity, numerous **cluster hire proposals** were put forward. While many of the cluster hire proposals and associated lines were not approved, four cluster hire opportunities emerged as possibilities. They include:

Indigenous Science/Serving Indigenous Communities- Met and decided not pursue a cluster hire around this theme this year.

- *Environmental Science and Management*
- *Forestry (Rangeland Fire)*
- Social Work- individual search
- Wildlife- individual search

Fire and Natural Resources- Met and decided to pursue two smaller clusters surrounding geospatial and fire.

- *Environmental Science and Management (Fire/Geo)*
- *Forestry (Rangeland Fire)*
- Fire
- Geography Environment & Spatial Analysis/Environmental Science and Management (Joint Appointment: Geospatial)
- Math (Data Science)- likely move to the technology cluster.

Technology Cluster- Met and decided to pursue a cluster hire modeling adding the second data science position (still pending finalization) and business doing an individual search.

- Business (Digital Marketing)- individual search
- Computer Science (Cyber)
- Computer Science (Software Engineering)
- Math (Data Science)
- Math (Data Science) (still pending finalization of inclusion here)

Engineering – Cluster hire approach affirmed and moving forward.

- Energy Systems Engineering
- Engineering (Master's Degree)
- Mechanical Engineering
- Mechanical Engineering

- Native American Studies

**Italicized lines are represented in more than one cluster and do not represent additional lines*

HSU has made great strides in the past few years in our recruitment of BIPOC faculty however we still have some work to do. The Provost invites each department or cluster conducting a search to include one or both of the following in their search processes to help us continue to move toward our university goals of **recruiting diverse faculty**:

1. Require each candidate to submit a diversity statement with their application materials.
2. Include a preferred qualification in one or more of the following areas in the position announcement:
 - a. Preferred expertise in Traditional Ecological Knowledge
 - b. Preferred experience with Indigenous populations
 - c. Preferred expertise in sustainability
 - d. Preferred experience with Latinx populations
 - e. Preferred experience in interdisciplinary collaboration

The **Cluster Hiring Working Group** has resumed its meetings led by Dr. Ndura AVP of ODEI and the Campus Diversity Officer and co-led by Dr. Simone Aloisio and will focus its efforts on:

1. Retaining existing BIPOC faculty.
2. Identifying strategies to support the success recruitment and retention of the forthcoming T/TT faculty for Fall 2022.
3. Support the consideration of proposed cluster hires.

Lastly, we recognize that the recruitment timeline feels very short for a successful hire by August 2022. Please note that if your search does not result in the identification of a successful candidate you will be permitted to re-conducted your search. Additionally, if your position request was not approved in this cycle, we would encourage you to consult with your dean about immediately moving that request for consideration in the 2023-2024 hiring cycle which we will begin planning for much earlier with a tentative plan to discuss T/TT positions in the Spring of 2022 for the 2023-2024 hiring cycle.

Sustainability

HSU was again named a Green College by the Princeton Review. [For the 2022 guide, which can be accessed for free at princetonreview.com/green-guide](https://www.princetonreview.com/green-guide), the Princeton Review named 420 schools as Green Colleges based on administrator surveys and [STARS](#) (Sustainability Tracking, Assessment, & Rating System) ratings. Survey topics ranged from clean energy career preparation to campus initiatives and solar-powered facilities.

To generate this year's list of top-performing schools, Princeton Review editors analyzed more than 25 survey data points to tally Green Rating scores for the schools on a scale of 60 to 99.

Data comes from a range of areas from University operations and student life, to sustainability in academics and food and beverage purchasing ([see the full list of data points used here](#)). The colleges featured in the guide include information on each school's use of renewable energy, recycling and conservation programs, and career guidance for green jobs. The profiles also include information on the schools' admission requirements, cost, and financial aid. [For information, check out HSU's profile at princetonreview.com.](#)

ASCSU Report for 11-9-21 Senate

Senators Burkhalter and Pachmayer participated in the ASCSU plenary on November 4-5. Senator Burkhalter also sits on the ASCSU Faculty Affairs Committee, which met on Wednesday, November 3.

The next ASCSU Plenary is January 21-22, 2022. We request that you review the first reading resolutions that will be voted on at the January plenary and provide us with your feedback (see list below and attached resolutions). To review the resolutions that passed during the plenary, visit the ASCSU resolutions [page](#).

In addition to the discussing common issues of concern and reviewing and voting on resolutions, the senators participated in a 2-hour Moving Beyond Bias training. There were also several time-certain presentations.

Summary of discussion of issues in Spring 2022 campus repopulation and continuing concerns about Covid-19 pandemic

- For Spring 2022, campuses have different rates of face-to-face versus online instruction based on their local COVID-19 rates. CSU-Bakersfield is facing very high case rates, so they will be only 30% in person. Sonoma State is similar to HSU in that it will be 70% face-to-face and 30% online. CSU-Maritime has been back 99% face to face.
- Faculty expressed support for their campuses extending the WSCUC waiver so that in the Spring, if the pandemic surges again, campuses can pivot to more than 50% online (note: online for WSCUC includes fully online, hybrid and hyflex)
- Many mentioned that students didn't want to go back face to face and would stop out instead of returning in the Spring. CSSA may be collecting data to support this anecdotal information.
- Senators expressed concerns about the economic impacts of Covid on student, staff and faculty (relates to living out of state rule, affordable housing, raises, how to recruit and retain faculty, staff and students in the face of economic concerns).
- Senators reported that requests for changes in course modality to move online by faculty with special situations, such as being immunocompromised or caring for elderly parents, are routinely being turned down.
- Senators expressed concern about the impact on RTP files of COVID teaching modalities and home-schooling of children.
- Senators noted that graduate students are being affected in specific ways by the pandemic (for example, limited field experiences, isolation)

Time Certain presentations

Fabiola Moreno Ruelas CSSA Liaison

- CSSA need a student trustee for two years. Nominations can be made at <https://calstatestudents.org/involvement/student-trustee-search/>
- Students are still recovering from the pandemic including financially, finding jobs and seeing what's next.
- Many students do not want to go back to campus especially juniors and seniors. They feel, what is the point of going back.

- Academic dishonesty is a huge problem. Students are not taking virtual school seriously due to the trauma of Covid and social justice issues.
- She finds faculty and student concerns are aligned and is hopeful for collaboration on the CSSA Policy Agenda that was passed in October. CSSA wants to work together and assure students are informed about relevant issues. Policy Agenda was a collaborative process and any student could submit an item to be a part of the policy agenda. The agenda includes 4 priorities and 17 goals. The CSSA sees potential for the most collaboration on two priorities:
Priority 3 – Ensure the academic success and holistic education experience of all students
Priority 1 – Ensure students have access to baseline services and resources to enable educational accessibility and equity

CSU Chancellor Joseph I. Castro

- Priorities relate to GI 2025, the basic needs of our students, investment in infrastructure to enhance classrooms. The budget request for FY22 will be 16% greater and includes \$1 billion for deferred maintenance. Must be approved by Board of Trustees.
- Related to technology equity, we launched CSUccess to ensure all new students have access to quality mobile tech. Being expanded to 13 campuses in January.

ASCSU Chair Report

- The chair wants to ensure we engage directly with statewide and nationwide legislators. The goal is to inform legislation rather than having it imposed on us. Faculty should read AB928 (signed into law in October) and provide feedback to ICAS. We need to defend CSU transfer pathway. The language of the bill is a single lower division GE pathway for CSU and UC. The pathway should uphold the expectations for transfer students.
- Continuing to monitor ethnic studies requirements in terms of how to enable symmetry between the ethnic studies requirements in the Community College system.
- Some senators expressed that some issues had arisen in the chat at the September plenary, which made them uncomfortable. Is it possible for us to turn off the chat for a plenary (other than sharing things)? Opened up for discussion. Senators voted to retain the chat feature during plenary but with more rigorous ground rules.

Other time certain presentations/conversation: Student trustees Krystal Raynes and Maria Linares, Sylvia Alva, EVC for Academic & Student Affairs, Ryan Storm, AVC System Budget. Charles Toombs, CFA president

Resolutions

First Reading (will return at January plenary for 2nd reading)

- AS-3510-21/EX Apportionment of Academic Senate CSU (ASCSU) Seats
- AS-3511-21/AA Role of Shared Governance for Decisions on Instructional Modality
- AS-3513 -21/FGA Updated Legislative Advocacy Guidelines for the Academic Senate of the California State University (ASCSU)
- AS-3514 -21/FA Faculty Rights to Due Process in Letters of Reprimand Within the CSU
- AS-3515 -21/APEP Establishing Core Competencies for CSU General Education (GE) Areas A1, A2, A3, and B4 (the “Golden Four”)
- AS-3516 -21/AA Studying Online Education and the Impact of Campus Initiatives

- AS-3517 -21/FA Faculty Rights to Due Process in Disciplinary Action Procedures Within the CSU
- AS-3518 -21/EX Increasing the Membership of the Ad Hoc Committee to Advance Equity, Diversity, and Inclusion within the ASCSU
- AS-3519 -21/FA Support of Faculty Supervision of Student Research, Scholarly, and Creative Activities in the CSU
- AS-3520-21/FA Recognition and Support of Faculty Participation in Shared Governance

Waiver of First Reading

- AS-3509-21/FGA/FA Support for CSU Campus Requests for WSCUC Continued Authorization for Remote Instruction as Needed during COVID-19 Pandemic: **PASSED**
- AS-3512-21/APEP Commendation for Assistant Vice Chancellor Marquita Grenot-Scheyer: **PASSED**

Second reading

- AS-3500-21/FA (Rev) Suspension of Mandatory Peer Observations of Instruction and Student Evaluations for Academic Year 2021-22: **PASSED**
- AS-3503-21/APEP (Rev) Acknowledgment of Changes to Math Requirements in International Baccalaureate Programs: **PASSED**
- AS-3505-21/APEP (Rev) Supporting CSU System Office Review Standards for General Education Area F (Ethnic Studies): **PASSED**
- AS-3507-21/APEP (Rev) Support for the CSU Education Deans' Statement in Support of Culturally Sustaining, Equity Driven, and Justice Focused Pedagogies: **PASSED**

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-3510-21/EX
November 4-5, 2021
First Reading/Waiver

APPORTIONMENT OF ACADEMIC SENATE CSU (ASCSU) SEATS

- 1 • **RESOLVED:** That the Academic Senate of the California State University (ASCSU),
2 as required by [ASCSU Bylaw 9](#), approve the results of the Executive Committee’s
3 campus census of Full-Time Equivalent Faculty (FTEF) from the Fall 2021 data for
4 the purpose of apportionment/reapportionment of Senate seats among the
5 campuses; and be it further
- 6 • **RESOLVED:** That the ASCSU approve the distribution of a third seat to the seven
7 campuses with the highest FTEF based on the 2021 data as follows (from highest to
8 lowest); and be it further
- 9 • **RESOLVED:** That the ASCSU distribute this resolution to the:
- 10 • CSU Board of Trustees,
11 • CSU Chancellor Joseph I. Castro,
12 • CSU Executive Vice Chancellor for Academic and Student Affairs, Sylvia A.
13 Alva,
14 • CSU Assistant Vice Chancellor for International and Off-Campus Programs,
15 Leo Van Cleve,
16 • CSU campus Presidents, CSU Provosts/ Vice Presidents of Academic Affairs,
17 • CSU campus Senate Chairs,
18 • CSU campus Senate Executive Committee,
19 • CSU Emeritus and Retired Faculty and Staff Association (ERFSA), and the

- 20 • California Faculty Association (CFA), and the California State Student
21 Association (CSSA).

22 ***RATIONALE:*** *Article II, Section 1 of the ASCSU Constitution provides that*
23 *the membership of the ASCSU will consist of "...two senators per campus plus an*
24 *additional senator from each of the seven largest campuses apportioned on the basis of*
25 *FTEF." To implement this provision, our [Bylaw 9](#) requires that each year the*
26 *Executive Committee "...conduct a "census" using the most recent and reliable Fall*
27 *FTEF data to determine whether reapportionment of seats among campuses is*
28 *necessary. The results shall be presented to the Senate for approval at its first meeting*
29 *in the calendar year." Fall 2021 FTEF data by campus is included in Attachment*
30 *1. In order from highest to lowest, the seven largest FTEF campuses are CSU*
31 *Long Beach, CSU Fullerton, CSU Northridge, San José State University, San*
32 *Diego State University, San Francisco State University, and CSU Sacramento.*
33 *Those are the same campuses that currently have a third senator, so no re-*
34 *apportionment is necessary. This resolution approves the results of the 2021 census*
35 *and re-affirms the assignment of a third senator to those seven campuses with the*
36 *largest FTEF.*



Fall 2021 Instructional Faculty FTE

| Campus | Tenure-Track FTE | Lecturer FTE | Total Faculty FTE | 7 Highest FTEF |
|-------------------|------------------|---------------|-------------------|----------------|
| Bakersfield | 237.3 | 227.1 | 464.4 | |
| Channel Islands | 151.4 | 176.3 | 327.7 | |
| Chico | 427.8 | 286.1 | 713.9 | |
| Dominguez Hills | 305.2 | 340.8 | 646 | |
| East Bay | 346.1 | 245.1 | 591.2 | |
| Fresno | 589.7 | 511.6 | 1101.3 | |
| Fullerton | 822.4 | 660.8 | 1483.1 | 2 |
| Humboldt | 220 | 133.5 | 353.5 | |
| Long Beach | 819.7 | 786.9 | 1606.6 | 1 |
| Los Angeles | 530.6 | 568.4 | 1099 | |
| Maritime | 53 | 23.8 | 76.7 | |
| Monterey Bay | 178.8 | 156.3 | 335.1 | |
| Northridge | 766.5 | 677 | 1443.5 | 3 |
| Pomona | 539.7 | 511.8 | 1051.6 | |
| Sacramento | 685.2 | 549.1 | 1234.3 | 7 |
| San Bernardino | 424.8 | 317.6 | 742.4 | |
| San Diego | 772.3 | 586.7 | 1359 | 5 |
| San Francisco | 695 | 559.7 | 1254.8 | 6 |
| San Jose | 731.2 | 695.6 | 1426.8 | 4 |
| San Luis Obispo | 683 | 372.4 | 1055.4 | |
| San Marcos | 282.3 | 317.3 | 599.6 | |
| Sonoma | 232.9 | 125.8 | 358.7 | |
| Stanislaus | 280.2 | 206.8 | 487.1 | |
| Systemwide | 10775.3 | 9036.6 | 19811.9 | |

Notes:

- Data as of October 31, 2021 snapshot.
- Includes active instructional faculty based on primary classification code.
- Excludes faculty on leave.
- FTE reflects the sum of all appointments per campus for each included faculty member.

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-3511-21/AA
November 4-5, 2021
First Reading/Waiver

**ROLE OF SHARED GOVERNANCE FOR DECISIONS ON INSTRUCTIONAL
MODALITY**

- 1 **1. RESOLVED:** That the Academic Senate of the California State University (ASCSU)
2 acknowledge and thank WSCUC for extending the process to Summer 2022 for
3 seeking continued authorization for remote instruction; and be it further

- 4 **2. RESOLVED:** that the ASCSU reaffirm the role of shared governance on each of our
5 campuses for making campus decisions about seeking continued authorization for
6 remote instruction; and be it further

- 7 **3. RESOLVED:** that the ASCSU reaffirm the role of shared governance on each of our
8 campuses for short- and long-term decisions about instructional modality in our
9 academic programs; and be it further

- 10 **4. RESOLVED:** That the ASCSU distribute this resolution to the:
 - 11 • CSU Board of Trustees,
 - 12 • CSU Chancellor,
 - 13 • CSU campus Presidents,
 - 14 • CSU campus Senate Chairs,
 - 15 • CSU Provosts/Vice Presidents of Academic Affairs,
 - 16 • California Faculty Association (CFA),
 - 17 • CSU Emeritus and Retired Faculty & Staff Association (CSU-ERFSA),

18 ***RATIONALE:*** *All twenty-three campuses in the CSU system are faced with short-*
19 *and long-term questions around campus modalities as they pertain to student success*
20 *and academic planning. Sometimes such decisions need to be made quickly, for*
21 *example to respond to external opportunities such as the WSCUC request for*
22 *authorization for remote instruction. Given the far-reaching short- and long-term*
23 *implications of these kinds of decisions, they are best made through regular and*
24 *traditional processes of shared governance.*

DRAFT

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-3513-21/FGA
November 4-5, 2021
First Reading

**UPDATED LEGISLATIVE ADVOCACY GUIDELINES FOR THE ACADEMIC
SENATE OF THE CALIFORNIA STATE UNIVERSITY (ASCSU)**

- 1 **1. RESOLVED:** That the Academic Senate of the California State University (ASCSU)
2 acknowledges the Legislative Advocacy Guidelines & Priorities per AS-3418-13/FGA
3 (Rev); and be it further
- 4 **2. RESOLVED:** That the ASCSU recognizes that formal ASCSU positions on legislative
5 bills other than Oppose or Support are not recognized in the passage of state
6 legislation and that a position of “**Need More Information**” may have value in the
7 formative stages of state legislation; and be it further
- 8 **3. RESOLVED:** That the ASCSU adopt updated ASCSU Legislative Advocacy
9 Guidelines & Priorities (below) to guide its legislative advocacy:
- 10 ASCSU Legislative Advocacy Guidelines & Priorities
- 11 I. Legislative advocacy of the California State University (ASCSU) shall
12 give priority to legislation that:
- 13 A. Has the potential to affect access, affordability, and quality in
14 California higher education, as broadly defined.
- 15 B. Affects faculty purview over the curriculum and modes of
16 instruction.

- 17 C. Affects the academic freedom of faculty, students, and
18 institutions of higher education.
- 19 D. Affects the financial and budgetary health of higher education,
20 including, but not limited to unfunded mandates.
- 21 E. Affects faculty influence over governance of higher education
22 per the Higher Education Employer/Employee Relations Act
23 (HEERA) Section 3561.
- 24 F. In these areas, highest priority shall be given to addressing
25 legislation that is specifically directed toward the California State
26 University (CSU).
- 27 II. Advocacy efforts should be a year-round activity and not confined to
28 any single point in the legislative process.
- 29 III. Advocacy efforts should be carried out not only for the purpose of
30 influencing specific bills, but also for the purposes of:
- 31 A. Raising legislative awareness of the ASCSU as the voice of the
32 CSU faculty in academic and curricular matters.
- 33 B. Developing on-going working relationships with individual
34 legislators and their staffs.
- 35 C. Encouraging early consultation with CSU faculty through the
36 Academic Senate in the drafting of bills affecting academic
37 matters within the CSU.

- 38 IV. To maximize the effectiveness of ASCSU advocacy efforts, the
39 Academic Senate should:
- 40 A. Establish positions on proposed legislation as early as possible in
41 the legislative process (ideally no later than mid-March) so that
42 these positions can serve to guide both individual and collective
43 advocacy efforts.
- 44 B. Positions adopted on legislation that are considered High priority
45 should typically be one of the following:
- 46 • **Support** – the ASCSU is in favor of the bill as currently
47 written or finds that what minor objections may exist are
48 not sufficient to prevent the ASCSU from supporting it.
 - 49 • **Oppose** – the ASCSU is in opposition to the bill in its
50 entirety and sees no way in which it could be amended
51 to make it acceptable.
 - 52 • **Need More Information** – aspects of the bill are not
53 fully developed for ASCSU to render a clear position.
- 54 C. The full Senate shall be consulted when developing positions on
55 legislation, but there will be times when this may not be practical,
56 such as during the summer, or in the rapidly evolving committee
57 process in the spring. On such occasions, as per the Academic

58 Senate of the California State University Bylaws, the ASCSU
59 Executive Committee is empowered to act on behalf of the
60 Senate. In such cases, however, the Executive Committee must
61 exercise all due diligence in keeping the Senate informed of its
62 actions.

63 D. The Fiscal & Governmental Affairs Committee and the
64 Legislative Specialist shall have the responsibility for regularly
65 reporting to the Senate on the status of legislation in which it has
66 an interest.

67 V. The ASCSU shall coordinate its advocacy efforts, where possible, with
68 other stakeholders in California higher education in order to maximize
69 effectiveness. Such groups may include but are not limited to: the
70 California State University, Academic Senates of the University of
71 California and the California Community Colleges, the California
72 Faculty Association, the Emeriti and Retired Faculty Association and
73 the California State Student Association.

74 VI. The ASCSU may consider developing its own legislative proposals and
75 seeking a legislative sponsor to carry them. This should be done
76 carefully, however, and only after consultation with other interested
77 parties.

78 ; and be it further

79 4. **RESOLVED:** That the ASCSU distribute this resolution to the:

- 80 • CSU Board of Trustees,
- 81 • CSU Chancellor,
- 82 • CSU campus Presidents,
- 83 • CSU campus Senate Chairs,
- 84 • CSU campus Senate Executive Committees,
- 85 • CSU Provosts/Vice Presidents of Academic Affairs,
- 86 • CSU campus articulation officers,
- 87 • California Faculty Association (CFA),
- 88 • California State Student Association (CSSA),
- 89 • CSU Emeritus and Retired Faculty & Staff Association (CSU-ERFSA),
- 90 • Academic Senate for the California Community Colleges,
- 91 • Academic Senate of the University of California,
- 92 • California Community Colleges' Board of Governors, and the
- 93 • University of California Board of Regents.

94 ***RATIONALE:*** *Over the past several years, legislative advocacy efforts by the*
95 *ASCSU have become more extensive as (1) state legislative activity affecting*
96 *California higher education continues to increase, both in terms of the number of bills*
97 *and in the willingness of the legislature to involve itself directly with matters of access,*
98 *curriculum, and modes of instruction, and (2) the ASCSU itself has become more*
99 *active in responding to and helping shape proposed legislation. One result of this has*
100 *been recognition of a need for a set of generally agreed-upon guidelines that will allow*
101 *the ASCSU to prioritize and direct its advocacy activities, whether carried out*
102 *individually or collectively, in an ongoing and strategic manner. The document*

103 *“ASCSU Legislative Advocacy Guidelines & Priorities” is intended to provide this*
104 *guidance.*

DRAFT

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-3514-21/FA
November 4-5, 2021
First Reading

**FACULTY RIGHTS TO DUE PROCESS IN LETTERS OF REPRIMAND
WITHIN THE CSU**

- 1 **1. RESOLVED:** That the ASCSU recognize that CSU faculty have a fundamental right
2 to due process, including in reprimands; and be it further
- 3 **2. RESOLVED:** That the ASCSU recognize that while the Collective Bargaining
4 Agreement addresses procedures for reprimands in Article 18, the Collective
5 Bargaining Agreement does not prohibit campuses from developing policies
6 concerning procedures involved in letters of reprimand; and be it further
- 7 **3. RESOLVED:** That the ASCSU recognize that due process includes fairness in
8 procedures and the right to defend oneself against allegations of wrongdoing; and be
9 it further
- 10 **4. RESOLVED:** That the ASCSU recommend that CSU campus Senates address faculty
11 rights to due process in procedures involved in letters of reprimand, including but not
12 limited to the following:
- 13 • requirements for notifying faculty when such actions are being considered
14 but before letters of reprimand are written;
- 15 • providing faculty with any written documents, witness statements, or other
16 evidence being considered before letters of reprimand are written;

- 17 • allowing faculty to submit any information or evidence to appropriate CSU
- 18 administrator(s) before letters of reprimand are written;
- 19 • allowing faculty to meet with appropriate CSU administrator(s)
- 20 accompanied by the California Faculty Association (CFA) and/or faculty
- 21 representative(s) before letters of reprimand are written; and be it further

22 **5. RESOLVED:** That the ASCSU distribute this resolution to the:

- 23 • CSU Board of Trustees,
- 24 • CSU Office of the Chancellor,
- 25 • California Faculty Association (CFA),
- 26 • California State Student Association (CSSA),
- 27 • CSU campus Presidents,
- 28 • CSU campus Provosts/Vice Presidents of Academic Affairs,
- 29 • CSU campus Senate Chairs,
- 30 • CSU College Deans, and the
- 31 • CSU Emeritus and Retired Faculty & Staff Association (CSU-ERFSA).

32 ***RATIONALE:*** *The United States Constitution guarantees a fundamental right to*
33 *due process in the 5th and 14th amendments. Due process includes fair procedures and*
34 *the right to defend oneself against allegations of wrongdoing. Article 18 in the*
35 *Collective Bargaining Agreement does not specify rights of faculty to respond to*
36 *allegations of wrongdoing before letters of reprimand are written, only after letters of*
37 *reprimand have already been written, which allows CSU administrators to begin*
38 *reprimands for faculty without ever speaking to them or receiving any information from*

39 *them. CSU Executive Order 1096 (revised) indicates that in cases involving*
40 *accusations of discrimination, harassment, retaliation, dating/ domestic violence, or*
41 *stalking, investigation procedures must give equal opportunity to complainants and*
42 *respondents to meet with administrators and to provide information and evidence, and*
43 *give respondents the right to receive information about allegations of wrongdoing*
44 *against them (Article III, Section C, Campus Investigation Process, Parts 3 {Intake*
45 *Interview} and 7 {Investigation Procedure}). The Supreme Court decision in*
46 *National Labor Relations Board v. J. Weingarten Inc. (1975) provides Weingarten*
47 *Rights to CSU faculty members, including the right to be accompanied by a CFA or*
48 *faculty representative(s) to any investigatory interviews with CSU administrators, and*
49 *the right to receive copies of documents, allegations, and any other evidence that is being*
50 *considered in investigating a possible reprimand or disciplinary action. Weingarten*
51 *rights apply to any investigatory interview where a person is required to defend their*
52 *conduct.*

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-3515-21/APEP
November 4-5, 2021
First Reading

**ESTABLISHING CORE COMPETENCIES FOR CSU GENERAL EDUCATION
(GE) AREAS A1, A2, A3, AND B4 (THE “GOLDEN FOUR”)**

- 1 **1. RESOLVED:** That the Academic Senate of the California State University (ASCSU)
2 reaffirm the primacy of the faculty role in curricular matters as specified in the Higher
3 Education Employer-Employee Relations Act (HEERA), articulated in the “Report
4 of the Board of Trustees Ad Hoc Committee on Governance, Collegiality and
5 Responsibility in the California State University,” and embodied in accepted
6 California State University (CSU) shared governance practices; and be it further
- 7 **2. RESOLVED:** That the ASCSU, in collaboration with the appropriate disciplinary
8 experts, develop core competencies associated with each of the “golden four”
9 General Education elements: Oral Communication (CSU GE Area A1), Written
10 Communication (CSU GE Area A2), Critical Thinking (CSU GE Area A3), and
11 Mathematics/Quantitative Reasoning (CSU GE Area B4); and be it further
- 12 **3. RESOLVED:** That the ASCSU develop these competencies to establish clear and
13 uniform college level standards for the golden four; and be it further
- 14 **4. RESOLVED:** That the ASCSU develop such competencies with the intent that they
15 be incorporated into California State University General Education Breadth

16 requirements (CSU General Education Breadth Requirements (formerly Executive
17 Order 1100)); and be it further,

18 5. **RESOLVED:** That the ASCSU request that the competencies be appropriately
19 elaborated and incorporated into the UC/CSU “Guiding Notes for General
20 Education Course Reviewers” and the UC/CSU “Standards, Policies & Procedures
21 for Intersegmental General Education Transfer Curriculum (IGETC)”; and be it
22 further,

23 6. **RESOLVED:** That the ASCSU distribute this resolution to.

- 24 • CSU Board of Trustees,
- 25 • CSU campus Provosts,
- 26 • CSU campus Senate Chairs,
- 27 • California State Student Association (CSSA),
- 28 • California Intersegmental Articulation Council,
- 29 • CSU Emeritus and Retired Faculty & Staff Association (CSU-ERFSA),
- 30 • Academic Senate for the California Community Colleges, and the
- 31 • Academic Senate of the University of California.

32 ***RATIONALE:*** *The “golden four” are the four lower division GE requirements --*
33 *Oral Communication (CSU GE Area A1), Written Communication (CSU GE*
34 *Area A2), Critical Thinking (CSU GE Area A3), and*
35 *Mathematics/Quantitative Reasoning (CSU GE Area B4) -- that are required for*
36 *all transfer admissions and prior to enrollment in upper division GE coursework.*

37 *There is often tension between campus autonomy and “systemness” constraints. While*
38 *individual CSU campuses can expand on the minimal requirements inherent in CSU*
39 *GE policy, the recent changes to the CSU General Education Breadth Requirements*
40 *(formerly Executive Order 1100) to include core competencies for General Education*
41 *Area F (Ethnic Studies) have set a precedent for the inclusion of specific competencies*
42 *as GE requirements. Such inclusions provide appropriate system level guidance that*
43 *can be consistent with campus level implementation while still preserving autonomy.*
44 *Academic standards for General Education should be consistent from one CSU*
45 *campus to another.*

PROPOSED RESEARCH STUDY INTO TEACHING MODALITIES, CAMPUS INITIATIVES AND STUDENT SUCCESS

In May of 2016 the ASCSU passed Resolution AS-3250-16/FGA (Rev) that called for an evaluation of system-wide online learning. In that resolution, it links to both the ASCSU and the CSSA online learning white papers each of which allude to the need for best practices. In March of 2020, the covid pandemic forced the CSU to move the vast majority of its courses online. Since then campuses have invested heavily in faculty training to help faculty in teaching online and in equipment to close the digital divide and equity gap. While pre-covid only a small minority of students and faculty had experience with on-line teaching and learning, now the majority have. Consequently, there is a developing consensus that after the pandemic subsides, the University will not simply return to its pre-covid practices; and part of that emerging new normal, online education will play a much more prominent role than before.

It is within the nexus of these events that we note the time is upon us to investigate empirically the antecedents to and consequences of quality online education. The literature shows conflicting results. On one hand, there appears to be no significant difference between virtual vs. face-to-face on variables such as grades and course repeats. On the other hand, much more detailed analysis shows many interaction effects, such as differences in online vs. hybrid, synchronous vs. asynchronous classes and active vs. passive faculty and students, as was shown in a pilot for this study Professors Rodan and Schutte conducted in the summer of 2019. In that pilot study, student outcome data from one CSU campus, using course-taking records from 2005 to 2017, were assessed by ethnic status, number of online courses (by both synchronous and asynchronous) and time to graduation (grad rates). It is significant to note some of the preliminary results from that pilot project:

- Online courses taking and ethnicity. Taking online courses slows time to graduation¹, but it does not do so evenly for all ethnicities. Hispanic and Pacific Islanders take longer to graduate when taking online courses, while Asian, Black and Others do better (graduate faster) by taking online courses.
- Course retaking. Non-URM students who fail both online and in-person courses are more likely to pass if the courses is retaken face-to-face. There are no significant differences between any other combinations of initial/retake/URM/non-URM.
- Synchronous vs asynchronous online courses. In our preliminary investigation, we see that the proportion of synchronous courses is negatively related to time to graduation (i.e. more synchronous courses means shorter time to graduation) and positively related to course GPA.

These findings are just an initial foray into the data from a single campus. While interesting, the results do not get at the full set of questions. Thus, the aim of the proposed study is to better understand how the different resources campuses provide to support on-line instruction contribute to student success and how different student populations (e.g. URM/ non-URM) benefit from that provision. This will help policy makers direct the allocation of scarce resources in the most effective manner. The study will also seek to replicate the earlier single campus findings at the system level and explore any campus level contingencies.

Summary of Proposed Methods

¹ It is possible that this is a function of course availability, for example if students take classes online a semester later after not finding that class they need as an in-person class.

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-3516-21/AA
November 4-5, 2021
First Reading

**STUDYING ONLINE EDUCATION
AND THE IMPACT OF CAMPUS INITIATIVES**

- 1 1. **RESOLVED:** That the ASCSU reaffirm its interest in evaluating online education
2 expressed in AS-3250-16/FGA (Rev); and be it further
- 3 2. **RESOLVED:** That the ASCSU endorse the proposed study set out in the attached
4 white paper, “Proposed Research into Antecedents and Outcomes in Online
5 Education and their Interaction with Student Demographics”; and be it further
- 6 3. **RESOLVED:** That the ASCSU request the Chancellor’s Office make available to the
7 principal investigators on the project, the system-wide up-to-date data requested in
8 the study proposal; and be it further
- 9 4. **RESOLVED:** That the ASCSU distribute this resolution to the:
- 10 • CSU Chancellor,
11 • Executive Vice Chancellor for Academic and Student Affairs,
12 • Assistant Vice Chancellor for Academic Research and Resources,
13 • Chair of the Committee for Academic Technology and Online Education,
14 • CSU Provosts/Vice Presidents of Academic Affairs,
15 • CSU Board of Trustees,
16 • California State Student Association (CSSA), and the
17 • CSU Emeritus and Retired Faculty & Staff Association (CSU ERFSA)

18 ***RATIONALE:*** *The ASCSU has for some time been interested in better*
19 *understanding the relative efficacy of online instruction, as expressed in AS-3250-*
20 *16/FGA (Rev). The white paper introduced with the resolution sets out a proposed*
21 *study to look into online instruction across the system and seeks to answer the*
22 *question “what campus resources supporting students and faculty lead to better*
23 *outcomes in online courses”? As disruptive as the COVID-19 coronavirus has been*
24 *and as tragic its consequences, it has led to significant investments in technology and*
25 *training across the system as courses were moved online during 2020; those*
26 *investments have continued in 2021. The study seeks to understand where those*
27 *investments were most effective and how those initiatives interacted with student*
28 *characteristics in terms of the outcomes they delivered.*
29 *It is widely believed that when the pandemic abates, the CSU will not simply return*
30 *to what used to be business as usual; that a new normal will emerge in which*
31 *technology and online learning modalities will play a larger role than before¹. While*
32 *we are often guided in our thinking by the idealized notion of the “traditional*
33 *student”, students in their late teens or early twenties who study full-time in a*
34 *residential setting; but those students are increasingly rare. A large proportion of*
35 *students in the CSU work part time or full time, are not residential and commute to*
36 *campus, and many are returning to higher education years after graduating high*

¹ i.e. pre-covid.

37 *school. Just as the traditional student model should not be the only guide to*
38 *educational delivery, neither should our default response be the traditional classroom.*
39 *COVID -19 has created an important natural experiment and an opportunity to*
40 *learn more about how support for online modalities influences learning outcomes. It is*
41 *important that we use the opportunity to study the data so as to guide future planning*
42 *and decision making.*

DRAFT

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-3517-21/FA
November 4-5, 2021
First Reading

**FACULTY RIGHTS TO DUE PROCESS IN DISCIPLINARY ACTION
PROCEDURES WITHIN THE CSU**

- 1 **1. RESOLVED:** That the ASCSU recognize that CSU faculty have a fundamental right
2 to due process, including in disciplinary action procedures; and be it further
- 3 **2. RESOLVED:** That the ASCSU recognize that while the Collective Bargaining
4 Agreement addresses procedures for disciplinary actions in Article 19, the Collective
5 Bargaining Agreement does not prohibit campuses from developing policies
6 concerning disciplinary action procedures; and be it further
- 7 **3. RESOLVED:** That the ASCSU recognize that due process includes fairness in
8 procedures and the right to defend oneself against allegations of wrongdoing; and be
9 it further
- 10 **4. RESOLVED:** That the ASCSU recommend that CSU campus Senates address faculty
11 rights to due process in disciplinary action procedures, including but not limited to
12 the following:
- 13 • requirements for notifying faculty when such actions are being considered
14 but before such actions are initiated;
- 15 • providing faculty with any written documents, witness statements, or other
16 evidence being considered before such actions are initiated;

- 17 • allowing faculty to submit any information or evidence to appropriate CSU
18 administrator(s) before such actions are initiated;
- 19 • allowing faculty to meet with appropriate CSU administrator(s)
20 accompanied by California Faculty Association (CFA) and/or faculty
21 representative(s) before such actions are initiated; and be it further

22 **5. RESOLVED:** That the ASCSU distribute this resolution to the:

- 23 • CSU Board of Trustees,
24 • CSU Office of the Chancellor,
25 • California Faculty Association (CFA),
26 • California State Student Association (CSSA),
27 • CSU campus Presidents,
28 • CSU campus Provosts/Vice Presidents of Academic Affairs,
29 • CSU campus Senate Chairs,
30 • CSU College Deans,
31 • CSU Emeritus and Retired Faculty & Staff Association (CSU-ERFSA).

32 ***RATIONALE:*** *The United States Constitution guarantees a fundamental right to*
33 *due process in the 5th and 14th amendments. Due process includes fair procedures and*
34 *the right to defend oneself against allegations of wrongdoing. Article 19 in the*
35 *Collective Bargaining Agreement does not specify rights of faculty to respond to*
36 *allegations of wrongdoing before disciplinary actions are initiated, only after*
37 *disciplinary action(s) are already pending, which allows CSU administrators to begin*
38 *punishments for faculty without ever speaking to them or receiving any information*
39 *from them. Article 19 specifically allows for creation of additional steps in the*

40 *disciplinary action process, including opportunities for informal consultation between*
41 *faculty and appropriate administrators (19.3). CSU Executive Order 1096 (revised)*
42 *indicates that in cases involving accusations of discrimination, harassment, retaliation,*
43 *dating/ domestic violence, or stalking, investigation procedures must give equal*
44 *opportunity to complainants and respondents to meet with administrators and to*
45 *provide information and evidence, and give respondents the right to receive information*
46 *about allegations of wrongdoing against them (Article III, Section C, Campus*
47 *Investigation Process, Parts 3 {Intake Interview} and 7 {Investigation Procedure}).*
48 *The Supreme Court decision in National Labor Relations Board v. J. Weingarten*
49 *Inc. (1975) provides Weingarten Rights to CSU faculty members, including the right*
50 *to be accompanied by a CFA or faculty representative(s) to any investigatory*
51 *interviews with CSU administrators, and the right to receive copies of documents,*
52 *allegations, and any other evidence that is being considered in investigating a possible*
53 *disciplinary action. Weingarten rights apply to any investigatory interview where a*
54 *person is required to defend their conduct.*

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-3518-21/EX
November 4-5, 2021
First Reading

**INCREASING THE MEMBERSHIP OF THE AD HOC COMMITTEE TO
ADVANCE EQUITY, DIVERSITY, AND INCLUSION (AEDI) WITHIN THE
ASCSU**

- 1 **1. RESOLVED:** That the Academic Senate of the California State University (ASCSU)
2 increase the membership of the ad hoc committee to Advance Equity, Diversity, and
3 Inclusion. The overarching mission would be to identify ways in which the ASCSU
4 might advance its equity, diversity, and inclusion goals. The Committee will consist
5 of at least seven (7) Senators appointed by the Executive Committee, with at least one
6 member from the Executive Committee. The Committee will select its Chair and
7 Vice Chair. The Committee, established in 2019, will continue through the 2021-
8 2022 session of the ASCSU and report to the Executive Committee by June 1, 2022.
9 It is anticipated that the work of this Committee is such that the 2021-22 Executive
10 Committee will extend the Committee's work into the 2021-22 academic year and
11 receipt of the Committee's end of year report; and be it further
- 12 **2. RESOLVED:** The Committee's charge is to review ASCSU policies, procedures, and
13 processes in order to provide recommendations to the Executive Committee about
14 ways to increase equity, diversity, and inclusiveness in the Senate. Some possible
15 activities for this Committee to explore include:

- 16 • Reviewing ASCU documentation, specifically the Constitution and Bylaws
17 with recommendations for identifying bias and making appropriate
18 changes.
- 19 • Recommending ways in which mentorship can be instituted to support new
20 Senators.
- 21 • Exploring ways in which Senate practices can encourage and support the
22 formation of affinity groups.
- 23 • Reviewing the membership of and leadership of Senate Committees and
24 considering any changes in both that would increase opportunity and
25 equity.
- 26 • Examining procedural practices on the floor, such as coordinating a
27 speaker's list, and making suggestions for changes that would improve the
28 representation of diverse voices.
- 29 • Considering campus recruitment of new Senators and prohibitions to
30 participation of diverse faculty and making suggestions as to any role the
31 ASCSU might play in recruiting and retaining diversity within the ASCSU.
- 32 • Identifying ways to advance a feedback-rich culture within the ASCSU.
- 33 • Determining where funding is needed to support ASCSU actions that
34 would increase equity, diversity, and cultural inclusivity.

35 These activities are expected to culminate in annual reports to the Executive
36 Committee, with a set of recommendations regarding changes to institutional
37 procedures and policies that may serve to increase equity and inclusiveness within the
38 ASCSU; and be it further

39 **3. RESOLVED:** That the ASCSU distribute this resolution to the:

- 40 • CSU Board of Trustees,
- 41 • CSU Chancellor,
- 42 • CSU campus Presidents,
- 43 • CSU campus Senate Chairs,
- 44 • CSU campus Senate Executive Committees,
- 45 • CSU Provosts/Vice Presidents of Academic Affairs,
- 46 • California Faculty Association (CFA),
- 47 • California State Student Association (CSSA),
- 48 • Emeritus and Retired Faculty and Staff Association (ERFSA),
- 49 • Academic Senate for the California Community Colleges,
- 50 • Academic Senate of the University of California,
- 51 • California Community Colleges' Board of Governors, and the
- 52 • University of California Board of Regents.

53 ***RATIONALE:*** *In light of the Anti-bias trainings in which the ASCSU*
54 *participated during the 2020-21 and 2021-2022 academic years, the interrupting*
55 *Racism training during the first plenary of the academic year 2019, and the recent*
56 *CSU Chancellor Office increase of the ASCSU budget that allows first-year senators*
57 *to serve on ASCSU Standing Committees, a conversation continues among many*

58 *senators aimed at further encouraging a theme and the creation of a culture of*
59 *inclusiveness and anti-bias be adopted. The ASCSU continues to advance this*
60 *agenda by moving beyond individual actions, interactions, and attitudinal changes, but*
61 *also striving for appropriate changes in institutional policies and procedures.*

DRAFT

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-3519-21/FA
November 4-5, 2021
First Reading

**SUPPORT OF FACULTY SUPERVISION OF STUDENT RESEARCH, SCHOLARLY,
AND CREATIVE ACTIVITIES IN THE CSU**

- 1 **1. RESOLVED:** That the ASCSU recognize that faculty supervision of student research,
2 scholarly, and creative activities is a high-impact practice that is linked with student
3 engagement, retention, success, and social mobility; and be it further
- 4 **2. RESOLVED:** That the ASCSU recognize that faculty supervision of student research
5 scholarly, and creative activities is essential for student learning within many
6 undergraduate and graduate degree programs across the CSU; and be it further
- 7 **3. RESOLVED:** That the ASCSU strongly urge the Chancellor's Office to protect
8 undergraduate and graduate student opportunities to work on research, scholarly, and
9 creative activities with faculty within the CSU, a distinguishing feature of the CSU
10 compared to community colleges offering baccalaureate degrees; and be it further
- 11 **4. RESOLVED:** That the ASCSU recognize that it is detrimental to the quality of
12 education in the CSU and a violation of the Collective Bargaining Agreement to not
13 compensate faculty for supervision of undergraduate and graduate student research,
14 scholarly, and creative activities; and be it further

- 15 **5. RESOLVED:** That the ASCSU recognize that elimination of units used to compensate
16 faculty who supervise students enrolled in Directed Undergraduate Study and other
17 “s-factor” courses constitute increases in faculty workload; and be it further
- 18 **6. RESOLVED:** That the ASCSU recognize that compensation for faculty supervision of
19 student research, creative, and scholarly activities in the CSU is enshrined in the
20 Collective Bargaining Agreement in Appendix H (which references *Education Programs*
21 *and Resources*, EP&R 76-36, identified in Article 20 Changes) and in approved course
22 and undergraduate and graduate degree program proposals; and be it further
- 23 **7. RESOLVED:** That the ASCSU recognize that supervision of student research,
24 scholarly, and creative activities is a direct instructional activity and is not
25 compensated with units allocated to tenure-line faculty for service or indirect
26 instructional activities (e.g., academic advising, curriculum development, committee
27 service); and be it further
- 28 **8. RESOLVED:** That the ASCSU strongly urge the Chancellor’s Office and campuses to
29 stop efforts by CSU administrators to unfairly deny compensation received for
30 supervision of student research, scholarly, and creative activities; and be it further
- 31 **9. RESOLVED:** That the ASCSU distribute this resolution to the:
32 • CSU Board of Trustees,
33 • CSU Office of the Chancellor,
34 • California Faculty Association (CFA),

- 35 • California State Student Association (CSSA),
- 36 • CSU campus Presidents,
- 37 • CSU campus Provosts/Vice Presidents of Academic Affairs,
- 38 • CSU College Deans,
- 39 • CSU campus Senate Chairs, and the
- 40 • CSU Emeritus and Retired Faculty & Staff Association (CSU-ERFSA).

41 ***RATIONALE:*** *Research in higher education indicates that student engagement is*
42 *the most critical factor in retention for undergraduate students (Tinto, 2012; Upcraft,*
43 *Gardner, & Barefoot, 2005). Students who do not feel engaged are most at risk for*
44 *leaving higher education prematurely. Among high-impact practices, undergraduate*
45 *research has the most positive effects with regard to promoting student engagement*
46 *(Boyd & Wesemann, 2009; Chickering & Kub, 2005; Jenkins, 2015; Kub,*
47 *2008; Kub, 2018; Nagda et al., 1998). The CSU's recent 2020 publication,*
48 *Transforming Tomorrow, indicates that "the hallmark of a CSU education includes*
49 *experiential learning to engage, retain, and propel students to successful careers" (p.*
50 *2).*

51 *The Collective Bargaining Agreement is the governing document on faculty workload.*
52 *Across the CSU, faculty are currently compensated for teaching courses with*
53 *enrollments specified clearly in EPE&R 76-36 (contained in the CBA in Appendix*
54 *H in the Memorandum of Understanding "Article 20 Changes") and/or in campus*
55 *approved course proposals. Across the CSU, faculty are currently compensated with*
56 *units for a wide variety of work activities, including supervision of student research*

57 *and scholarly activities, student advising, coordinating/ directing graduate programs,*
58 *servng as chair of University committees, and other duties. Attempts to solve budget*
59 *shortfalls by eliminating opportunities for students and increasing faculty workload are*
60 *a violation of the Collective Bargaining Agreement (CBA) and an act of bad faith.*
61 *Faculty workload is not determined by resources, but by the CBA. Faculty*
62 *supervision of students is faculty teaching of students and requires direct compensation.*

DRAFT

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-3520-21/FA
November 4-5, 2021
First Reading

**RECOGNITION AND SUPPORT OF FACULTY PARTICIPATION IN
SHARED GOVERNANCE**

- 1 **1. RESOLVED:** That the Academic Senate California State University (CSU) affirm its
2 commitment to and appreciation for faculty who engage in shared governance as part
3 of their faculty service activities; and be it further
- 4 **2. RESOLVED:** That the Academic Senate CSU urge campus academic senates to
5 review their retention, tenure, and promotion documents to ensure that they
6 encourage faculty at appropriate stages of their academic careers to engage actively
7 and productively as contributors to academic governance; and be it further
- 8 **3. RESOLVED:** That the Academic Senate CSU urge campus academic senates to
9 establish campus award programs, if they do not already exist, to recognize
10 exceptional faculty contributors to academic governance at each stage of their
11 academic careers; and be it further
- 12 **4. RESOLVED:** That the Academic Senate CSU encourage local campus senates to
13 establish and support formal or informal mentorship programs that encourage new
14 faculty members, at appropriate stages of their careers, to become full, well-rounded
15 academic citizens of their campuses through participation in shared governance; and
16 be it further

17 **5. RESOLVED:** That the Academic Senate CSU urge campus academic senates to create
18 mechanisms to ensure lecturer faculty are fairly compensated for their participation in
19 faculty governance, and be it further

20 **6. RESOLVED:** That the Academic Senate CSU urge campus administrators, including
21 presidents and provosts, to provide active and material support for such mentorship
22 programs and award programs, as well as sufficient assigned time to fairly compensate
23 faculty for their governance activities; and be it further

24 **7. RESOLVED:** That the Academic Senate CSU urge campuses to increase TT density,
25 as there are many faculty governance roles that are designated for TT faculty. With
26 low TT density, these roles are spread out over fewer and fewer people, which
27 effectively increases the workload, often resulting in important work left undone, and
28 be it further

29 **8. RESOLVED:** That the ASCSU distribute this resolution to the:

- 30 • CSU campus Senates,
- 31 • CSU campus Presidents,
- 32 • CSU campus Provosts/Vice Presidents of Academic Affairs.

33 ***RATIONALE:** This resolution focuses on faculty governance rather than the broader*
34 *category of service. Retention, tenure, and promotion (RTP) processes, as implemented,*
35 *often undervalue service, particularly as fewer and fewer tenured and tenure-track*
36 *faculty are available to provide service to the university. This resolution advocates for*
37 *service to be meaningfully considered with service contributions counting as much as*

38 *research or teaching. Particular emphasis is placed on mid-career and senior-level*
39 *involvement in faculty governance, with midcareer faculty expected to take on the*
40 *responsibilities of leadership positions as their careers advance.*

41 *Typical Ph.D. programs do much to train scholars in their disciplines. Few programs*
42 *train Ph.D. recipients in skills appropriate to teaching and even fewer provide*
43 *guidance for potential faculty members in service and governance.*

44 *Sometimes Ph.D. advisors and later the new faculty members' CSU faculty mentors*
45 *explicitly discourage a strong commitment to service, which is seen as providing fewer*
46 *benefits than research or teaching endeavors, and/or benefits that are less portable*
47 *across institutions.*

**ASCSU Plenary Draft Minutes
September 2-3, 2021
CSU Office of the Chancellor Zoom**

(Please note: The agenda will be revised to include additional Committee recommendations, after standing committee meetings adjourn on September 1st, 2021)

Thursday, September 2, 2021 – 9:00 noon to 5:00 p.m. (Virtual)
ASCSU New Senator Orientation 12:00 to 1:00 p.m.
Senate Social - 5:00 p.m. to 7:00 p.m.

Friday, September 3, 2021 – 8:00 a.m. to 3:00 p.m. (Virtual)
Moving Beyond Bias (MBB) Training 9:00 a.m. to 11:00 a.m. (Virtual)

ROLL CALL

(Bakersfield) Millar, Martinez; **(Channel Islands)** Grzegorzczuk, Pereira; **(Chico)** Boyd, Ford; **(Dominguez Hills)** Norman, Talamante; **(East Bay)** Glass, Wu; **(Fresno)** Jenkins, Schlievert; **(Fullerton)** Matz, Milligan, Stambough; **(Humboldt)** Burkhalter, Pachmayer; **(Long Beach)** Janousek, Klink, Soni; **(Los Angeles)** Bezdecny, Riggio; **(Maritime)** Isakson, Tsai; **(Monterey Bay)** Leuzinger, Lopez-Littleton; **(Northridge)** Ricks, Sussman, Swenson; **(Pomona)** Speak, Urey; **(Sacramento)** Hamilton, Holl, Van Gaasbeck; **(San Bernardino)** Groen, Steffel; **(San Diego)** Butler-Byrd, Csomay, Ornatowski; **(San Francisco)** Collins, Gerber, Yee-Melichar; **(San José)** Curry, Rodan, Van Selst; **(San Luis Obispo)** Laver, Rein; **(San Marcos)** Barsky, Pellicia; **(Sonoma)** Ostroff, Senghas; **(Stanislaus)** Filling, Nakano; **(ERFSA)** Schutte

CALL TO ORDER AND WELCOME

With a quorum being present, the meeting was called to order and Chair Collins welcomed the body.

APPROVAL OF THE AGENDA

Approved.

APPROVAL OF THE MAY 13-14, 2021 MINUTES

[Approved.](#)

PRESENTATIONS/INTRODUCTIONS

CSU Campuses
Bakersfield
Channel Islands
Chico
Dominguez Hills
East Bay

Fresno
Fullerton
Humboldt
Long Beach
Los Angeles
Maritime Academy

Monterey Bay
Northridge
Pomona
Sacramento
San Bernardino
San Diego

San Francisco
San José
San Luis Obispo
San Marcos
Sonoma
Stanislaus

New senators were introduced to the body.

ANNOUNCEMENTS

COMMITTEE OF THE WHOLE: CAMPUS CONCERNS & COVID-19

The time was well spent on a heartfelt conversation about how campuses are addressing repopulation. Several deficiencies were noted and campuses were encouraged to share best practices with their colleagues in the spirit of overcoming the challenges.

ASCSU GROUP ZOOM PHOTO

A photo was taken of the new senate with screen shots of each page of the Zoom meeting.

REPORTS

[Chair – Robert Keith Collins](#)

His written report may be found in Dropbox.

Standing committees

[Academic Affairs \(AA\) – Simon Rodan, Chair](#)

His written report may be found in Dropbox.

It is with deep humility that I offer my report on the Academic Affairs committee's first meeting of the 2021/22 academic year.

The committee's business fell into four categories: reports, a discussion of priorities for the coming year, a meeting with members of the Council on Ethnic Studies steering committee, and a discussion of issues of possible resolutions.

Let me begin with reports; several liaison reports were tendered in written form (Summer Arts Advisory Council, the CIO Council, and the ITL Advisory Board Report.

Turing to reports from the Chancellor's Office, AVC. Minor reported that the GI 2025 Advisory Committee had concluded its work and recommended no changes in program goals. He noted that problems being encountered in closing the achievement gap were not new and which was behind the Advisory Committee's call for concerted collective action. He expected a more granular focus on progress moving forward to better understand differences in outcomes which were not related to the resources allocated to addressing the problem. He also noted that powerful degree planning tools were not being as widely utilized as might be hoped which may be impeding progress to degree completion. There are also issues with what is flagged to students and advisors; for instance, they may not be alerted when students sign up for courses that are not needed to make progress to degree completion or when the drop courses on a critical path to completion. He mentioned that some campuses were piloting providing faculty with

more detailed information about students in their classes at the start of the semester, such as their course taking history and information on their prior academic performance. The committee noted that this may be problematic as research has shown that outcomes may be strongly influenced by an instructor's priors and such information may lead to a self-fulfilling prophecy. Dr. Minor mentioned three other matters; an initiative to encourage campuses to prioritize the allocations of resources for class scheduling before other projects such as infrastructure; a continuing focus on students' basic needs and increased attention into the underlying issues with high DFW courses that may be bottlenecks to degree completion.

AVC Wrynn discussed several issues in a wide-ranging discussion with the committee; first was the implications of AB927 and the processes for dealing with potential overlaps in degrees offered in the Community Colleges and the CSU. Ultimately, with input from CSU faculty, resolution would be between the two systems' chancellors. The committee considered this a small but significant improvement on the earlier status quo in which there was little the CSU could do if community colleges proposed a program that overlapped significantly with ones already offered in the CSU. On course modality, she noted that prior to COVID a very small percentage of classes were taught on-line; during the pandemic almost all were; and where we end up when the dust settles is hard to say, but it will not be a top-down number, but rather determined campus by campus, and discipline by discipline, based on needs. WASC requirements and the Department of Education's definition of an online course all played into the eventual new equilibrium. She noted that some campuses are facing significant enrollment challenges and that AB927 will potentially exacerbate them. There was some discussion of the Assembly Select Committee on the Master Plan for Higher Education's report "Keeping the Promise" and the possibility of future legislative reorganization of California's higher education system. On the issue of changing Graduation Writing Assessment Requirement (GWAR), a report from the CO task force looking into GWAR is due soon; an issue of concern is that meeting the requirement by examination is seen as inequitable. Finally, Dr. Wrynn noted that the budget now included an additional \$16m in recurring base funding for Ethnic Studies and that the three bills, AB927, AB928 and AB1111 were all expected to pass into law.

Turning to priorities for the coming year, the committee briefly discussed a summary of prior resolutions brought forward from AA since 2005 and whether it was worth following up on any of their recommendations. As to the current year's priorities, a list of possible items of concerns was discussed including:

- Ethnic Studies course reviewing
- AB927 (CCC 4-year degrees)
- AB928 Transfer rationalization
- Pedagogy post covid - mix of modalities experiences - changing face of HE
- GWAR
- Commendation for faculty work during the pandemic

- Project rebound (funding and website)
- LMS - budget for training and time for migration
- Shared governance and modality
- Legislative interference
- Sustainability issues
- Mental health
- Campus climate
- Working with campus senates
- Zoom meetings
- High unit majors
- Access to data (GI2025)
- Academic dishonesty
- Ethical investing of CSU cash reserves
- Student perspectives through the eyes of a counselor/ombudsperson
- Advising tools

The committee has not reached a consensus on which of these to prioritize; work on narrowing the focus is ongoing.

The committee had another productive dialog with members of the Council on Ethnic Studies (CES) Steering Committee, Drs. Monteiro, Karenga, and Pizaro. The CES was concerned that on some campuses Ethnic Studies faculty were not involved in the regular curricular approval process for GE Area F courses. There was extended discussion of the particular nature of the disciplinary specialization of Ethnic Studies and the importance of having Ethnic Studies faculty and departments involved in the process. Members of the committee shared their own campus' processes for Area F course GE approval noting that all courses are reviewed by departmental curriculum committees before being sent to the campus GEAC for approval as a GE Area F course; and in all cases discussed campuses relied on Ethnic Studies faculty to provide disciplinary expert input into all Area F courses being considered. It was the sense of the committee that as far as many of its members was aware, Ethnic Studies faculty members were directly involved at two different points in the regular GE course approval process.

Nevertheless, more information will be sought. The CES steering committee elections are to be held in October.

Finally, several possible resolutions were considered but the committee chose not to move forward on any at this time, but instead to gather additional information before bringing them to the body.

[Academic Preparation and Education Programs \(APEP\) – Rick Ford, Chair](#)

The very hard working yet funnest committee covered a lot of ground in their first meeting of AY 2021-2022.

After welcoming new liaisons and members we dove into a packed agenda that engaged us in several enlightening conversations and an impressive slate of actions: We discussed the fall 21 CO leadership retreat, the GEAC meeting the previous day, CO responses to our spring resolutions and we reviewed and formally approved our annual APEP report from 20-21. This generated a laundry list of substantive issues including:

- Changing admissions standards
- Area F approval processes
- Chancellor office responses to spring resolutions sponsored by APEP,
- Changes to International Baccalaureate curriculum and testing
- Education Deans' Statement
- B4 Guidelines Adoption
- Responses to AB 130, 927,928, 1111

With the help of CO liaison AVC Jeff Gold and invited guest AVC James Minor we engaged in a lengthy discussion about the highlights and takeaways of the WestEd reports covering outcomes from EO 1110.

Applying life-saving triage principles to these many issues, we focused attention on those most time sensitive. Our actions included providing critical feedback to CO liaison Marquita Grenot-Schuyer regarding an informal workgroup and their meeting summary concerning implementation of AB 130 that passed into law earlier this summer. Our input included a recommendation to add 3 faculty, as determined by the Executive Committee to that informal workgroup. We also received from AVC Grenot-Schuyer a formal statement from the system Education Deans regarding freedom of content and pedagogy as well as information on Gates foundation funding and associated next steps to be taken by the CSU Learning lab.

Finally, APEP completed initial drafts on three resolutions that will be coming to the full senate as first readings:

“Acknowledgement of Changes to Math Requirements in International Baccalaureate programs”

This resolution brings to light the need for timely action to respond to changes in IB curriculum and testing. In particular, credit by exam for IB mathematics will need attention and certification.

“Support for CSU GE System Office Review Standards for Area F (Ethnic Studies)”
This resolution is intended to provide amplification of the imperative that all courses, particularly those submitted for review by the CCCs meet 3 of the 5 Ethnic studies core competencies.

And lastly “Support for the “CSU Education Deans' Statement in Support of Culturally Sustaining, Equity Driven, and Justice Focused Pedagogies”

Systemwide Deans of Colleges of Education have gone on record opposing restrictions on equity-minded pedagogy and content that have unfortunately been occurring around the country. This resolution calls for the ASCSU to recognize, endorse, and distribute the Deans' statement.

Faculty Affairs (FA) – Irene Matz, Chair

Colleagues, it is my honor to chair the Faculty Affairs Committee following in the HUGE shoes of Senator and ASCSU Chair Norman.

We are fortunate to have many returning members who have the experience and history of this most important committee to lead us forward. In the midst of this pandemic, our resolutions are critical in supporting faculty in their efforts maintaining, as much as possible, the safety and health of our students, as well as their own.

Our meeting began with the traditional sharing of campus updates. Hearing the voices of our senators across campuses gives us the opportunity to listen to the issues, offer our input, and recognize the positive policies and practices throughout the CSU system. Conversations, although unique to campuses, held similarities, as well. Mostly, the concerns encompassed repopulations – the modalities that could not be changed, compromised health issues, and inconsistencies with gender and minorities in addressing their issues and the immediacy of questions. These concerns have given us ideas for our resolutions that appear most imperative in resolves and actions.

We are fortunate to have the Chancellor's Office liaisons who gave an update of their offices and an opportunity for questions. Ms. Tammy Kenber, Associate VC for Human Resources Management, who is new to the committee, discussed faculty diversity and the program, Moving Beyond Bias (MBB) and its value. A few of the committee members have attended these sessions, and there was a variety of comments regarding their experience.

Dr. Ganesh Raman, Associate VC for Research & Initiatives, a returning member to our committee, discussed the federal grants and the support of undergraduate students who are motivated to pursue a doctoral degree; our scholarships would give them this support. Dr. Raman is presenting his information on research and students' success to the Board of Trustees (BoT). We look forward to hearing about his feedback from the BoT.

CFA President Toombs joined us as a guest speaker and gave a thorough report of the upcoming and present issues and faculty concerns. His comments mirror the report given at our Plenary. We are hopeful that he will be a regular guest at our meetings.

Some of our topics proposed for the year include:

- Defining units received by tenured/tenure-track faculty for service (i.e., SET units or the 3 WTUs we receive each semester)

- Disciplinary actions within the CSU with the goal of establishing due process for faculty
- Supporting supervision of student research, scholarly, and creative activities in the CSU (including fair compensation for faculty for this work)
- Administrative push to capture mode of instruction
- Need for CO to bargain with CFA toward a fair contract
- Academic Freedom
- Workload associated with accommodating students who are unable to participate in F2F or hybrid instruction
- Responses to COVID-19 and the Delta variant
- Repopulation – modalities, vaccinations
- Mental health concerns for both students, faculty, and staff
- Voices for non-tenured track faculty in the CSU
- Faculty workload aligning with RTP expectations
- Diversity – hires, retention, inclusivity

We plan on collaborating with other committees knowing the strength and value of more voices in creating resolutions and include all elements and concerns. We plan to collaborate with FGA on a resolution for mental health for students, faculty and staff.

We completed three resolutions for the September 2-3, 2021 Plenary and ask for waivers because of the urgency of these issues.

1. “Academic Freedom and Teaching Modality in the COVID-19 Pandemic”, AS-3499-21/FA
2. “Suspension of Mandatory Peer Observations of Instruction and Student Evaluations for AY 2021-22” AS-3500-21/FA
3. “Continued Accommodations and Flexibility in the Time of COVID-19”, AS-3501-21/FA

We plan to invite Chancellor Office representatives to our meeting, as well as other community members, to share our work and listen to their insights and perceptions on current issues and urgent items.

Fiscal & Governmental Affairs (FGA) – Elizabeth Boyd, Chair

New and returning FGA members welcomed one another to the committee with a game of popcorn and favorite ice cream/gelato/sorbet flavors. Members shared campus repopulation status and other relevant issues.

Members dove into an overview of FGA committee and member roles, responsibilities, and timeline of work. Legislative Specialist & Senator Jerry Schutte provided a detailed orientation to legislative and budgetary resources, which dovetailed into a comprehensive presentation on state and CSU budget resources by Executive Budget Director & FGA CO Liaison Jeni Kitchell. AVC Institutional Research & Analyses & FGA CO Liaison Ed Sullivan provided data and analyses which supplemented the orientation.

Members discussed implications and logistics around the passage of budget trailer bills,

particularly AB 130 and the intrusion into faculty curriculum for single subject credentialing.

FGA met with CFA Liaison & Senator Steven Filling who provided an update on legislation of which CFA rendered a formal position. FGA members look forward to strengthening our relationship with CFA in the coming year.

Members heard a report from FGA Chair, yours truly, on summer activities, including a brief overview of potential FGA priorities from the ASCSU-CO Leadership Retreat. FGA formally approved the AY 20-21 Annual Report and commended former FGA Chair Hoven-Stohs & committee for a tremendous amount of work last year.

Within the context of FGA's role and responsibility in the ASCSU, and notwithstanding the close monitoring of legislative bills and budgetary developments throughout the year, FGA members split into breakout rooms to brainstorm and develop FGA's priorities for the upcoming Academic Year. The list was comprehensive; an excerpt from the list is as follows:

- Determining best mechanisms for proactive work with legislators and staffers prior to legislative bill creation including both strategically planned legislator visits to campuses and electronic forms of advocacy.
- An update to FGA responsibilities in the Bylaws, which would build on EDI discussions held last year.

Drafting Resolutions

- to refresh FGA & ASCSU legislative positions as currently utilized per AS-3418-13/FGA.
- to promote mental health & wellness - counselors, staff/faculty resources.
- on a stable and sustainable budget for the CSU system, including the ASCSU.
- financial aid reform which includes total cost of attendance.
- equitable funding between the CCC and CSU.
- promotion of fiscal transparency across the CSU campuses.
- Collaboration with standing committees and other organizations on future communications.

Members identified interest in contributing to subsets of priorities and expect to begin progress on resolutions prior to the October interim meetings.

FGA extends its gratitude to FGA ExComm Liaison and Senator David Speak for his comprehensive debrief on the business of Executive Committee. FGA members anxiously await results for several legislative bills, including AB 928, and look forward to updates from Legislative Specialist and Senator Schutte who is in for the long game listening to legislative sessions extending into the holiday weekend.

Trustee

CSU Faculty Trustee – Romey Sabalius

- He expressed his thanks to us for placing his name on the governor's desk as one of two selected from the seven finalists.
- He assured us of his solid effectiveness. The next meeting will be online. Trust in him has grown over time as new faculty trustees start out with some suspicion.
- Now he has roles of responsibility, and he is senior to 2/3 of the Board members. He will serve as a mentor to an in-coming trustee. He has signed up for 8 campus visits in Fall semester and will request a meeting with the Academic Senate, Statewide senators and CFA at each campus he visits.
- He will continue to schedule TrusTea time to socialize. He encourages new senators to use this time to share their ideas and concerns.

Other committees and committee liaisons:

General Education Advisory Committee (GEAC) – Mark Van Selst, Chair

- Written report is in Dropbox.

SPEAKERS

Sylvia A. Alva – Executive Vice Chancellor, Academic & Student Affairs

- Susan Phillips is the Interim replacement for LuoLuo Hong
- Rethinking enrollment management beginning with admissions
- Thanked us for our responses to repopulation.
- CSEU has supported the vaccination process.
- Expectation that faculty, staff and students wear face masks.
 - Working on accommodation for those who read lips, play wood instruments.
- Working intentionally around legislation that will impact the CSU.
 - Lean into some of the angst that contribute to legislators running with a student story.
 - Reflect on where have we been slow to respond?
- Was drawn to the leadership position because of the Chancellor's bold vision.
- She is preparing for her first Board of Trustees meeting.
- Policy introduced around Credit for Prior Learning.
- Scholarship and discovery update (noting innovative methods used during the pandemic).
- Update on Graduation Initiative at the midpoint.
- Chair Collins read a commendation to EVC Alva.

Joseph I. Castro – CSU Chancellor

- Thanks for our hard work. There is no handbook for our current task.
- Keep health and safety at the forefront of our plans.
- Hopeful that CFA will approve vaccination requirement
- Best budget since 1984 evidence that when the CSU works together, we are unstoppable.
- New budget will be bold and requesting a \$550-700 million increase.
- 9,000 new students will be allocated to highest demand campuses
- Sent a letter to Berman that the CSU will support AB 928.
- We have the opportunity to streamline the transfer system, and this will help deserving students, highlighting importance of the faculty role UC, CCC and CSU.

Charles Toombs – President, California Faculty Association, CFA Liaison Report

- Reminder to vote in the recall election. CFA position is to vote no.
- Bargaining will continue as our contract was extended to 9/30.
- It seems the CFA is far apart on salary and job security and is waiting on academic freedom response.
- CFA will be bringing meetings to campus.
- A new faculty designation proposed. CFA has several questions.
- Repopulation varies by campus.
 - The percentage of classes held face-to-face seems to be high.
 - There are concerns about administrative accommodation of faculty requests.
 - Next Tuesday Chapter presidents are meeting to provide an update.
- Expect CFA will sign off on the vaccination requirement. The vast majority of members are in favor of this.
 - However, there are concerns about verification of vaccination status on campuses and how data will be protected in light of the Chico State data breach.

Jerald Schutte – CSU-ERFSA Liaison

- The CFO resigned and there are two openings on the Board.
- They are watching the 85% increase in long-term care costs.
- We are reminded that FERP faculty can join along with retired annuitants.
- The Small Grant program is open.

Fabiola Moreno Ruelas – CSSA Liaison Report

- Ms. Moreno Ruelas is a 4th year student at San Diego State majoring in Political Science and is happy to be our liaison. She appreciated the retreat and the CSUnity meeting to begin planning their agenda for this year.
- Several of their priorities match with those of the ASCSU and we called upon to follow their example and take up protection of students on the basis of caste.

Jose Solache – Alumni Council Liaison

- As a past leader of CSU Dominguez Hills he expressed his appreciation to represent the California State University system as a part of the Alumni Council. He runs the Chamber of Commerce for Lakewood and is a past School Board member of Lynwood Unified and current member of the Lynwood City Council. Feel free to reach out to him via social media.
- He is interested in the measures we are taking to ensure the safety of students, staff and faculty during the pandemic. He enjoys the advocacy for our system in Sacramento working together with the ASCSU as one family.

Ryan Storm – Assistant Vice Chancellor, System Budget

- The presentation was supplemented by slides which focused on the State of California's economic outlook and covered three topics:
 1. What's known.
 2. Emerging issues.
 3. Potential Content of 2022-23 budget request.

MOVING BEYOND BIAS (MBB) TRAINING

The ASCSU continued its MBB training Friday morning.

COMMENDATIONS

The ASCU commended the following individuals by reading the resolutions approved below.

Sylvia A. Alva – Executive Vice Chancellor, Academic & Student Affairs

- EVC Ava was recognized after her report (see above) and expressed her appreciation for the Senate's gesture.

LuoLuo Hong – Assistant Vice Chancellor, Student Affairs & Enrollment Management

- AVC Hong was recognized and expressed her appreciation for inviting her to receive the commendation.

Catherine Nelson – Immediate Past Chair

- Immediate Past Chair Nelson was recognized and expressed her appreciation for the recognition and the poem and encouraged us to keep fighting to make a difference.

Fred Wood – Interim Executive Vice Chancellor, Academic & Student Affairs

- Interim EVC was unable to attend for personal reasons.

COMMITTEE RECOMMENDATIONS

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| Continued Accommodations and Flexibility in the Time of COVID-19 Pandemic Waiver | <u>AS-3501-21/FA</u> First Reading <i>Approved</i> |
| Commendation for Interim Executive Vice Chancellor Fred Wood | <u>AS-3502-21/EX</u> <i>Approved</i> |
| Commendation for Executive Vice Chancellor Sylvia A. Alva, Ph. D. | <u>AS-3504-21/EX</u> <i>Approved</i> |
| Commendation for Commendation for Associate Vice Chancellor Luoluo Hong, Ph. D. | <u>AS-3506-21/EX</u> <i>Approved</i> |
| Commendation for Senator Catherine Nelson, Ph. D. | <u>AS-3508-21/EX</u> <i>Approved</i> |

THE FOLLOWING RESOLUTIONS WERE INTRODUCED FOR FIRST READING CONSIDERATION:

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|---|--|
| Academic Freedom and Teaching Modality in the COVID-19 Pandemic Waiver was not granted. | <u>AS-3499-21/FA</u> First Reading/Waiver |
| Suspension of Mandatory Peer Observations of Instruction and Student Evaluations for Ay 2021-22 Waiver was not granted. | <u>AS-3500-21/FA</u> First Reading/Waiver |
| Acknowledgment of Changes to Math Requirements in International Baccalaureate Programs | <u>AS-3503-21/APEP</u> |
| Support for General Education (GE) System Office Review | <u>AS-3505-21/ APEP</u> |

Standards for Area F (Ethnic Studies)

Support for the CSU Education Deans' Statement in Support
of Culturally Sustaining, Equity Driven, and Justice Focused
Pedagogies

AS-3507-21/ APEP

ADJOURNMENT (3:25 P.M.)