

CAL POLY HUMBOLDT

University Senate Written Reports, March 29, 2022

Standing Committees, Statewide Senators and Ex-officio Members

Academic Policies Committee:

Submitted by Maxwell Schnurer, APC Chair

Chair: Maxwell Schnurer (mds65@humboldt.edu)

Membership: Kathy Thornhill, Matthew Derrick, Kayla Begay, Malluli Cuellar, Morgan Barker, Humnath Pantana, Travis Brunner, Kim White and Jenni Robinson

The Committee met on March 21 to work on the withdrawal policy and syllabus policy.

The upcoming revised withdrawal policy includes adjusted language for natural disasters, more clear language for students who are requesting withdrawals due to catastrophic or serious and compelling circumstances. The policy also adjusts language to be more inclusive and clear while minimizing pejorative language. This policy proposes the creation of a one-time WU grade deletion policy for students who get one or more WU during a semester. We think that this policy would help students avoid academic probation and also help with long-term student success.

Syllabi policy continues with a focus on online teaching modes and more inclusive student success. This policy will recommend anti-racist policies, decolonizing language and framing for creating syllabi.

APC is also submitting an amendment for the minors/concentrations and academic credit-granting certificates policy to help clarify the distinctions between minors and ACG certificates when jointly proposed. The second reading will be on the March 29 Senate agenda.

APC next meets on April 4 at 2pm.

Faculty Affairs Committee:

Submitted by Marissa O'Neill, FAC Chair

Membership: Simone Aloisio, Elavie Ndura, Tim Miller, Debbie Gonzalez, Kim Perris, Ramona Bell, Loren Cannon

The Committee meets on Mondays at 11:00am-12:00pm.

FAC met on March 21st, and March 28th.

The committee met with a few University Senators to discuss their concerns about the Faculty Awards Policy on March 21st. On March 28th the committee met with the Faculty Awards Committee to get their feedback on the policy. The committee also met with the UPC committee on March 25th to collaborate on anti-bullying.

Integrated Curriculum Committee:

Submitted by Jill Anderson, ICC Chair

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, Rosamel Benavides-Garb, Christine Cass, Eden Donahue, Bella Gray (Curriculum Coordinator), Lucy Kerhoulas (CDC Chair), Cindy Moyer, Marissa Ramsier, 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)

Resources available for curricular proposal development and submission: [Asynchronous Curriculog Training](#), [Curriculum Guidelines, Policies and Procedures](#), and [Associated Curricular Forms](#)

Subcommittee Reports

- **Academic Policies Committee (APC)** The APC is continuing work on the syllabus policy and presenting revisions to the Minors, Certificates, and Concentrations Policy to the senate with edits differentiating minors and certificates.
- **General Education and All University Requirements (GEAR)** The GEAR committee reviewed and approved the GEAR proposals related to the Engineering programs.

Conversations around the practical implications of the recertification process are being discussed with plans to bring them forward to the full ICC.

- **Course and Degree Change (CDC)** The CDC is reviewing proposals in the Curriculog cue that have come in recently.
- **Academic Programs and Planning Committee (APPC)** The APPC did a second/third round of reviews for the new degree programs being reviewed by the full ICC this meeting.

Engineering and Community Practice Program. Final questions on the ECP MS were discussed with no further edits and the program was approved to move to the senate.

Geospatial Science and Technology Program. Final questions on the GST BS were discussed with no further edits and the program was approved to move to the senate.

Software Engineering Program. Additional questions of the SE BS were discussed and while the general program feedback is completed, the program GEAR proposal is being developed so this program will return to the ICC.

Mechanical Engineering Program. Final questions on the ME MS were discussed with no further edits and the program was approved to move to the senate.

Energy Systems Engineering Program. Additional questions of the ESE BS were discussed with no further edits and the program was approved to move to the senate.

Applied Fire Science Program. Additional questions and feedback for the AFS BS. Additional edits to the AFS program proposal were typographical in nature so the program was approved to move forward to the senate provided those edits were complete before then.

While the AFS program was being discussed, general comments were brought forward around the utility of having free elective units to provide opportunities for students to engage in interests and have more flexibility in the event they change majors. It is recognized that some programs will not be able to incorporate free elective units due to accreditation requirements but discussions on the general utility and practicalities of designing program curriculum to allow free electives will continue into the future.

University Policies Committee:

Submitted by George Wrenn, UPC Chair

Report submitted by George Wrenn, UPC Chair

Meeting date: March 8, 2022, 10 a. m., via Zoom

Meeting attendees: Dierdre Clem, Troy Lescher, Shahrooz Roohparvar, Sara Sterner, George Wrenn

The Committee met to review and address feedback on the Grade Appeal and Student Grievance policies. The Committee thanks Kathy Thornhill for her thorough review of both policies.

Following the meeting, the Chair shared, for feedback, the resolutions on Grade Appeal policy, Student Grievance policy, and the Grade Appeal Committee that will go forward to the Senate.

University Resources and Planning Committee:

Submitted by Jim Woglom, URPC Co-Chair

The URPC met once since the last Senate Meeting, on Friday, March 11th from 1-2:30. During that meeting we began to delve further into our Timeline/Planning Sheets/and Bylaws Map (attached), but after lengthy consideration of the needs and intents of that document, we determined it was necessary to plan an extra meeting, set for Tuesday, March 29th at noon, to further discuss the committee's structure and working logistics. We then discussed updated 5-year budget planning spreadsheet (attached through a link in the planning sheet), began to consider the structure and potential implications of an Enrollment-Based Allocation and Alignment Model (a set of guidelines that were adopted and adhered to prior to the pandemic that has since fluctuated in its applicability, but will likely be important as enrollment changes in relation to the expanding Polytechnic programming), and reviewed the Spring Final Census and enrollment projections as presented by IRAR representative Mike Le. A review of 2nd Quarter Reports was agendized in keeping with the bylaw requirements of the committee, but was deferred based on conversations in the meeting and will be taken up on Friday, April 1st, at our next scheduled meeting.

As members of the University Community, if you have any questions, concerns, or points of potential input in regards to the provided documents, please contact Jim Woglom at jw2311@humboldt.edu.

UNIVERSITY RESOURCES & PLANNING COMMITTEE

February 25, 2022

1:30 PM – 3:00 PM

In-person meeting location: CCR

In-person	Virtual		In-person	Virtual	
<input type="checkbox"/>	<input type="checkbox"/>	Jenn Capps, Co-Chair (non-voting)	<input type="checkbox"/>	<input type="checkbox"/>	Jeremiah Finley, Student (voting)
<input type="checkbox"/>	<input checked="" 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 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 type="checkbox"/>	Nicole Jean Hill, Faculty (voting)	<input type="checkbox"/>	<input type="checkbox"/>	Jamie Rich, Advisor (non-voting)
<input type="checkbox"/>	<input checked="" type="checkbox"/>	Anthony Baker, Staff (voting)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Simone Aloisio, Advisor (non-voting)
<input type="checkbox"/>	<input checked="" type="checkbox"/>	Arlene Wynn, Staff (voting)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Jenessa Lund, Advisor (non-voting)
<input type="checkbox"/>	<input type="checkbox"/>	Shawna Young, Dean (voting)	<input type="checkbox"/>	<input type="checkbox"/>	Michael Le, Advisor (non-voting)
<input type="checkbox"/>	<input checked="" type="checkbox"/>	Shahrooz Roohparvar, VP (voting)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Brigid Wall, Notes (non-voting)
<input type="checkbox"/>	<input checked="" type="checkbox"/>	Jason Meriwether, VP (voting) Proxy: Kevin Furtado	<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 2/11/22 M/S (Anthony/Kevin) – Approved without alterations
2. URPC committee check-in
 - a. Brief discussion of committee goals for the remainder of the academic year.
3. Senate Bylaws and President's Request
 - a. A [draft document](#) was shared mapping out URPC's duties outlined in the University Senate Bylaws, work done to date, and further work needed to fulfill the duties outlined in the bylaws.
4. Review of Budget Timeline
 - a. [Draft URPC Planning Timeline](#) was reviewed by the group and the following items were identified as urgent:
 - i. Review 2nd Quarter Reports & Projections – agenda item for next meeting
 - ii. Senate 1st Review of Budget Recommendation
 1. Brainstorming discussion of the structure of the submission, the data and other information needed, and opportunities for student input/feedback.
5. Enrollment Growth Funding Model

- a. Enrollment growth funding was part of the larger budget recommendation brainstorming discussion.

[URPC Timeline Document](#)

[University Senate Bylaws Pertaining to the URPC](#)

[President’s Request to the URPC, ‘21/’22](#)

[URPC Planning Document, ‘21/’22](#)

[Five-Year Projection/Plan, ‘22](#)

[Definitions and Terms](#)

[Issues List](#)

[Report Example 1](#)

[Report Example 2](#)

[Report Example 3](#)

Intention: Describing the interrelation of the guiding documents of the University Resources and Planning Committee (the Senate Bylaws, President’s Request, URPC Planning Document, URPC Timeline)		
Duties as Outlined in the Bylaws	Work to Date	Remaining/Further Work Deemed Necessary to Fulfill the Duties Outlined in the Bylaws
<p>i. The Committee shall make recommendations to the Senate and, within the policy guidelines established by the Senate, advise the President and appropriate administrative officers concerning the allocation of university resources and general budget policy.</p>	<ul style="list-style-type: none"> ● 2/11/22-Finalize Roll Forward Guidelines ● 2/11/22-Enrollment Growth Funding Model ● 1/21/22- Roll Forward Guidelines <ul style="list-style-type: none"> ○ a. Review Survey Results ○ b. Review Draft Revisions to Roll 	<ul style="list-style-type: none"> ● Outline changes that need to be made; ● Something like an enrollment growth model; ● Data (actuals, issues, flex ((investment from CSU, roll))); ● Worst case scenario; ● PAT: position of funding allocation in relation to

	<p style="text-align: center;">Forward Guidelines</p> <ul style="list-style-type: none"> ● 12/3/21- USFAC Space Allocation Approval ● 12/3/21- University Wide Roll Forward Guidelines <ul style="list-style-type: none"> ○ a. CSU Survey Results ○ b. Options ● 12/3/21- Enrollment Growth Funding Model ● 10/29/21-Process Improvement Planning (Jim Graham) ● 10/15/21-Review of the President’s Charge ● 10/1/21-Jim Graham budget modeling presentation ● 9/17/21-Financial model (Jim Graham) 	<p>continued under enrollment;</p> <ul style="list-style-type: none"> ● Athletics concern; divisional; initiative-driven funding ● Audit of pain points/potential of deficit areas ● Realignment ● Strategic Resources based on firms code
<p>ii. The Committee shall act as the deliberative body of the Senate on issues pertaining to university budgets, long term capital planning, and allocation of special funds.</p>	<ul style="list-style-type: none"> ● 2/11/22-Finalize Roll Forward Guidelines ● 2/11/22-Enrollment Growth Funding Model ● 2/11/22-Polytech Revised Financial Plan Update ● 1/21/22- Polytech Budget Working Group Update and Updated Financial Plan 	

	<ul style="list-style-type: none">● 1/21/22- Preliminary Enrollment Projections● 1/21/22- Governor's Budget Proposal● 1/21/22- Roll Forward Guidelines<ul style="list-style-type: none">○ a. Review Survey Results○ b. Review Draft Revisions to Roll Forward Guidelines● 12/3/21- Homework: Operating Fund Q1 Reports (Jim?)● 12/3/21- USFAC Space Allocation Approval● 12/3/21- University Wide Roll Forward Guidelines<ul style="list-style-type: none">○ a. CSU Survey Results○ b. Options● 12/3/21- Enrollment Growth Funding Model● 12/3/21- Review Enrollment Data and Metrics● 10/29/21-Report from Budget, Finance and Reporting Polytechnic Working Group● 10/15/21-Report from Budget, Finance and Reporting Polytechnic Working Group	
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	<ul style="list-style-type: none"> ● 10/15/21-Update on Year Three Reduction Plan for OAA ● 9/17/21-Enrollment and growth ● 9/17/21-CSU budget request ● 9/17/21-Year end overview and reserves update ● 9/17/21-Polytechnic implementation subgroup (Amber and Simone) ● 9/3/21-Academic Affairs year resource allocation model (Jenn/Anthony) ● 9/3/21-New Polytechnic allocation synopsis (One time/line items, ongoing) 	
<p>iii. The Committee shall question, review, and evaluate resource allocations based on current fiscal priorities and strategies in support of the University vision and Strategic Plan and evaluate consistency of resource allocations (both budgeted and unbudgeted funds including enrollment growth funds) with that vision and plan.</p>	<ul style="list-style-type: none"> ● Polytechnic Implementation Budget Working Group meetings ● 2/11/22-Polytech Revised Financial Plan Update ● 1/21/22- Polytech Budget Working Group Update and Updated Financial Plan ● 12/3/21- Homework: Operating Fund Q1 Reports (Jim?) 	<ul style="list-style-type: none"> ● List of Data: <ul style="list-style-type: none"> ○ Actuals ○ Polytech plan ○ Student feedback through college reps, committee reps, questions on student ballot ● Focus the worksheet to a very specific questions. ● What is the true baseline? We need to

	<ul style="list-style-type: none"> ● 12/3/21- USFAC Space Allocation Approval ● 12/3/21- University Wide Roll Forward Guidelines <ul style="list-style-type: none"> ○ a. CSU Survey Results ○ b. Options ● 12/3/21- Enrollment Growth Funding Model ● 10/29/21-OpenBook Demo ● 10/29/21-Report from Budget, Finance and Reporting Polytechnic Working Group ● 10/15/21-Report from Budget, Finance and Reporting Polytechnic Working Group ● 10/15/21-Update on Year Three Reduction Plan for OAA ● 9/17/21-Year end overview and reserves update ● 9/17/21-Polytechnic implementation subgroup (Amber and Simone) ● 9/3/21-Academic Affairs year resource allocation model (Jenn/Anthony) ● 9/3/21-New Polytechnic allocation synopsis (One 	<p>articulate what has been covered by things like HEERF</p>
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	time/line items, ongoing)	
<p>iv. The Committee shall review and make recommendations concerning new budget allocations (augmentations and reductions), cross-divisional budget allocations and allocations to special funds, and advise administrators on the use of those funds. It is not the role of this committee to interfere with internal division processes, but rather to review and evaluate the consistency of resource allocations with agreed upon budget priorities and the University’s vision and strategic plan. The function shall not be construed as to in anyway imply an authority with regard to specific personnel decisions, and at all times is constrained by contractual agreements of the University.</p>	<ul style="list-style-type: none"> ● 2/11/22-Finalize Roll Forward Guidelines ● 2/11/22-Enrollment Growth Funding Model ● 2/11/22-Polytech Revised Financial Plan Update ● 1/21/22- Polytech Budget Working Group Update and Updated Financial Plan ● Polytechnic Implementation Budget Working Group meetings ● 1/21/22- Roll Forward Guidelines <ul style="list-style-type: none"> ○ a. Review Survey Results ○ b. Review Draft Revisions to Roll Forward Guidelines ● 12/3/21- Homework: Operating Fund Q1 Reports (Jim?) ● 12/3/21- USFAC Space Allocation Approval ● 12/3/21- University Wide Roll Forward Guidelines <ul style="list-style-type: none"> ○ a. CSU Survey Results 	

	<ul style="list-style-type: none"> ○ b. Options ● 12/3/21- Enrollment Growth Funding Model ● 10/29/21-Report from Budget, Finance and Reporting Polytechnic Working Group ● 10/15/21-Report from Budget, Finance and Reporting Polytechnic Working Group ● 10/15/21-Update on Year Three Reduction Plan for OAA ● 9/17/21-Polytechnic implementation subgroup (Amber and Simone) ● 9/3/21-Academic Affairs year resource allocation model (Jenn/Anthony) ● 9/3/21-New Polytechnic allocation synopsis (One time/line items, ongoing) 	
<p>v. The Committee shall receive quarterly budget reports to review how budgeted and unbudgeted funds are spent relative to agreed budget categories and priorities, and make relevant recommendations.</p>	<ul style="list-style-type: none"> ● 12/3/21- Homework: Operating Fund Q1 Reports (Jim?) 	
<p>vi. The Committee shall review reports on budget and expenditure outcomes and impacts; it shall receive, review</p>	<ul style="list-style-type: none"> ● 1/21/22- Preliminary Enrollment Projections 	<ul style="list-style-type: none"> ● Looking at pertinent issues reported

<p>and advise on annual reports from division leaders concerning achievements relative to projected goals and objectives.</p>	<ul style="list-style-type: none"> ● 1/21/22- Governor's Budget Proposal ● 12/3/21- Homework: Operating Fund Q1 Reports (Jim?) ● 12/3/21- USFAC Space Allocation Approval ● 12/3/21- Review Enrollment Data and Metrics ● 10/29/21-OpenBook Demo ● 10/15/21-Update on Year Three Reduction Plan for OAA ● 9/17/21-Enrollment and growth ● 9/17/21-Year end overview and reserves update 	<ul style="list-style-type: none"> ● Divisional reporting with worksheet at the beginning of the year and the end of the year (post realignment survey)
<p>vii. The Committee shall serve as the consultative body on long term fiscal planning, reviewing patterns of previous expenditures and proposing changes as they may affect student success consistent with the University mission, and making general policy recommendations regarding present and future resource decisions including consultation on the development of proposals for non-traditional funding.</p>	<ul style="list-style-type: none"> ● Polytechnic Implementation Budget Working Group meetings ● 2/11/22-Finalize Roll Forward Guidelines ● 2/11/22-Enrollment Growth Funding Model ● 2/11/22-Polytech Revised Financial Plan Update ● 1/21/22- Polytech Budget Working Group Update and Updated Financial Plan 	

	<ul style="list-style-type: none">● 1/21/22- Roll Forward Guidelines<ul style="list-style-type: none">○ Review Survey Results○ Review Draft Revisions to Roll Forward Guidelines● 12/3/21- USFAC Space Allocation Approval● 12/3/21- University Wide Roll Forward Guidelines<ul style="list-style-type: none">○ a. CSU Survey Results○ b. Options● 12/3/21- Enrollment Growth Funding Model● 10/29/21-Report from Budget, Finance and Reporting Polytechnic Working Group● 10/15/21-Report from Budget, Finance and Reporting Polytechnic Working Group● 10/1/21-Enrollment Growth Discussion (VP Meriwether and Peter Martinez)● 9/17/21-Enrollment and growth● 9/3/21-Academic Affairs year resource allocation model (Jenn/Anthony)	
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	<ul style="list-style-type: none"> ● 9/3/21-New Polytechnic allocation synopsis (One time/line items, ongoing) 	
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University Senate Bylaws Pertaining to the URPC

11.3 University Resources and Planning Committee (URPC)

11.31 Co-chairs: of the University Resources and Planning Committee shall be a faculty senator, elected by the University Senate for a 2-year term at the time of election of Senate officers, and the Provost and Vice President of Academic Affairs. They shall be non-voting except that in the case of a tie the faculty co-chair shall vote to break the tie.

11.32 Membership:

The membership of the URPC shall be as follows:

- Three (3) Faculty members, appointed by the Appointments and Elections Committee, with preference given to faculty delegates currently serving on the University Senate
- One (1) Academic Dean, appointed by the President
- Vice President of Enrollment Management and Student Affairs (or designee)
- Vice President of Administrative Affairs (or designee)
- Administrative leader for University Advancement (or designee)
- Two (2) Staff delegates, appointed by the Appointments and Elections Committee, with preference given to staff delegates currently on the University Senate
- Two (2) Student delegates, appointed by the Associated Students.

Advisors: The University Budget Director and a Budget Analyst from each Division shall participate in the committee as non-voting advisors.

11.33 Terms: Faculty and staff members shall be appointed for staggered, two year terms. Students will be appointed for one-year terms.

11.34 Duties:

- i. The Committee shall make recommendations to the Senate and, within the policy guidelines established by the Senate, advise the President and appropriate administrative officers concerning the allocation of university resources and general budget policy.
- ii. The Committee shall act as the deliberative body of the Senate on issues pertaining to university budgets, long term capital planning, and allocation of special funds.

iii. The Committee shall question, review, and evaluate resource allocations based on current fiscal priorities and strategies in support of the University vision and Strategic Plan and evaluate consistency of resource allocations (both budgeted and un-budgeted funds including enrollment growth funds) with that vision and plan.

iv. The Committee shall review and make recommendations concerning new budget allocations (augmentations and reductions), cross-divisional budget allocations and allocations to special funds, and advise administrators on the use of those funds. It is not the role of this committee to interfere with internal division processes, but rather to review and evaluate the consistency of resource allocations with agreed upon budget priorities and the University's vision and strategic plan. The function shall not be construed as to in anyway imply an authority with regard to specific personnel decisions, and at all times is constrained by contractual agreements of the University.

v. The Committee shall receive quarterly budget reports to review how budgeted and unbudgeted funds are spent relative to agreed budget categories and priorities, and make relevant recommendations.

vi. The Committee shall review reports on budget and expenditure outcomes and impacts; it shall receive, review and advise on annual reports from division leaders concerning achievements relative to projected goals and objectives.

vii. The Committee shall serve as the consultative body on long term fiscal planning, reviewing patterns of previous expenditures and proposing changes as they may affect student success consistent with the University mission, and making general policy recommendations regarding present and future resource decisions including consultation on the development of proposals for non-traditional funding.

11.35 Referral and work

i. Issues for consideration may be referred to the Committee by the Senate, the Senate Executive Committee, the President and the committee members.

ii. If concerns arise concerning fiscal and budgetary policies, such questions, disagreements or problems shall be referred to the Committee for analysis and recommendation.

11.36 Reports

i. The Co-Chairs of the Committee shall concurrently send to the Senate Chair all written communications regarding policies or reports sent to or received from administrative officers.

ii. One of the Co-Chairs will regularly report to the Senate on the work of the Committee.

iii. All recommendations made to administrative officers without prior Senate approval shall be submitted to the next meeting of the Senate following the recommendation for the consideration of the Senate. The Committee shall inform faculty and students about resource issues by providing information reports to the Senate.

President's Request to URPC (AY 2021-22)

October 15, 2021

As a standing committee of the Senate, the URPC advises and reports to both the Senate and the President. In addition to the regular duties of the URPC, President Jackson requests the assistance of the URPC with the following activities in the coming academic year:

Roll Forward

Review and update roll forward guidelines using the following as a desired foundation:

- Allocation to the division
- Flexibility on how divisions allocate back to MBU's to support strategic priorities
- Maximize the allocation back to the division and preserve the investment into institutional priorities

Budget, reporting and finance

- Enhance and align budget planning efforts to include but not limited to:
 - Scalable model to support enrollment instability to growth
 - Cal Poly
 - Multi--year planning
- To work in conjunction with the polytechnic working group co-leads on the working group priorities with a focus on the \$25m.

As stated in the URPC's Balanced Budget Proposal for 2019-2022, "Each Division will be tasked with providing a clear, transparent, and rationalized summary to the URPC regarding progress towards identifying and adopting strategies to achieve the specified reductions in alignment with our **Guiding Measures and Principles**. These summaries will be submitted quarterly, beginning March 31, 2020." Below is a worksheet for documenting and reporting information that will help keep the URPC and campus informed about Divisional planning.

Please describe your division's Year 1 achieved reductions (reflected in the 2020-21 budget) and also provide a status update of reduction actions since July 1, including how much is still outstanding.

Academic Affairs continues to make progress towards achieving the \$13.4m in reductions, over a three year time period (FY 20, 21, 22). \$4m of the \$13.4m total was reduced in 20-21, and the specific divisional plans to achieve the \$4m were captured in the Academic Affairs Strategic Reduction Narrative (attached) and the original budget posting.

The divisional leadership team continues to work together and within each MBU to achieve the remaining \$9.4m in reductions, striving to reduce \$5.6m in FY 21 and \$3.8m in FY 22. We have been communicating with the University Budget Office as one-time bridge funding will be needed for FY 22, and have representation on the Enrollment Projection Committee working to solidify Fall 2021 anticipated enrollment and the resulting budget implications. The Provost has asked each area to reduce more in FY 21 than in FY 22, to provide flexibility to the division and the university as enrollment is less predictable due to the impact of COVID.

Please describe the overall budget reduction planning process within your division. Additionally and specifically, address the following:

a) How have you achieved transparency among your stakeholders? For example, how did you share with your stakeholders an overview of the division's budget, with a description of what has been reduced thus far and from where, and how much is still needing to be achieved? b) How have you engaged stakeholders in a shared decision-making process? For example, how was their feedback and input considered in decisions made thus far, and how will their feedback/input be considered in decisions still to be made to reach final reduction targets?

Provost Capps organized a budget retreat for the OAA Leadership team in October. There, the team reviewed the campus historical budget reduction context presentation, the OAA budget reduction timeline and strategies from Spring 2020, the Academic Affairs 2020-21 Strategic Reduction Narrative, confirmed the guiding principles and agreements from prior working groups, looked at the remaining reductions to be achieved, and discussed next steps in planning for FY 21 and 22. A planning template was provided, asking each MBU to achieve a 7% reduction from their current budget in FY 21, and an additional 3.8% in FY 22. The template reminded leaders that these target amounts are only a flat percentage by MBU, are for planning purposes only, and do not consider prior year reductions or strategic decisions we intend to work through as a division. There are also reminders that the remaining reduction total of \$9.4m may evolve, and is based on changes in state funding, enrollment, and other factors. Each MBU has been asked to work with their leadership team and stakeholders to develop a strategy, and submit their preliminary two-year reduction plans for divisional review by December 22, with final budget reduction plans due March 1. After the preliminary plans are

submitted, the divisional leadership can review the consolidated recommendations, consider the impacts, and discuss next steps.

The Provost shared the Strategic Reduction Narrative, the Historical Budget Context presentation from the leadership retreat, and the Academic Cost Containment with the Council of Chairs at a special budget focused meeting held on November 12. The chairs were invited to offer suggestions regarding the budget, advised of a variety of ways to participate in the reduction planning, and asked to consider opportunities to invest and strengthen programs in the context of the Academic Road Map. The chairs were also asked to engage their department in the discussions, and to share the information out for consideration and feedback. While each MBU has approached their consultative process slightly differently, there is a shared commitment to approaching these reductions with a student first perspective and to contribute collectively to reductions across the division while maintaining academic quality.

The Provost has been providing updates to the division as planning proceeds, and to the Senate in URPC and Provost written reports. Recently, the Provost announced several changes that will allow for budget savings and will free up capacity, including centralizing all APS related activity back into the APS office, addressing the leadership vacancy in Institutional Effectiveness by moving Assessment under the Vice Provost, and the Research team to ITS, and asking the Dean of the Library to provide leadership within CEEGE after the Dean of CEEGE retires.

Please speak to how your reduction strategy contemplates and incorporates the guiding principles as provided by the URPC:

- **Students First:** *We will always prioritize the needs of students and their education first. We will support students' academic success and provide courses and services that facilitate their education and graduation.*
- **Preserve and Value Personnel:** *The education of students is intimately linked to the morale and security of staff and faculty. As such, every effort will be made to avoid concerted personnel dismissals. We will instead focus on preserving jobs for existing employees and engaging in thoughtful, evidence-driven approaches to filling positions as vacancies arise, and leveraging reassignment of personnel in line with student needs and growth.*
- **Fiscal Stability and Revenue Enhancement:** *The budget must be balanced on an annual basis, and be sustainable into future years, through co-equal consideration of contemporary needs and ongoing institutional health.*
- **Mission, Vision, and Context:** *We will continue to work toward realizing the articulated vision of the University.*
- **Transparency (Clarity), Communication, and Shared Governance:** *We need input in order to make informed decisions about resource allocations such that they reflect the values, needs, and avowed intentions of the University community. In order to provide meaningful input, the Campus community must be informed about the issues being considered. Reciprocal participation by all stakeholders is thus advised and requested.*

The Academic Affairs 2020-21 Strategic Budget Narrative points directly to these URPC guiding principles, and includes them in the list of fundamental reduction assumptions given to the leadership

team: 1) division reductions will be spread across three years; 2) division priorities and URPC principles will guide divisional decision making; 3) all decision making will include consultation within the colleges/MBUs and with OAA leadership; and 4) staff and faculty attrition will contribute to spending reductions for a three-year period.

As the division works to develop the plans for years 2 and 3, questions about planning activity and reduction targets in other divisions remains a question. It would be extremely helpful to have the URPC continue to ask for reports, gather information, and share information out with the campus so that the community can see the collective effort, pain, and progress.

As we look forward, the division will be looking to the Academic Road Map and the phase 1 of the Strategic Plan, released to the Senate on December 15. These will be foundational pieces of our decision-making process.

- What might be some projected consequences of your respective reduction/reduced distribution of resources?
- What strategies will you adopt/have you adopted for limiting potential impact to students? ● What are the broad consequences of proposed actions? Include measures such as position reductions and dollar amounts down to the MBU.
- What were the consequences of actions undertaken thus far.
- What are potential inter-divisional impacts? How have you determined those impacts and subsequently limited negative outcomes for other areas?

Academic Affairs will be better positioned to answer this portion after the MBUs submit their initial reduction plans on December 22. Each reduction plan template reminds the MBU lead of our commitment to a student first perspective, and includes a section for each reduction strategy to be explained, along with concerns and impact of each reduction type. For now, we will share the information from our prior report to the URPC, which outlines specific strategies being considered.

FY 20-21

Continued attrition of staff positions (not replacing all vacant staff positions)

Continued attrition of tenure-track faculty positions (not replacing all vacant tenure-track positions)

Initial consolidation of academic administrative units where this makes sense

Administrative reorganization and consolidation in Office of the Provost

Reduction of Operating Expense and Lecturer Pool funds

Continued adjustment of the academic schedule and course offerings to meet needs of smaller student body

And Beyond

Reorganization of staffing within and across colleges/MBUs

Continued consolidation of academic administrative units

Continued attrition of staff positions (not replacing all vacant staff positions)

Continued attrition of tenure-track faculty positions (not replacing all vacant positions) Other strategies to be determined by new Provost

Strategic growth based on the Academic Master Plan

FY 21 Impact

- Fewer MPPs and organizing MPP work in new ways
- Not filling all staff positions and rethinking of some staffing and deploying employees to service in different areas – ongoing this year (requiring staffing reorganization plans of all)
- Less operating funding to support travel, activities, etc.
- Fewer class sections due to enrollment declines (maintaining progress to degree) · New academic units
- New ways of working as staff

Goal: Map out the charge and the work to be done - do we prioritize the work to be done

Academic Senate CSU (ASCSU):

Submitted by Stephanie Burkhalter and Ara Pachmayer, ASCSU Representatives

Senators Stephanie Burkhalter and Ara Pachmayer

At the March 21-23 Board of Trustees meeting, the Board passed a resolution (included in this report) that outlined the actions it plans to take in response to the Title IX, sexual harassment and bullying issues presented at Fresno State while former Chancellor Castro was president. The Board has initiated an independent investigation and will examine Title IX practices on all 23 campuses. The Board will address the issues of paying top executives to “transition” from their roles when they step down and allowing retreat rights even in light of abuses of CSU and Title IX policies.

The Board also named Jolene Koester, a retired CSU president, to serve as interim chancellor while the search for a new permanent chancellor is ongoing.

The ASCSU standing committee meetings and plenary took place Wednesday through Friday, March 16-18, 2022. The next ASCSU plenary takes place May 19-20.

AB928: The ASCSU and the Chancellor’s office collaborated on a Webinar to educate senators and campus Senate Chairs on the basics of AB928, the scope of work it will likely require, and the timeline for that work. This Webinar raised a lot of questions about the work that needs to be done to comply with the letter and spirit of the law. This work will be completed mainly by CSU faculty, and ASCSU and the Chancellors Office are lobbying the legislature to provide additional funding for the work AB928 requires. It is estimated that the special AB928 committee of ICAS (Intersegmental Committee of Academic Senates) will have a draft a draft common GE pathway to share with campuses on May 6.

For those wishing to review the webinar or share it with CSU faculty colleagues, please use the following link (Note: Passcode: !=7N8@9): https://calstate.zoom.us/rec/share/5YqdjLCYTh8hNp_V7BQkddJ5eYndXm9J-iEtQJpSfDAIPxoY45CccLN7NFoOkZ.RE0ANgiaJdZrlwto?startTime=1647039633000

Jeff Gold, AVC for Student Success Initiatives, Research, and Innovation demonstrated a “Course Equity Portal” developed by the Chancellors Office that will allow faculty to view and analyze their own course data to determine where equity gaps might exist. The portal will also provide links to best practices to help faculty to address any equity gap in their courses. This is not ready for system-wide use, but we will be updated.

The following resolutions were passed at the ASCSU March 2022 Plenary (the full text of resolutions can be found [here](#))

Second Reading Resolutions

- AS-3525-22/FGA Request for the Review of the Fiscal Impact of any Proposed California Community College Baccalaureate Programs First Reading-**Passed**
- AS-3526-22/AA Involving California State University (CSU) Faculty in the Approval Process for California Community College Four-year Baccalaureate Programs-**Passed**
- AS-3527-22/EX Endorsement of the California State Student Association (CSSA) Resolution Calling for the CSU to Include Caste in Anti-Discriminatory Policy-**Passed**

First-reading Resolutions w/Waiver of First reading

- [AS-3529-22/FGA](#) 2022 Legislative Advocacy Positions of the Academic Senate of the California State University (ASCSU)-**Passed**
- [AS-3530-22/APEP/AA](#) Recommendation for a Singular General Education (GE) Transfer Pathway-**Passed**
- [AS-3531-22/EX](#) Commendation for Assistant Vice Chancellor Nichole Muñoz-Murillo-**Passed**
- [AS-3532-22/APEP](#) Eliminating the Use of the SAT and ACT for CSU Admissions Decisions-**Passed**
- [AS-3539-22/FA](#) Call for an Independent Investigation into the Actions Taken by Former CSU Chancellor Castro While President of CSU Fresno-**Passed**
- [AS-3543-22/EX](#) Condemnation of the Russian Invasion of Ukraine-**Passed**

First reading Resolutions The following resolutions were offered in first reading and will likely come back for second reading and vote during May plenary. We ask that you review these resolutions and provide any feedback via email to senators Stephanie Burkhalter and Ara Pachmayer.

- [AS-3533-22/FA](#) Cultural Taxation, Issues and Faculty Input
- [AS-3534-22/EX](#) Enabling Victim Advocacy in CSU Title IX Practice
- [AS-3535-22/APEP](#) Defining the “Singular Lower-Division General Education (GE) Pathway”
- [AS-3536-22/FA](#) Establishment of Ombuds Positions at Every CSU Campus
- [AS-3537-22/EX](#) Academic Senate of the CSU Calendar of 2022-2023 Meetings (refers to meeting dates only)
- [AS-3538-22/APEP](#) Call for Intersegmental Workgroups to Develop Common Understandings for the Foundational Areas of the California Lower-Division General Education (GE) Transfer Pathway (AB 928)
- [AS-3540-22/EX](#) Requirements for Shared Governance Process to Support Systemwide California State University (CSU) Naming

- [AS-3541-22/APEP](#) Increased Support for C-ID Course Review
- [AS-3542-22/FA](#) Loss of Confidence in the Board of Trustees' Handling of Former Chancellor Castro's Resignation and Call to Reform Executive Compensation Upon Separation from the CSU
- [AS-3544-22/APEP](#) Recommendation for a Course in Oral Communication in Singular General Education (GE) Transfer Pathway
- [AS-3545-22/FA](#) Faculty and Staff Mental Health Concerns During the COVID-19 Pandemic
- [AS-3546-22/APEP/AA](#) On Reconciliation of the CSU and UC Ethnic Studies Competences
- [AS-3547-22/FA](#) Renaming Buildings and Removing Symbols that Memorialize White Supremacy
- [AS-3548-22/APEP](#) In Support of Increasing Access to CSU Teacher Preparation Programs
- [AS-3549-22/FA](#) Establishment of a Standing Committee to Advance Justice, Equity, Diversity, and Inclusion Within the ASCSU (applies to committee structure of ASCSU)
- [AS-3550-22/FA](#) Chancellor and President Search Process in the California State University (CSU) system: Announcement of Finalists and Campus Visits
- [AS-3551-22/FA](#) Establishing an Interruption practice for the ASCSU (applies to standing rules in plenary)

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-3533-22/FA
March 17-18, 2022
First Reading

CULTURAL TAXATION, ISSUES AND FACULTY INPUT

- 1 **1. RESOLVED:** That the ASCSU recommend that CSU campus Senates address faculty
2 experiences of cultural taxation, including their experiences during the ongoing
3 COVID-19 pandemic, and its long-term effects zeroing in on the impact on faculty
4 who identify as BIPOC (Black, Indigenous, and People of Color), women,
5 LGBTQIA+, and other-abled people; and be it further

- 6 **2. RESOLVED:** That a feedback form with open-ended questions be provided by the
7 ASCSU so that all of the 23 campuses may use the feedback form to describe their
8 experiences of cultural taxation; and be it further

- 9 **3. RESOLVED:** That the feedback form remain open indefinitely so that the sharing of
10 experiences of cultural taxation continue to be captured; and be it further

- 11 **4. RESOLVED:** That said feedback form continues to provide a long-term opportunity
12 for faculty who identify as BIPOC (Black, Indigenous, and People of Color), women
13 LGBTQIA+, and other-abled people to share the challenges, obstacles, and
14 experiences of cultural taxation as an ongoing impediment to full professional growth
15 and development in academia; and be it further

- 16 **5. RESOLVED:** That the feedback form allows an opportunity for faculty to illustrate
17 the difficulty of navigating work-life balance, such as racial and intersectional
18 inequalities, gender inequalities, cysheteronormative obstacles, and the myriad
19 challenges of being other-abled; and be it further
- 20 **6. RESOLVED:** That the feedback form provides an opportunity for faculty to share
21 their professional challenges, many of which were exacerbated by the ongoing
22 COVID-19 pandemic, such as transitioning to teaching online, hybrid teaching,
23 policing mask wearing in the classroom and labs, increased mentoring, advising,
24 substandard or inadequate technology (forcing faculty to pay out of pocket for
25 supplies), and additional committees; and be it further
- 26 **7. RESOLVED:** That these faculty experiences of cultural taxation are collected and
27 stored such that identifying information is removed unless the faculty member allows,
28 and confidentiality is preserved; and be it further
- 29 **8. RESOLVED:** That these experiences of cultural taxation are to be shared with high
30 respect for the faculty and the difficulties they face with decision makers, e.g., the
31 Board of Trustees, governor, and legislators such that they become educated on the
32 effects of these faculty experiences with regard to cultural taxation; and be it further
- 33 **9. RESOLVED:** That the ASCSU creates the feedback page with “read-only” Dropbox
34 folders where the data collected will reside; and be it further,

35 **10. RESOLVED:** That the ASCSU distribute this resolution to the:

- 36 • Governor Gavin Newsom,
- 37 • CSU Board of Trustees,
- 38 • California Faculty association (CFA),
- 39 • California State Student Association (CSA),
- 40 • CSU campus Presidents,
- 41 • CSU campus Provosts/Vice Presidents of Academic Affairs,
- 42 • CSU campus division vice presidents of student affairs, administration and
- 43 Finance, advancement, Information technology, University Advancement, and
- 44 human Resources, Diversity, and Inclusion,
- 45 • CSU College Deans,
- 46 • CSU campus Senate Chairs, and the
- 47 • CSU Emeritus Retired Faculty & Staff Association (CSU-ERFSA).

48 ***RATIONALE:*** *The voices of over 29,000 faculty members are critical in decision making*

49 *from the Governor, Legislators, Board of Trustees, University presidents, and other leaders.*

50 *Cultural taxation, or the expectations placed on BIPOC (Black, Indigenous, and People of*

51 *Color), women and, LGBTQIA+, and other-abled people to attend to diversity-related work*

52 *and the extra burden experienced due to their commitment to equity issues linked to their race*

53 *(Joseph & Hirshfield, 2010; Padilla, 1994). Padilla (1994) defined CT as “situations*

54 *imposed ... by the administration, which assume that we are best suited for specific tasks*

55 *because of our race/ ethnicity or our presumed knowledge of cultural differences” (p. 26).*

56 *Padilla (1994) notes six spheres of cultural taxation experienced by underrepresented faculty:*

57 1) *Being the “expert” on matters of diversity; 2) Being called upon to educate majority*
58 *group about diversity; 3) Serving on affirmative action task committees; 4) Serving*
59 *as liaison between the institution and ethnic communities; 5) Sacrificing time from*
60 *one’s work to serve as “solver, troubleshooter, or negotiator” for conflicts among*
61 *administration, students, and community; and 6) Serving as translators for non-*
62 *English speaking visitors to the campus. (p. 26).*

63 *Cultural taxation has been, and continues to be, an issue for BIPOC (Black, Indigenous, and*
64 *People of Color), women, LGBTQIA+, and other-abled people. The pandemic exacerbated and*
65 *highlighted the burden that is already acknowledged by some.*

66 *The data in form of narratives will be gathered through feedback forms. These data will be*
67 *kept separate from the participants profiles.*

68 *The data are critical, but not as influential as hearing the experiences of faculty, from their*
69 *beginning and especially through the ongoing pandemic. For many, there have been sacrifices*
70 *during the virtual, home teaching because of family responsibilities, technical skills and*
71 *stability, lack of administrative support, and the stress from the unpredictable future.*

72 *Additionally, the uncertainty of employment, as evidenced by the Bureau of Labor Statistics,*
73 *February 2021, estimated that 650,000 jobs were lost by colleges and universities from the*
74 *pandemic’s start to the end of 2020. It is estimated that 90 minutes are lost each day of the*
75 *pandemic by female faculty members with children (Deryugina, T., Shurchkov, O. & J.*
76 *Stearns, 2021).*

77 *Challenges attend BIPOC, women, and LGBTQIA+ faculty on a routine and predictable*
78 *basis in terms of mentoring, childcare, elder care, and other demands. Societal perceptions and*
79 *expectations of BIPOC, women, and LGBTQIA+ faculty are not commensurate with those*
80 *applied to heterosexual, white males. The need to support BIPOC, women, and*
81 *LGBTQIA+ faculty, and address these challenges has only been made more evident*
82 *throughout the COVID-19 pandemic.*

83 -----

84 **Sources:**

- 85 • *McMurtrie, B. (2020). The pandemic is dragging on. Professors are burning out. The*
86 *Chronicle of Higher Education 67, (7), 10-14.*
- 87 • *Supiano, B. (2020). The unsettled semester. The Chronicle of Higher Education 67,*
88 *(8), 26-31.*
- 89 • *Carlson, S. & Gardner, L. (2021). The year that pushed higher ed to the edge. The*
90 *Chronicle of Higher Education 67, (9), 12-19.*
- 91 • *Deryugina, T., Shurchkov, O. & Stearns, J. (2021). Public school access or stay-at-*
92 *home partner: Factors mitigating the adverse effects of the COVID-19 pandemic on*
93 *academic parents. National Bureau of Economic Research, Working Paper Series, No.*
94 *29668. <https://www.nber.org/papers/w29668>*

- 95 • *Joseph, T. D., & Hirshfield, L. E. (2010). "Why don't you get somebody new to do*
96 *it?" Race and cultural taxation in the academy. Ethnic and Racial Studies, 34(1),*
97 *121–141. <https://doi.org/10.1080/01419870.2010.496489>*
- 98 • *June, A. W. & Elias, J. (2021). What higher education has endured for the past year.*
99 *The Chronicle of Higher Education 67, (14) 48-49.*
- 100 • *Padilla, A. M. (1994). Ethnic minority scholars, research, and mentoring: Current and*
101 *future issues. Educational Researcher, 23(4), 24–27.*

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-3534-22/EX
March 17-18, 2022
First Reading

ENABLING VICTIM ADVOCACY IN CSU TITLE IX PRACTICE

- 1 **1. RESOLVED:** That the Academic Senate of the California State University (ASCSU)
2 reaffirm its commitment to the prevention of workplace bullying within the CSU
3 Community as per [AS-3246-16/EX](#) “Preventing Workplace Bullying Within The
4 CSU Community” and the need for support of victims reporting actions of sexual
5 misconduct as per [AS-3426-20/FGA](#) “Opposition to Changes to Title IX”, especially
6 when bullying and sexual misconduct are intertwined and do not rise to the level of a
7 Title IX complaint; and be it further
- 8 **2. RESOLVED:** That the ASCSU support the CSU Board of Trustees investigation into
9 the handling of sexual misconduct and Title IX related complaints during President
10 Castro’s tenure at CSU Fresno; and be it further
- 11 **3. RESOLVED:** That the ASCSU urge CSU campus senates and administrations to
12 develop and implement strategies to enable victim advocacy in Title IX practices for
13 faculty, students, and staff, and promote sexual misconduct free workplace
14 environments throughout the CSU; and be it further
- 15 **4. RESOLVED:** That the ASCSU strongly urge the CSU Chancellor’s Office and CSU
16 campus senate and administrations to review their policies and practices to ensure

17 that disciplinary action for bullying and sexual misconduct is not limited to members
18 of protected categories; and be it further

19 5. **RESOLVED:** That the ASCSU urge the CSU Chancellor's Office to consider the
20 reparations necessary to restore victim faith and trust in the CSU and enable their re-
21 integration into the CSU community; and be it further

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

- 23 • CSU Board of Trustees,
- 24 • CSU Interim Chancellor,
- 25 • CSU campus Presidents,
- 26 • CSU campus Senate Chairs,
- 27 • CSU campus Senate Executive Committees,
- 28 • CSU Provosts/Vice Presidents of Academic Affairs,
- 29 • California Faculty Association (CFA),
- 30 • California State Student Association (CSSA),
- 31 • Emeritus and Retired Faculty & Staff Association (CSU-ERFSA),
- 32 • Assemblymember Patterson, and
- 33 • Senator Connie Leyva.

34 ***RATIONALE:*** *When Chancellor Castro resigned under suspicion of not doing enough to protect*
35 *victims from sexual harassment and misconduct while President of CSU Fresno, the trust of the*
36 *CSU faculty, students, and staff was betrayed. This betrayal not only raised questions about*
37 *administrative commitment to victim advocacy, but the ability of current Title IX practices and*
38 *processes to protect the complaints of victims whose complaints do not rise to the level of Title IX*

39 *or protected status. This resolution seeks to affirm the ASCSU's commitment to preventing work*
40 *place bullying, harassment, and sexual misconduct. It also seeks to bring attention to the need for*
41 *further review of campus and systemwide policies support during Title IX processes.*

DRAFT

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-3535-22/APEP
March 17-18, 2022
First Reading

**DEFINING THE “SINGULAR LOWER DIVISION GENERAL EDUCATION
(GE) PATHWAY”**

- 1 **1. RESOLVED:** That the Academic Senate of the California State University (ASCSU) urge
2 the Intersegmental Committee of Academic Senates (ICAS) to define the “singular GE
3 transfer pathway” using a description with a level of detail comparable to the Intersegmental
4 General Education Transfer Curriculum (IGETC) standards document as the defining policy;
5 and be it further,
- 6 **2. RESOLVED:** That the ASCSU encourages greater specificity, to ensure a common
7 understanding of the outcomes, for the California State University (CSU) GE four
8 foundational areas currently required for all CSU upper division transfer admissions; and be
9 it further,
- 10 **3. RESOLVED:** That the ASCSU distribute this resolution to the:
- 11 • CSU Board of Trustees,
 - 12 • CSU Chancellor,
 - 13 • CSU campus Senate Chairs,
 - 14 • CSU Provosts/Vice Presidents of Academic Affairs,
 - 15 • CSU campus articulation officers,
 - 16 • California State Student Association (CSSA),
 - 17 • CSU Emeritus and Retired Faculty & Staff Association (CSU-ERFSA),
 - 18 • Intersegmental Committee of Academic Senates (ICAS), and
 - 19 • Assemblymember for District 24, Marc Berman.

20 ***RATIONALE:** In progress*

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-3536-22/EX
March 17-18, 2022
First Reading

ESTABLISHMENT OF OMBUDS POSITIONS AT EVERY CSU CAMPUS

- 1 **1. RESOLVED:** That the Academic Senate CSU (ASCSU) recognize the utility of an
2 Ombudsperson in assisting members of California State University (CSU) campus
3 communities in finding fair and equitable resolutions to concerns that may arise on
4 each campus, and be it further
- 5 **2. RESOLVED:** That the ASCSU recommend that each CSU campus establish multiple
6 Ombuds positions to serve as resources for faculty, students, and staff at each CSU
7 campus, and be it further
- 8 **3. RESOLVED:** That the ASCSU recommend that the Chancellor's Office and CSU
9 campus leadership establish an Ombuds position(s) specifically to serve faculty, an
10 additional position(s) to specifically serve students, and additional position(s) to
11 specifically serve staff at each CSU campus, and be it further
- 12 **4. RESOLVED:** That the ASCSU recommend that any Ombudsperson position(s) at
13 each campus be established as an independent office(s) that reports to the campus
14 Academic Senate (for faculty Ombuds), the campus staff senate or leadership (for
15 staff Ombuds), or campus student leadership (for student Ombuds), and be it further

- 16 **5. RESOLVED:** That the ASCSU urge that each CSU campus in hiring individuals for
17 Ombuds position(s) ensures that such persons are appropriately trained in Ombuds
18 tasks, duties, and responsibilities, and possess the relevant knowledge, skills, and
19 abilities, including conflict resolution and so on, based on standards provided by the
20 [International Ombuds Association](#) and the [United States Ombudsperson](#)
21 [Association](#); and be it further
- 22 **6. RESOLVED:** That the ASCSU strongly urge the Chancellor's Office and each CSU
23 campus to devote sufficient resources to the development and support of such
24 Ombuds positions, including resources for the proper hiring for such position(s) and
25 for the proper functioning of each Ombuds position, such as a campus office(s) and
26 ongoing training opportunities; and be it further
- 27 **7. RESOLVED:** That the ASCSU recommend that each CSU campus ensure that all
28 Ombudspersons are properly trained regarding the Collective Bargaining Agreement
29 (CBA) between the CSU and faculty, bargaining agreements with CSU staff, campus
30 policies related to student rights and responsibilities, and other relevant campus
31 policies; and be it further
- 32 **8. RESOLVED:** That the ASCSU distribute this resolution to the:
- 33 • CSU Board of Trustees,
 - 34 • CSU Office of the Chancellor,
 - 35 • California Faculty Association (CFA),

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

43 ***RATIONALE:** Ombudspersons serve as informal resources for all persons of a CSU campus*
44 *community who are seeking resolution of disputes, conflicts, and disagreements. Ombudspersons*
45 *provide a resource to students, staff, faculty, and administrators experiencing difficulties on campus*
46 *related to the functioning of the University. Ombudspersons provide support and referrals to*
47 *members of the campus community, support that is confidential, neutral, informal, and*
48 *independent of other campus offices. While Ombudspersons do not participate in formal legal or*
49 *grievance proceedings, they can provide informal assistance on many matters. Several CSU*
50 *campuses have previously had Ombuds positions, including CSU Chico, CSU Fullerton, and*
51 *San José State University, sometimes separately for students and for faculty. Other campuses*
52 *(Humboldt Polytechnic University) maintain multiple Ombuds positions. Establishing an*
53 *Ombuds position on each campus provides an additional resource to support a positive campus*
54 *climate and culture, and fairness and equity on each campus.*

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-3538-22/APEP
March 17-18, 2022
First Reading

**CALL FOR INTERSEGMENTAL WORKGROUPS TO DEVELOP COMMON
UNDERSTANDINGS FOR THE FOUNDATIONAL AREAS OF THE CALIFORNIA LOWER
DIVISION GENERAL EDUCATION (GE) TRANSFER PATHWAY (AB 928)**

- 1 **1. RESOLVED:** That the Academic Senate of the California State University (ASCSU)
2 request the Intersegmental Committee of Academic Senates (ICAS) to lead the
3 formation of four intersegmental workgroups consisting of multiple disciplinary
4 experts from each segment to develop common understandings (see [AS-3515-](#)
5 [21/APEP \(Rev\)](#) and AS-3530-22/APEP/AA) to be addressed in each of the four
6 areas of Critical Thinking, Mathematics/Quantitative Reasoning, Oral
7 Communication, and Written Communication; and be it further
- 8 **2. RESOLVED:** That the ASCSU distribute this resolution to the:
- 9 • CSU campus Senate Chairs,
10 • California State Student Association (CSSA),
11 • CSU Emeritus and Retired Faculty & Staff Association (CSU-ERFSA), and
12 the
13 • Intersegmental Committee of Academic Senates (ICAS).

14 ***RATIONALE:** The current resolution seeks to address differences in expectations for existing*
15 *University of California (UC) and California State University (CSU) GE patterns through*
16 *using domain experts to identify common understandings (e.g. competencies) to be met via this single*

17 *GE transfer pathway. The recommendations so developed can then serve, in part, to define the to-*
18 *be-established singular pathway.*

19 *At present, four courses are required for CSU transfer admissions and prior to enrollment in*
20 *upper division GE coursework. Commonly referred to as the “golden four,” these are the lower*
21 *division GE requirements: Oral Communication (currently identified as CSU GE Area A1),*
22 *Written Communication (currently identified as CSU GE Area A2), Critical Thinking*
23 *(currently identified as CSU GE Area A3), and Mathematics/Quantitative Reasoning*
24 *(currently identified as CSU GE Area B4). ASCSU resolution [AS-3515-21/APEP \(Rev\)](#),*
25 *[Establishing Core Competencies for CSU General Education \(GE\) areas A1 \(Oral](#)*
26 *[Communication](#)), [A2 \(Written Communication\)](#), [A3 \(Critical Thinking\)](#), and [B4](#)*
27 *[\(Mathematics/Quantitative Reasoning\)](#), calls for establishing core competences in each of the four*
28 *areas required for CSU transfer eligibility (Oral Communication, Critical Thinking,*
29 *Mathematics/Quantitative Reasoning, and Written Communication). As rationale for this*
30 *request, [AS-3515-21/APEP \(Rev\)](#) specifically notes “the additional specificity regarding the*
31 *expectations for general education content is desirable” and that “adoption of this proposal will*
32 *assist in the future implementation of new GE requirements”*

33 *The California state legislature has passed [AB 928 \(Student Transfer Achievement Reform Act](#)*
34 *[of 2021: Associate Degree for Transfer Intersegmental Implementation Committee\)](#) which, in*
35 *part, requires that the UC system and the CSU system share a common lower division GE*

36 *pathway for transfer students. Further, AB-928 requires that the transfer pattern be used for*
37 *both admissions and transfer:*

38 *“On or before May 31, 2023, the Intersegmental Committee of the Academic Senates of*
39 *the University of California, the California State University, and the California*
40 *Community Colleges shall establish a singular lower division general education pathway*
41 *that meets the academic requirements necessary for transfer admission to both the*
42 *California State University and University of California.”*

43 *Existing GE transfer pathways for the UC and CSU require the three elements of writing,*
44 *critical thinking, and mathematics/quantitative reasoning. This resolution urges ICAS to lead*
45 *the formation of faculty groups to develop appropriate core competencies for each of these three*
46 *foundational skills areas.*

47 *CSU transfer admissions (and both CSU GE patterns) currently require a course in oral*
48 *communication. ASCSU resolutions and CSU campus resolutions have stressed the need to*
49 *maintain oral communication as a GE and CSU entry requirement. Oral communication is also*
50 *a Western Association of Schools and Colleges (WASC)/WASC Senior College and University*
51 *Commission (WSCUC) degree expectation. Given this role, and the expectation that a strong*
52 *definition of oral communication expectations could increase the likelihood of ICAS adopting oral*
53 *communication as a GE requirement for the singular pathway, this resolution also urges ICAS to*
54 *adopt a similar application of faculty expertise to develop core competencies for oral*
55 *communication.*

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-3539-22/FA
March 17-18, 2022
First Reading/Waiver

**CALL FOR AN INDEPENDENT INVESTIGATION INTO THE ACTIONS TAKEN BY
FORMER CSU CHANCELLOR CASTRO WHILE PRESIDENT OF CSU FRESNO**

- 1 **1. RESOLVED:** That the Academic Senate of the California State University (ASCSU)
2 call for an immediate investigation, to be commenced and concluded on a timeline
3 that addresses the urgent need to fix a broken system, directed by the California State
4 Attorney General’s Office and conducted by an independent body into the actions
5 taken by former Chancellor Castro, his staff, and other participants aware of or who
6 participated in handling the sexual harassment allegations against Frank Lamas during
7 former Chancellor Castro’s time as President of CSU Fresno; and be it further
- 8 **2. RESOLVED:** That the ASCSU call upon the Legislature of the State of California to
9 direct the appropriate legal authorities to follow through with an independent
10 investigation into the entirety of the Lamas affair and any similar allegations of sexual
11 misconduct, regardless of whether or not the parties resign and regardless of other
12 actions taken within or outside the system to address Title IX policies and
13 implementation in the CSU; and be it further
- 14 **3. RESOLVED:** That the ASCSU call upon the Legislature of the State of California to
15 direct the appropriate legal authorities to conduct an independent investigation into
16 all Title IX practices throughout the entirety of the CSU, as the Lamas affair

17 represents the latest in several failures to hold those in power within the CSU

18 accountable to Title IX standards; and be it further

19 4. **RESOLVED:** That the ASCSU call upon the Legislature of the State of California to
20 disseminate the results of the systemwide Title IX investigation and recommendations
21 to the CSU Board of Trustees, who are requested to share the results with the ASCSU
22 and all CSU campus senates, including reports and recommendations for each CSU
23 for real and tangible improvements to Title IX processes; and be it further

24 5. **RESOLVED:** That the ASCSU call upon the CSU Board of Trustees to cooperate
25 fully with the Legislature of the State of California and the appropriate legal
26 authorities in any and all steps during the investigatory process; and be it further

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

- 28 • CSU Board of Trustees,
- 29 • Acting CSU Chancellor Steve Relyea,
- 30 • CSU campus Presidents,
- 31 • CSU campus Senate Chairs,
- 32 • CSU campus Senate Executive Committees,
- 33 • CSU Provosts/Vice Presidents of Academic Affairs,
- 34 • California Faculty Association (CFA),
- 35 • California State Student Association (CSSA),
- 36 • CSU Emeritus and Retired Faculty & Staff Association (CSU-ERFSA),
- 37 • California Senate Education Committee,
- 38 • California Assembly Higher Education Committee,
- 39 • California State Attorney General's Office, and

- 40 • California Governor Gavin Newsom.

41 ***RATIONALE:*** *On February 3, 2022 USA Today journalist Kenny Jacoby broke the story on*
42 *the Lamas affair at California State University (CSU) Fresno: that former Vice President for*
43 *Student Affairs Frank Lamas had been credibly accused of sexual harassment, and this had been*
44 *handled by a “golden handshake” deal between Lamas, then-President of CSU Fresno Joseph I.*
45 *Castro, and a retired federal judge as mediator. This deal included \$260,000 payout, retirement*
46 *benefits, and a letter of recommendation from Castro¹. This was confirmed by a statement*
47 *released by now-then-Chancellor Castro² following the breaking of the USA Today story. Three*
48 *days later, a follow-up story by USA Today revealed the year-long efforts to withhold the*
49 *investigative reports and to pressure those with access to the reports to sign non-disclosure*
50 *agreements³. This affair was ongoing during the Chancellor search process (of which Castro was a*
51 *finalist) and information on the events withheld by Castro during the process. (Lamas has since*
52 *founded a higher education consulting service, advertised on his LinkedIn profile⁴.)*

¹ Jacoby, K. (2022) “Fresno State president mishandled sexual harassment complaints. Now he leads all 23 Cal State colleges”. USA Today February 3.

² Castro, J. (2022) [An Open Letter from Chancellor Castro to the CSU Community](#). February 4.

³ Jacoby, K. (2022) [Fresno State stonewalled the release of sexual harassment investigation reports, sought NDA](#). USA Today February 7.

⁴ [LinkedIn profile](#) for Dr. Frank Lamas, showing his current employment activities as Founder and President at Lamas Education Advisory Services (LEADS). Last accessed February 12, 2022.

His About section states, “Lamas Education Advisory Services (LEADS) founder and president, former Chairman of Board of NASPA and experienced Vice President for Student Affairs and Enrollment Management. Long history of working in the higher education industry setting university/divisional vision/goals with strong track record of accomplishments. Highly skilled and experienced in the following areas-Student Success, Wellness, Student Involvement/Engagement, Enrollment Management, Technology/Data Analysis, Student Diversity/Social Justice, First Generation, Basic Needs, Academic Support Services, Residence Life, Academic Advising, Crisis Management, Fundraising and Building Projects/Master Planning among other areas. Faculty Teaching, Community Outreach and National/Local Boards leadership experience. Experienced in assisting institutions in finding qualified individuals to fill open or interim position vacancies.”

53 *On February 17, 2022, Castro resigned as Chancellor of the CSU following a several hour*
54 *meeting with the Board of Trustees⁵. As part of his resignation, the Board agreed to a settlement*
55 *that included a one-year salary of \$401,364; six months' housing allowance of \$7,917 per month*
56 *(notably more than the overall monthly salary of most faculty in the system); classified his position*
57 *as advisor to the Board, representing either continued undue influence within the system during*
58 *that year, or providing an inappropriate perception of Castro's continued position during this time;*
59 *and confirmed his retreat rights to Cal Poly San Luis Obispo.*

60 *As part of Castro's resignation, the Board announced plans to hire a consulting firm to review*
61 *Title IX practices in the CSU. While we applaud the need to strengthen Title IX*
62 *implementation and enforcement in the system, this move is misguided at best, missing the point*
63 *that their review and potential recommendations are unlikely to address the inherent imbalances of*
64 *power that allowed this situation (and similar situations at other CSUs, such as San José State*
65 *Univeristy) to occur. More employee sexual harassment training modules will not prevent the next*
66 *golden handshake from occurring after inappropriate actions are taken, whether by a President, a*
67 *Chancellor, or the Board itself.*

68 *Such a Title IX investigation also allows the other parties to the Lamas Affair (and other similar*
69 *situations, such as the [Department of Justice investigation](#) into sexual harassment in the Athletics*
70 *Department at San José State University) to remain consequence-free from their participation.*

71 *Only a truly independent investigation by the Attorney General's office and/ or the state legislature*

⁵ CSU Press Release (2022). [Dr. Joseph I. Castro Resigns as CSU Chancellor: University to Launch Systemwide Title IX Assessment](#). February 17.

72 *can begin to address both the systemic issues within the CSU system as well as the specific issues*
73 *in the Lamas Affair. This also aligns with the proposed [Assembly Bill \(AB\) 1844](#), introduced*
74 *by Assemblymember Medina, requiring such investigations to be seen through to their conclusion,*
75 *even if the parties involved resign.*

DRAFT

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-3540-22/EX
March 17-18, 2022
First Reading

**REQUIREMENTS FOR SHARED GOVERNANCE PROCESS TO SUPPORT SYSTEMWIDE
CALIFORNIA STATE UNIVERSITY (CSU) NAMING**

- 1 **1. RESOLVED:** That the Academic Senate of the California State University (ASCSU)
2 commend the CSU Office of the Chancellor for their consultation of the ASCSU
3 Executive Committee and incorporation of committee feedback into revisions to the
4 CSU Naming Policy Guidelines and Procedures; and be it further
- 5 **2. RESOLVED:** That the ASCSU endorse and urge the ASCSU Executive Committee
6 and CSU Office of the Chancellor to engage in the following review process to ensure
7 effective consultation and feedback for systemwide naming recognitions:
- 8 i. The ASCSU shall be consulted by the CSU Office of the Chancellor on
9 proposed system naming recognitions.
- 10 ii. The ASCSU Executive Committee shall review all naming materials and offer
11 feedback to the CSU Office of the Chancellor.
- 12 iii. The ASCSU Executive Committee Chair or designee shall submit
13 correspondence expressing opinion of concern or support regarding the
14 system naming recognition.
- 15 iv. The ASCSU Executive Committee Chair shall meet with the CSU Office of
16 the Chancellor to resolve inconsistencies in support.
- 17 ; and be it further

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

- 19 • CSU Board of Trustees,
- 20 • CSU Chancellor,
- 21 • CSU campus Presidents,
- 22 • CSU campus Senate Chairs,
- 23 • CSU campus Senate Executive Committees,
- 24 • CSU Provosts/Vice Presidents of Academic Affairs,
- 25 • CSU campus articulation officers,
- 26 • CSU Emeritus and Retired Faculty & Staff Association (CSU-ERFSA),
- 27 • California Faculty Association (CFA), and the
- 28 • California State Student Association (CSSA).

29 ***RATIONALE:** This resolution establishes the requirements for ASCSU consultation on*
30 *systemwide naming and recognition and addresses the absence of a shared governance process for*
31 *systemwide naming and recognition and outlines a process to ensure ASCSU consultation. This*
32 *resolution is timely, as the CSU is beginning to engage in naming and recognition of system*
33 *buildings and institutes reflective of increasing philanthropic contributions to the aim, mission, and*
34 *values of the CSU by alumni, constituents, and stakeholders dedicated to the success of CSU*
35 *faculty and students.*

36 *Central in this resolution is the acknowledgement of the request made by the CSU Chancellor's*
37 *Office's for ASCSU feedback – and the associated November 3, 2021 ASCSU Executive*
38 *Committee consultation meeting on the CSU Naming Guidelines and Procedures that was*
39 *presented by the CSU Chancellor's Office to the CSU Board of Trustees during their November*

- 40 *2021 meeting. The inclusion of a consultative process ensures that shared governance remains a*
- 41 *guiding principle in systemwide naming process and procedure.*

DRAFT

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-3541-22/APEP
March 17-18, 2022
First Reading

INCREASED SUPPORT FOR C-ID COURSE REVIEW

- 1 **1. RESOLVED:** That the Academic Senate of the California State University (ASCSU)
2 acknowledges and declares that the compensation to faculty for training (\$0), for
3 Course Identification Numbering System (C-ID) review of new Course Outlines of
4 Record (\$25), and for review of C-ID resubmittals (\$10) has failed to yield sufficient
5 reviewers; and be it further
- 6 **2. RESOLVED:** That the ASCSU requests that the Chancellor's Office provide
7 substantial increased funding for this work, possibly by providing an additional
8 payment for the first review (\$100) to compensate for training; and be it further
- 9 **3. RESOLVED:** That the ASCSU distribute this resolution to the:
10
 - CSU Chancellor, and the
 - Academic Senate for the California Community Colleges (CCC).

12 ***RATIONALE:** Current compensation for faculty participating in the C-ID process is \$25 for*
13 *review of a newly submitted Course Outline of Record (COR) and \$10 for review of re-*
14 *submittals. This amount is woefully insufficient. The evidence of this is the difficulty the CSU is*
15 *having in acquiring reviewers to do this work. The ASCSU previously passed [AS-3414-](#)*
16 *[20/APEP \(Rev\)](#) calling for the Chancellor's Office to allocate sufficient resources to support the*
17 *CSU co-participation in the C-ID process. The [official reply](#) was the following:*

18 *“As we explore a variety of ways to encourage and support this work, the ASCSU should*
19 *also work with their campuses to demonstrate its importance as part of a faculty member’s*
20 *tenure and promotion file. Work completed by the faculty member in the C-ID process will be*
21 *recognized as significant service.”*

22 *The suggestion that work completed be recognized as significant service is not seen as sufficient*
23 *incentive to acquire experienced disciplinary experts to do this important work. Furthermore,*
24 *faculty already have the right to include this type of important service work in their files and the*
25 *ASCSU will continue to emphasize this when recruiting faculty. The financial compensation*
26 *structure is the problem identified in this resolution. The financial compensation must be*
27 *strengthened to ensure the success of the C-ID process.*

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-3542-22/FA
March 17-18, 2022
First Reading/Waiver

**LOSS OF CONFIDENCE IN THE BOARD OF TRUSTEES' HANDLING OF FORMER
CHANCELLOR CASTRO'S RESIGNATION AND CALL TO REFORM EXECUTIVE
COMPENSATION UPON SEPARATION FROM THE CALIFORNIA STATE
UNIVERSITY (CSU)**

- 1 **1. RESOLVED:** That the Academic Senate of the California State University (ASCSU)
2 find the separation agreement negotiated with former Chancellor Joseph I. Castro by
3 the CSU Board of Trustees inappropriate in light of the actions he took and did not
4 take during the Lamas affair; and be it further
- 5 **2. RESOLVED:** That the ASCSU assert that this perverse incentive “golden handshake”
6 further communicates to those in power in the CSU that they will be rewarded
7 incommensurately for engaging in or covering up inappropriate behavior; and be it
8 further
- 9 **3. RESOLVED:** That the ASCSU encourage the Board of Trustees to immediately
10 rescind former Chancellor Castro’s sinecure as “Advisor to the Board” within the
11 Executive Transition Program, which raises questions about his continued authority
12 within the system – especially given Castro’s judgment during his tenure as President
13 at CSU Fresno – and damages the reputation of the CSU throughout California; and
14 be it further
- 15 **4. RESOLVED:** That the ASCSU call for a reform of personnel practices within the
16 CSU to ban such separation packages from occurring, particularly before an

17 independent investigation has begun/concluded into alleged misconduct; and be it
18 further

19 5. **RESOLVED:** That the ASCSU call for the CSU Board of Trustees to dissolve the
20 Executive Transition Program and similar programs altogether; and be it further

21 6. **RESOLVED:** That the ASCSU has lost confidence in the Board of Trustees' ability to
22 proactively and reactively address Title IX violations, broader cases of discrimination,
23 harassment, and/or retaliation (DHR), and other forms of inappropriate behaviors by
24 those in power within the CSU system as evidenced in their providing a sinecure to
25 former Chancellor Castro (reinforcing the same dynamic employed by Castro during
26 the Lamas affair); and be it further

27 7. **RESOLVED:** That the ASCSU distribute this resolution to the:

- 28 ● CSU Board of Trustees,
- 29 ● CSU Acting Chancellor Steve Relyea,
- 30 ● CSU campus Presidents,
- 31 ● CSU campus Senate Chairs,
- 32 ● CSU campus Senate Executive Committees,
- 33 ● CSU Provosts/Vice Presidents of Academic Affairs,
- 34 ● California Faculty Association (CFA),
- 35 ● California State Student Association (CSSA),
- 36 ● CSU Emeritus and Retired Faculty & Staff Association (CSU-ERFSA),
- 37 ● California Senate Education Committee,
- 38 ● California Assembly Higher Education Committee, and
- 39 ● California Governor Gavin Newsom.

40 ***RATIONALE:*** *On February 3, 2022, USA Today journalist Kenny Jacoby broke the story on*
41 *the Lamas affair at California State University (CSU) Fresno: that former Vice President for*
42 *Student Affairs Frank Lamas had been credibly accused of sexual harassment, and this had been*
43 *handled by a “golden handshake” deal between Lamas, then-President of CSU Fresno Joseph I.*
44 *Castro, and a retired federal judge as mediator. This deal included \$260,000 payout, retirement*
45 *benefits, and a letter of recommendation from Castro¹. This was confirmed by a statement*
46 *released by now-then-Chancellor Castro² following the breaking of the USA Today story. Three*
47 *days later, a follow-up story by USA Today revealed the year-long efforts to withhold the*
48 *investigative reports and to pressure those with access to the reports to sign non-disclosure*
49 *agreements³. This affair was ongoing during the Chancellor search process (of which Castro was a*
50 *finalist) and information on the events withheld by Castro during the process. (Lamas has since*
51 *founded a higher education consulting service, advertised on his LinkedIn profile⁴.)*

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His About section states, “Lamas Education Advisory Services (LEADS) founder and president, former Chairman of Board of NASPA and experienced Vice President for Student Affairs and Enrollment Management. Long history of working in the higher education industry setting university/ divisional vision/ goals with strong track record of accomplishments. Highly skilled and experienced in the following areas-Student Success, Wellness, Student Involvement/Engagement, Enrollment Management , Technology/Data Analysis, Student Diversity/Social Justice, First Generation, Basic Needs, Academic Support Services, Residence Life, Academic Advising, Crisis Management, Fundraising and Building Projects/Master Planning among other areas. Faculty Teaching, Community Outreach and National/Local Boards leadership experience. Experienced in assisting institutions in finding qualified individuals to fill open or interim position vacancies.”

52 *On February 17, 2022 Castro resigned as Chancellor of the CSU following a several hours long*
53 *meeting with the Board of Trustees⁵. As part of his resignation, the Board agreed to a settlement*
54 *that included a one-year salary of \$401,364; six months' housing allowance of \$7,917 per month*
55 *(notably more than the overall monthly salary of most faculty in the system); classified his position*
56 *as advisor to the Board, representing either continued undue influence within the system during*
57 *that year, or providing an inappropriate perception of Castro's continued position during this time;*
58 *and confirmed his retreat rights to Cal Poly San Luis Obispo.*

59 *The practice of providing "golden handshakes" upon separation through the [Executive Transition](#)*
60 *[Program](#) with its [minimal oversight and potential for abuse](#), particularly during situations in*
61 *which misconduct was engaged upon, withheld, and/or enabled creates a disturbing environment in*
62 *which those with power within the CSU are effectively rewarded when such activities come to light.*
63 *This kind of cronyism undermines the hard work of the faculty and staff of the CSU and helps to*
64 *reinforce and reify the power dichotomies that allow such situations to continue to thrive within the*
65 *system. It further reinforces this perception when, as part of this instance of a "golden*
66 *handshake," the former Chancellor is given a job title that implies he will continue to influence the*
67 *Board and its decisions during the next 12 months – a dynamic called into question by his*
68 *withholding information from the Board during the Lamas affair. Such dynamics have no place*
69 *within a public institution.*

⁵ CSU Press Release (2022). [Dr. Joseph I. Castro Resigns as CSU Chancellor: University to Launch Systemwide Title IX Assessment](#). February 17.

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-3544-22/APEP
March 17-18, 2022
First Reading

**RECOMMENDATION FOR A COURSE IN ORAL COMMUNICATION IN THE SINGULAR
GENERAL EDUCATION (GE) TRANSFER PATHWAY**

- 1 **1. RESOLVED:** That the Academic Senate of the California State University (ASCSU)
2 note that resolution AS-3530-22/APEP/AA calls for the California State University
3 (CSU) and University of California (UC) “singular lower division general education
4 transfer pathway” (required by [AB 928](#)) to include competences in Oral
5 Communication; and be it further
- 6 **2. RESOLVED:** That the ASCSU urge the Intersegmental Committee of Academic
7 Senates (ICAS) to include a 3 semester (4 quarter) unit stand-alone course in oral
8 communication in the Singular GE Transfer Pathway; and be it further
- 9 **3. RESOLVED:** That the ASCSU distribute this resolution to the:
- 10 • CSU Board of Trustees,
11 • CSU Chancellor,
12 • CSU campus Presidents,
13 • CSU campus Senate Chairs,
14 • CSU Provosts/Vice Presidents of Academic Affairs,
15 • CSU campus articulation officers,
16 • California Faculty Association (CFA),
17 • California State Student Association (CSSA),
18 • CSU Emeritus and Retired Faculty & Staff Association (CSU-ERFSA),
19 • Academic Senate for the California Community Colleges (CCC),

- 20 • Academic Senate of the University of California (UC),
- 21 • CCC Board of Governors, and the
- 22 • UC Board of Regents.

23 ***RATIONALE:*** *In other resolutions ([AS-3515-21/APEP \[Ren\]](#) and AS-3530-*
24 *22/APEP/AA), the Academic Senate of the California State University (ASCSU) has called*
25 *for the use of competencies in the courses that teach foundational skills (courses that collectively*
26 *make up roughly one third of lower division GE). While the incorporation of competencies in the*
27 *specification of course learning outcomes is widely seen as pedagogical base practice, there is*
28 *significant sentiment among CSU campuses that the most effective way of ensuring that competence*
29 *related learning outcomes are achieved is when they are instantiated in a single course. This was*
30 *the rationale for the recent incorporation of competences for Ethnic Studies in Title 5. This*
31 *resolution in no way detracts from the ASCSU's position on the desirability of competencies in the*
32 *foundational skills courses and in the area of Oral Communication in particular but rather*
33 *reflects a strongly felt need that they be concentrated and accomplished in a single three unit course.*
34 *Additional rationale was taken from CSU San Marcos Resolution [AS-773-21](#). Oral*
35 *Communication has been identified as a course that could be eliminated or consolidated with*
36 *another GE course to facilitate the efficiency of the "seamless transfer" of students between the*
37 *CCC, CSU, and UC systems of higher education in California required by California*
38 *Assembly Bill (AB) 928. While the AB 928 intent to coordinate the efficiency of*
39 *transferability within and between different public systems of higher education in the state of*

40 *California is admirable, the elimination or consolidation of the Oral Communication*
41 *course in the GE pathway for transfer students is highly problematic.*

42 *In the CSU, we know that Oral Communication is vital to our students' success. We*
43 *currently have a strong GE curriculum that meets our students where they are educationally*
44 *and experientially. It is our recommendation that AB 928 implementation does not subtract*
45 *the crucial existing course requirement wherein transfer students acquire and practice public*
46 *speaking skills. In many cases, Oral Communication is the ONE course wherein students*
47 *have a focused opportunity to learn and practice public speaking before going on to other*
48 *courses and contexts in their educational careers and in their activities post-college wherein*
49 *this competency is expected.*

50 *CSU considers Oral Communication one of the foundational GE courses within the*
51 *California State University. It is one of the "Golden Four" courses that make up core*
52 *competencies for future success in college and beyond. The notion of eliminating (or*
53 *consolidating) the one lower division oral communication skills requirement for transfer*
54 *students for the sake of transfer "efficiency" is injudicious, particularly at a time in our*
55 *world and national culture when freedom of expression, well-evidenced, organized,*
56 *informative communication, and rational persuasion are so crucial, yet increasingly*
57 *devalued.*

58 *In terms of the most important competencies that a student can acquire to help prepare*
59 *them for success, Oral Communication is indispensable. According to the [California Code](#)*

60 *[of Regulations](#), Title 5: Education, Article 5 addresses the necessary educational breadth*
61 *(GE) required within the CSU to meet the necessary standards for graduation. It states*
62 *that students:*

63 *“(a) will have achieved the ability to think clearly and logically, to find and*
64 *critically examine information, to communicate orally and in writing, and to*
65 *perform quantitative functions” (5 CCR § 40405).”*

66 *Furthermore, Oral Communication skills are foundational for student success as*
67 *articulated in [WASC Senior College and University Commission \(WSCUC\)](#)’s core*
68 *[competencies](#):*

69 *“Institutions of higher education have a responsibility to document that students acquire*
70 *knowledge and develop higher-order intellectual skills appropriate to the level of the degree*
71 *earned. This documentation is a matter of validating institutional quality and providing*
72 *accountability as well as setting the conditions for improvement of learning.”*

73 *CFR 2.2a of the WSCUC standards states that undergraduate programs must:*

74 *“ensure the development of core competencies including, but not limited to, written*
75 *and Oral Communication, quantitative reasoning, information literacy, and*
76 *critical thinking.”*

77 *The [National Communication Association](#) offers this [public policy statement](#) on the role*
78 *of Communication courses and Communication faculty in GE:*

79 *“The National Communication Association supports and defends the inclusion of an*
80 *Oral Communication course or courses in college and university General Education*
81 *Requirements and the instruction of that course or courses by faculty trained in the*
82 *discipline of Communication. The NCA maintains that student delivery of oral*
83 *presentations without rigorous training and evaluation by Communication faculty does*
84 *not constitute Communication competency.”*

85 *Oral communication is a core competency that ANY college-educated individual should*
86 *possess; this is a skill that will be used every day in their personal, academic and*
87 *professional lives. Oral Communication skills are vital for the emerging California*
88 *workforce: Employer surveys consistently show that communication skills are vital for*
89 *success in every occupation and that employers want more emphasis on Oral*
90 *Communication skills in university education. The prospect of downgrading, combining, or*
91 *otherwise diminishing the Oral Communication competency of a college educated*
92 *individual is highly problematic. Oral communication is essential. All one needs to do is*
93 *look at the level of national political discourse to note that we have lost our abilities to*
94 *engage in constructive dialogue and communication. If anything, more and better training*
95 *in Oral Communication traditions and skills is essential at this historical moment.*

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-3545-22/FA
March 17-18, 2022
First Reading

**FACULTY AND STAFF MENTAL HEALTH CONCERNS DURING THE
COVID-19 PANDEMIC**

- 1 **1. RESOLVED:** That the Academic Senate of the California State University (ASCSU)
2 recognize the mental health crisis that has accompanied the COVID-19 pandemic for
3 our faculty and staff as they continue work on the front lines to support our students;
4 and be it further
- 5 **2. RESOLVED:** That the ASCSU affirm the importance of and need for mental health
6 and counseling services for our entire CSU community; and be it further
- 7 **3. RESOLVED:** That the ASCSU urge the Chancellor, campus Presidents, and campus
8 Vice Presidents for Faculty Affairs review the current resources available for faculty
9 and staff during this period; and be it further
- 10 **4. RESOLVED:** That the ASCSU expect that confidentiality will be maintained for any
11 and all current and future resources provided, in alignment with Health Insurance
12 Portability and Accountability Act (HIPAA); and be it further
- 13 **5. RESOLVED:** That the ASCSU recommend a systemwide taskforce to identify
14 additional resources and actions that should be taken to support the mental health of
15 our faculty and staff, including the review of the related issues of increased workload,
16 emotional labor, cultural taxation, isolation, and burnout; and be it further

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

- 18 • CSU Board of Trustees,
- 19 • CSU Chancellor,
- 20 • CSU campus Presidents,
- 21 • CSU campus Senate Chairs,
- 22 • CSU campus Senate Executive Committees,
- 23 • CSU Provosts/Vice Presidents of Academic Affairs,
- 24 • CSU Vice Presidents of Faculty Affairs,
- 25 • California Faculty Association (CFA),
- 26 • California State Student Association (CSSA), and the
- 27 • CSU Emeritus and Retired Faculty & Staff Association (CSU-ERFSA)

28 ***RATIONALE:** Mr. Rogers famously stated that, when the world is in trouble, we should “look*
29 *for the helpers.” But what happens when the helpers themselves need help? As we enter the third*
30 *year of the global COVID-19 pandemic, our faculty, including and especially our counselor*
31 *faculty, and our staff continue to bear the brunt of the front lines in supporting our students*
32 *through this public health crisis. While some resources are provided for staff and faculty, such as*
33 *access to the third-party service Empathia, these resources are unevenly communicated campus-to-*
34 *campus and have not been sufficient in addressing the acceleration and amplification of mental*
35 *health concerns during the pandemic. This resolution continues the calls of the ASCSU to provide*
36 *additional mental health and counseling services for our students (see [AS-3123-13/AA \[Rev\]](#),*
37 *[AS-3317-18/FA/AA \[Rev\]](#), [AS-3440-20/FA \[Rev\]](#)) while reinforcing that student success*
38 *is also dependent on faculty well-being ([AS-3477-21/FA](#)). More work needs to be done in order*

- 39 *to identify and address what is becoming a silent secondary pandemic on our campuses as the*
- 40 *COVID-19 pandemic continues to take its toll.*

DRAFT

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-3546-22/APEP/AA
March 17-18, 2022
First Reading

ON RECONCILIATION OF THE CSU AND UC ETHNIC STUDIES COMPETENCES

- 1 **1. RESOLVED:** That the Academic Senate of the California State University (ASCSU)
2 note that there are differences between the General Education (GE) Area F
3 competencies approved by the ASCSU and which are now part of the [CSU's policy](#)
4 [on General Education Breadth Requirements](#) and those approved by the Assembly of
5 the University of California (UC) Academic Senate in [Assembly Approval of Revision](#)
6 [of Regulation 478 \(IGETC Area 7\)](#); and be it further
- 7 **2. RESOLVED:** That the ASCSU consider the California State University (CSU) GE
8 Breadth Ethnic Studies competencies and the UC Intersegmental General Education
9 Transfer Curriculum (IGETC) Ethnic Studies competencies (the differences between
10 which are highlighted in the rationale) as achieving functionally equivalent objectives
11 and thus can be seen as interchangeable; and be it further
- 12 **3. RESOLVED:** That the ASCSU distribute this resolution to the:
13 • CSU Board of Trustees,
14 • CSU Chancellor,
15 • CSU Ethnic Studies Council,
16 • Intersegmental Committee of Academic Senates (ICAS),
17 • Academic Senate for the California Community Colleges (CCC), and the
18 • Academic Senate of the UC.

19 ***RATIONALE:*** In [AS-3460-20/AA](#), after consultation and dialog with the CSU Ethnic
20 *Studies Council, the CSU adopted a set of five competencies to be used in the creation of learning*
21 *outcomes in its Ethnic Studies courses required by AB 1460, which competencies are now*
22 *incorporated in the CSU's [policy on GE Area Breadth](#). Recently, the UC Academic Senate,*
23 *building on the work done in [AS-3460-20/AA](#), adopted five very similar competencies.*
24 *However, there are minor differences in wording between those approved by the ASCSU and*
25 *adopted by the CSU and those adopted by the UC.*
26 *Reconciling the two into a single set of common competencies would require changes to UC or*
27 *CSU policy and quite possibly to Title 5.*
28 *Given that the Ethnic Studies Council has advised the CSU that it does not consider the*
29 *difference to be material, the intent of this resolution is to aver to their equivalency, thereby*
30 *obviating the need for significant changes to Title 5.*
31 *The differences between the two sets of language are highlighted below.*
32 *Proposed IGETC Ethnic Studies Core Competencies (from the CSU) & Proposed UC*
33 *Revisions; additions are in Red, deletions are stricken through.*
34 *To be approved for this requirement, courses shall have the following course prefixes: African*
35 *American, Asian American, Latina/ o/ x American or Native American Studies (which reflect*
36 *the specific named populations centered in these fields, hereinafter referred to as the*
37 *“Populations”). Similar fields and course prefixes (e.g., Black Studies, African Diaspora*

38 *Studies, Pan-African Studies, American Indian Studies, Indigenous Studies, Asian American*
39 *& Asian Diaspora Studies, Asian American and Pacific Islander Studies, Chicana/o/x*
40 *Studies, Latina/o/x Studies, Critical Race and Ethnic Studies) shall also meet this*
41 *requirement. Courses without ethnic studies prefixes may meet this requirement if crosslisted with*
42 *a course with an ethnic studies prefix. Courses that are approved to meet this requirement shall*
43 *meet at least 3 of the 5 the following core competencies. Campuses may add additional*
44 *competencies to those listed.*

45 1. *Analyze and articulate concepts such as race and racism, racialization, ethnicity,*
46 *equity, ethnocentrism, eurocentrism, white supremacy, antiblackness, self-determination,*
47 *liberation, decolonization, sovereignty, imperialism, settler colonialism, exploitation*
48 *colonialism, xenophobia, intersectionality, and anti-racism as analyzed studied in any*
49 *one or more of the following: Native American Studies, African American Studies,*
50 *Asian American Studies, and Latina and Latino American Studies above-mentioned*
51 *fields.*

52 2. *Apply theory and knowledge produced by Native American, African American,*
53 *Asian American, and/or Latina and Latino American the communities centered in the*
54 *above-mentioned critical race and ethnic studies fields to describe understand the critical*
55 *events, histories, cultures, intellectual traditions, contributions, lived-experiences and*
56 *social struggles of those groups with a particular emphasis on subjection or subject*
57 *formation, agency and group-affirmation.*

- 58 3. Critically analyze the intersection of race and racism as they relate to class, gender,
59 sexuality, religion, spirituality, national origin, immigration status, ability, tribal
60 citizenship, sovereignty, language, and/ or age in ~~Native American, African American,~~
61 ~~Asian American, and/ or Latina and Latino American~~ the communities of the above-
62 mentioned Populations.
- 63 4. Critically ~~review~~ situate, in historical context, how struggle, resistance, racial and
64 social justice, solidarity, and liberation, as experienced and enacted by ~~Native~~
65 ~~Americans, African Americans, Asian Americans and/ or Latina and Latino~~
66 ~~Americans~~ the above-mentioned Populations are relevant to current and structural issues.
67 ~~such as~~ Such issues may be communal, national, international, and transnational politics
68 ~~as~~, for example, in immigration, reparations, settlercolonialism, multiculturalism,
69 language policies.
- 70 5. Describe and ~~actively~~ engage with anti-racist, abolitionist, and anti-colonial thought,
71 issues, ~~and the~~ practices, and movements in ~~Native American, African American,~~
72 ~~Asian American and/ or Latina and Latino~~ communities ~~and a~~ of the above-mentioned
73 Populations seeking a more just and equitable society¹

¹ <https://senate.universityofcalifornia.edu/files/underreview/igetc-ethnic-studies-revision.pdf>

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-3547-22/FA
March 17-18, 2022
First Reading

**RENAMING BUILDINGS AND REMOVING SYMBOLS THAT MEMORIALIZE
WHITE SUPREMACY**

- 1 **1. RESOLVED:** That the ASCSU recommend that CSU campus Senates demonstrate
2 support of Brown, Black, Asian and Pacific Islanders, Native and Indigenous,
3 undocumented students, students with mixed-status families, formerly incarcerated
4 students, and undocumented, mixed-status families, students, staff, and faculty; and
5 be it further
- 6 **2. RESOLVED:** That the Academic Senates affirm their responsibility to identify and
7 criticize biases, inequity and racism in the history of the University, and in our current
8 University culture; and be it further
- 9 **3. RESOLVED:** That we pledge as the Academic Senate of the California State
10 University (ASCSU) to formally engage with student and staff organizations and the
11 administration to identify concrete, actionable steps to dismantle structural racism
12 collectively; and be it further
- 13 **4. RESOLVED:** That the ASCSU call for the removal of statues, the renaming of
14 buildings, classrooms, benches, roadways, and any other memorials on our campuses
15 that commemorate white supremacy, nativism, and/or individuals who hold/held a
16 troubling legacy of supporting racist ideas as evident and very symbolic important

17 steps as we stand in solidarity with the undocumented, mixed-status families, Brown,
18 Black, Asian and Pacific Islanders, Native and Indigenous Communities in urging
19 everyone to refrain from hateful language and violence that destroys lives and
20 foments hate; and be it further

21 **5. RESOLVED:** That ASCSU along with the 23 CSU campuses pledge to include a
22 universal statement about the campuses that are built on sacred ground in
23 consultation with the local nations; and be it further

24 **6. RESOLVED:** That the ASCSU pledge to actively collaborate with University
25 Presidents to implement these changes as actionable steps to collectively dismantle
26 structural and institutionalized racism; and be it further

27 **7. RESOLVED:** That campus buildings, classrooms, benches, roadways, and any other
28 memorials be renamed to recognize diversity, educational equity, racial and social
29 justice through a broad and inclusive campus process; and be it further

30 **8. RESOLVED:** That Academic Senate leadership will charge all Senate standing
31 committees to determine how to best support fulfillment of our obligation to educate
32 the next generation of leaders about these issues related to the history of naming
33 buildings, classrooms, benches, roadways, and any other memorials on our campus;
34 and, be it further

35 **9. RESOLVED:** That the ASCSU distribute this resolution to the:

- 36 • California Governor Gavin Newsom,
- 37 • CSU Board of Trustees,
- 38 • California Faculty association (CFA),
- 39 • California State Student Association (CSA),
- 40 • CSU campus Presidents,
- 41 • CSU campus Provosts/Vice Presidents of Academic Affairs,
- 42 • CSU campus division vice presidents of
 - 43 i. Student affairs,
 - 44 ii. Administration and Finance,
 - 45 iii. Advancement,
 - 46 iv. Information Technology,
 - 47 v. University Advancement,
 - 48 vi. Human Resources, and
 - 49 vii. Diversity and Inclusion,
- 50 • CSU College Deans,
- 51 • CSU campus Senate Chairs, and the
- 52 • CSU Emeritus Retired Faculty & Staff Association (CSU-ERFSA).

53 ***RATIONALE:*** *California State University (CSU) educates the most ethnically, economically,*
54 *and academically diverse student body in the nation. Nearly one-third of CSU students are the*
55 *first in their families to attend college. CSU's workforce is 55 percent female. Nearly 60 percent*
56 *of all Latinx and Black employees are women, with the staff population surpassing 60% for*
57 *both groups. 62% of all bachelor's degrees granted to California's Hispanic students are*
58 *conferred by the CSU. **Nearly half** of CSU students are underrepresented minorities (URM).*

59 *The CSU provides **more than half** of all undergraduate degrees earned by California's*
60 *Latinx, African American and Native American students combined.*

61 *Given the nation's racial and social justice crisis, groups, and institutions across the country,*
62 *including universities, have launched successful efforts to rename buildings, remove monuments*
63 *and other symbols that commemorate white supremacy, eugenics, and/or individuals who support*
64 *prejudiced or racist ideas. Several universities have renamed buildings, among them: California*
65 *State University Northridge, University of California Berkeley, University of Southern*
66 *California, Bowling Green State University, The University of North Carolina at Chapel Hill,*
67 *University of Mississippi, Clemson University, Georgetown University, The Ohio State*
68 *University, Princeton University, James Madison University, Stanford University, Western*
69 *Washington University, and California State University Fullerton.*

70 *To continue its service to its diverse student population, and to respect the student, faculty, and*
71 *staff the CSU should make the effort now to eliminate from its campuses, symbols that honor*
72 *individuals who advocated nativism and white supremacy.*

73 *Hand in hand with the renaming of buildings, classrooms, benches, roadways, and any other*
74 *memorials is the issue with buildings with architecture that come from a colonial era. These*
75 *buildings need to be redesigned and redefined with plaques that show historical information about*
76 *its architectural past and murals that impacted individuals create to recreate that building's*
77 *history.*

78 *Similarly, ASCSU and all 23 CSU campuses should include a universal statement about the*
79 *campuses that are built on sacred ground in consultation with the local nations.*

80 *As we work on the renaming of buildings, classrooms, benches, roadways, and any other*
81 *memorials, we need to reexamine the policy on naming processes to ensure that endowments and*
82 *corporations conform to these policies, e.g. the Board of Trustees naming policy (CSU 15501.00*
83 *and CSU 15502.00), and San José State University's naming policy. Simultaneously with*
84 *checking names of donors, we need to understand that the issue at hand is the amount of funds*
85 *donors bring to our campuses without any accountability.*

DRAFT

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-3548-22/APEP
March 17-18, 2022
First Reading

**IN SUPPORT OF INCREASING ACCESS TO CSU TEACHER
PREPARATION PROGRAMS**

- 1 **1. RESOLVED:** That the Academic Senate of the California State University (ASCSU)
2 supports the variety of efforts to increase the supply and diversity of qualified
3 candidates applying to enter a California Teaching Credential program; and be it
4 further
- 5 **2. RESOLVED:** That the ASCSU supports expanding alternatives to meet the Basic
6 Skills Requirement (BSR) and Subject Matter Competency (SMC) expectations of
7 teaching credential candidates; and be it further
- 8 **3. RESOLVED:** That the ASCSU encourages local campuses to appropriately apply
9 expanded opportunities for certifying BSR and SMC as provided in Assembly Bill
10 130, passed in 2021; and be it further
- 11 **4. RESOLVED:** That the ASCSU supports the continued use of the Basic Skills
12 Requirement and Subject Matter Competency as admissions requirements for teacher
13 preparation programs in the CSU; and be it further
- 14 **5. RESOLVED:** That the ASCSU distribute this resolution to the:
- 15 • CSU Board of Trustees,
16 • CSU Chancellor,
17 • CSU campus Presidents,

- 18 • CSU campus Senate Chairs,
- 19 • CSU campus Senate Executive Committees,
- 20 • CSU Provosts/Vice Presidents of Academic Affairs,
- 21 • CSU Deans of Colleges of Education,
- 22 • California Faculty Association (CFA),
- 23 • California State Student Association (CSSA),
- 24 • CSU Emeritus and Retired Faculty & Staff Association (CSU-ERFSA),
- 25 • Academic Senate for the California Community Colleges (CCC),
- 26 • Academic Senate of the University of California (UC),
- 27 • CCC Board of Governors,
- 28 • UC Board of Regents,

29 ***RATIONALE:*** *It is well known and documented that California is experiencing a severe*
30 *public school teacher shortage. This shortage has resulted in a variety of efforts to increase the*
31 *production of new teachers. In recent years the California Commission on Teacher Credentialing*
32 *(CCTC) has expanded the time allowed for credential programs and reduced credential*
33 *requirements. The legislature, by passing AB 130, has recently created expanded opportunities*
34 *for meeting basic skills and subject matter competency requirements.*

35 *The CSU has dedicated significant resources to expand the size and diversity of the teacher*
36 *workforce (see [Building a Diverse Educator Workforce](#), and [Mathematics and Science Teacher](#)*
37 *[Initiative](#) (MSTI)). Teacher shortages have resulted in a growing number of underqualified*
38 *teachers, particularly in low income and other underserved districts. Research indicates that*
39 *districts throughout the state have been forced to hire thousands of teachers with substandard*
40 *credentials, particularly in under-resourced districts. It is important to encourage high standards*

41 *in teacher preparation to ensure that applicants are not only qualified for admissions to teacher*
42 *preparation programs, but are also successful in their teaching careers. This resolution seeks to*
43 *encourage campuses to respond affirmatively to expanded opportunities to attract qualified teacher*
44 *candidates.*

45 ***Resources:***

- 46 • [*Not Enough Subs*](#)
- 47 • [*A Closer Look at the Critical California Teacher Shortage*](#)
- 48 • [*Teach California Report*](#)
- 49 • [*A Guide to Making the California Teacher Shortage Even Worse*](#)
- 50 • [*California School Districts Receive Unprecedented Windfall but lack Teachers to Help*](#)
- 51 [*Students Catch Up*](#)
- 52 • [*California is poised to confront high proportions of underqualified teachers in low-income*](#)
- 53 [*schools*](#)
- 54 • [*California State Plan to Ensure Equitable Access to Excellent Educators*](#)

BOARD OF TRUSTEES

CSU Board of Trustees – Investigations and Systemwide Policy Assessment

Presentation By

Lillian Kimbell
Chair of the Board

Summary

In light of recent events, the CSU Board of Trustees have pledged to strengthen the CSU's institutional culture and to ensure the health, safety and welfare of its students, faculty and staff.

This agenda item sets forth specific actions the CSU will undertake to fulfill that pledge by initiating independent investigations and systemwide assessments of institutional employment practices as follows.

Recommendations

It is recommended that the following actions be immediately implemented:

- The CSU shall initiate an independent external investigation to review how administrators at California State University, Fresno responded to reports and complaints of Title IX violations. The CSU shall retain the Law Offices of Mary Lee Wegner to lead this investigation.
- The CSU shall initiate an independent assessment of Title IX practices across all 23-campus and the chancellor's office. The CSU has retained the firm of Cozen O'Connor to conduct a comprehensive Title IX systemwide assessment.
- The chancellor shall initiate systemwide policy development on 1) retreat rights and 2) letters of recommendation. The recommended policies will be presented to the board for review and approval.
- The chancellor shall identify and convene a task force to review the Executive Transition Program. Results and recommendations will be reported to the trustees in May 2022. Additionally, effective immediately the CSU shall cease granting executive transition rights for newly hired executives until such time as the board considers the recommendations of the task force and takes further action.

BoT
Agenda Item 5
March 21-23, 2022
Page 2 of 2

Recommended Action

The following resolution is recommended for adoption:

RESOLVED, by the Board of Trustees of the California State University, that the Recommendations as cited in Agenda Item 5 of the March 21-23, 2022 meeting of the Board of Trustees are approved.

President and President's Administrative Team Report to University Senate

Tom Jackson, Jr., President
Sherie C. Gordon, Chief of Staff
Shahrooz Roohparvar, 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)

People

Dr. Carmen Bustos-Works has transitioned from the interim to the permanent Associate Vice President of Academic Programs. This position encompasses many duties including serving as the Accreditation Liaison Officer (ALO), overseeing curriculum, academic program assessment, and advising. Since Dr. Bustos-Works joined us last summer from Sonoma State University, she has led a number of important efforts on campus including partnering with faculty in moving forward several key polytechnic academic programs, co-chairing the Inclusive Student Success/GI 2025 committee, and collaborating with faculty and staff on several grant funding opportunities.

HR has filled its last vacancy. **Torie Mather** will be in the front area and starts March 28. The search for a permanent AVP-HR is underway and screening of applications will begin March 30.

Inclusive Student Success

The Office of the Chancellor has issued a call for **proposals for the Creating Responsive, Equitable, Active Teaching and Engagement (CREATE) Awards Program**. The CREATE Awards Program recognizes the vitally important role faculty play in providing high-quality instruction and underscores the importance of accelerating momentum toward Graduation Initiative 2025 goals. The award will provide a large grant to a faculty member or team of faculty transforming the student experience. The winning proposal(s) will identify a common problem, articulate the ability to advance a solution locally and at scale, have a strong emphasis on equity, and demonstrate the ability to institutionalize the innovation across the system. The award recipient(s) will be those who can creatively increase the number of bachelor's degrees awarded, shorten time to degree, and dramatically reduce equity gaps.

Tenure-track faculty, tenured faculty, and lecturers from all disciplines are eligible for the CREATE award. Award amounts will be up to \$300,000. Up to five grants will be awarded in the 2022-23 award year; the number of grants issued will be dependent upon the number of applications received, accepted, and budgets.

Proposals must be submitted via the online submission form by 11:59 pm on April 15, 2022. More information is available [here](#) and in the attached RFP.

Pride

Distinguished Faculty Lecturers begin on March 30, 2022. The theme: Resilience. Connections. Incarceration.

Talks by the Distinguished Faculty Awardees include:

Crafting Resilience

Lonny Grafman, Instructor of Environmental Resources Engineering

2020-2021 Excellence in Teaching - Lecturer

What we learned from hundreds of community-based student projects leveraging rain, sun, earth, and each other.

Wednesday, March 30, Siemens Hall 108, 5:30 p.m.

Classroom's Human Connection

Frank Shaughnessy, Professor of Botany

2020-2021 Outstanding Professor

Personal engagement between a student and instructor, and what that means for equity and inclusivity during the learning experience.

Thursday, April 7, Science B 135, 5:00 p.m.

Japanese Incarceration and The Politics of Dreaming

Michihiro Sugata, Professor of Sociology

2020-2021 Excellence in Teaching - Tenure Track

How visions of freedom and of confinement reconstituted the U.S. as it emerged from WWII.

Tuesday, April 19, Siemens Hall 108, 5:30 p.m.

...

We will host **Commencement ceremonies** for the first Cal Poly Humboldt graduating class on Saturday, May 14 in Redwood Bowl.

The ceremonies will be held at the following times:

8:30 a.m.—College of Arts, Humanities & Social Sciences

Noon—College of Natural Resources & Sciences

3:30 p.m.—College of Professional Studies

Registration for Spring 2022 Commencement is now open and those who want to walk in the Commencement ceremony MUST sign up by Friday, April 8. Details about registering for the ceremony are on the Commencement [website](#).

In addition to the Commencement ceremonies on May 14, the **Cultural Centers for Academic Excellence** will be hosting **Cultural Graduation Celebrations** to honor the rich diversity of our students and celebrate this milestone achievement with the graduates and their families. Students can register for the celebrations at the same time as the Commencement ceremony. The celebrations will be held on the following days and times:

Queer Graduation Celebration—May 5, 5 – 7 p.m., Nelson Hall East, Goodwin Forum (Room 102)

Native Graduation Celebration—May 12, 6 – 8 p.m., Van Duzer Theatre & Balabanis Art Quad

Black Graduation Celebration—May 13, 1 – 3 p.m., Founders Hall Courtyard

Latinx Graduation Celebration—May 13, 3 – 5 p.m., Kinesiology & Athletics, Lumberjack Arena

Asian, Desi, Pacific Islander, Middle Eastern, and North African (ADPI+MENA) Graduation Celebration—May 13, 5:30 – 7 p.m., Nelson Hall East, Goodwin Forum (Room 102)

Campus Culture and Operations

Please see the ODEI March 2022 issue of ODEI Pathways, the monthly newsletter of Cal Poly Humboldt's Office of Diversity, Equity, and Inclusion. Please click on this [link](#) to access the newsletter.

...

As the University continues to support the transition of campus to Cal Poly Humboldt branding elements, the **Admissions** office has taken actions to create **items** that will be found at various portions of the events. Items ordered that will be seen across campus are the following, I Heart Cal Poly Humboldt, mini Cal Poly Humboldt pennants, keychains, Lanyards, Cal Poly Humboldt String Backpacks, Cal Poly Plastic Cups, and I Heart Cal Poly Candy pouches.

The Office of Admissions is expecting to receive t-shirts next week, which we are working to provide to staff and faculty supporting the event on April 8 and April 15. During the Academic bowl, giveaway items will be provided to have on your tables to share with guests. Similarly the same will happen within the community fair.

Sample images of branded Items being produced for event



Side 1

Side 2



FRONT



PMS 376

Sustainability

HR is growing the use of digital technology with a focus on paperless processing and records systems. More information is forthcoming.

...

The **Humboldt Advisory Committee on Sustainability** continues to meet throughout the semester. This committee includes students, faculty, staff and a community member, and advises the President's leadership team on specific, recommended actions the campus can take to further the implementation of sustainability into the core focus areas of campus operations, academics, infrastructure and engagement.

...

Update to the **Climate Action Plan**: following the public comment period in February, a final draft was submitted to the President's Office for final review. The Sustainability Office will be hosting a Climate Action Public Forum during Earth Week, prior to which we anticipate formal adoption of the CAP 2.0 by the university.

...

Cal Poly Humboldt faculty and the Sustainability Office have joined the Wiyot Tribe, Cooperation Humboldt and a growing number of partners to organize the **Decolonizing Economics Conference**, a three-day virtual conference April 21-23 that will serve as a space to exchange experiences and information, strengthen alliances and networks, devise strategies to decenter colonial systems, and bolster real solutions to heal the land and people.

...

Earth Week is coming up! This year it will fall from April 18th through the 22nd. Cal Poly Humboldt has traditionally led an Earth Week Every Week (EWEW) campaign to celebrate with events, activities, and much more. The EWEW committee this year is composed of representatives from Associated Students, CCAT, WRRAP, and Green Campus. The Committee has decided that this year they will mostly support other campus and community events rather than creating separate Earth Week specific plans (such as by supporting a campus Food Summit and the Decolonizing Economics Conference). People who are interested in contributing activities can attend a committee meeting via Zoom on Thursdays at 4:30PM. Additional questions can be sent to the committee chair at zv3@humboldt.edu

...

The Sustainability Office was pleased to sponsor registration for all Cal Poly Humboldt students, staff, and faculty at Chico State's annual **This Way to Sustainability Conference** held March 24-25. Roughly 30 campus partners registered to attend (as of 3/21/22), with multiple faculty and staff joining as speakers on various panels. Read more about the Conference at <https://www.csuchico.edu/twts/>.

...

The Board of Trustees for the CSU will be considering an updated draft of the **CSU Sustainability Policy** during the Board meeting at 10am on Weds 3/23. See agenda at: <https://www.calstate.edu/csu-system/board-of-trustees/Pages/agenda.aspx>

Enrollment

Spring Preview Attendance Projection as of Friday, March 25th:

Event Date: Apr 8, 2022 206 students with 317 guests (523 total)

Student Type Breakdown: 114 First-Time Undergraduates, 77 Transfers, 1 Second Bachelor, 1 Returning, 13 Undecided

Academic College Breakdown: 41 CAHSS, 96 CRNS, 40 CPS, 30 Undeclared

Event Date: Apr 15, 2022 246 students with 451 guests (697 total)

Student Type Breakdown: 146 First time Undergraduates, 78 Transfers, 1 Returning, 23 Undecided

Academic College Breakdown: 51 CAHSS, 111 CRNS, 51 CPS, 35 Undeclared

Spring Preview Virtual Event is being offered to all admitted and confirmed students, which will support those that attended Spring Preview In-Person Events but also ensure those that cannot attend the in-person events the ability to engage with Cal Poly Humboldt staff and faculty. Admissions will be tracking data behind the scenes monitoring attendance at various offerings that include Academic Department Zoom sessions, Financial Aid, Housing, etc.

Preview Plus Overview

The Office of Admissions is bringing back the Preview Plus bus trip model to support students that normally wouldn't be able to attend. These students will be hosted at the Red Lion Hotel in Eureka. They will be chaperoned by professional staff and our ambassadors.

April 8th:

- Student Pick Up Locations:
 - The bus will depart at 6 AM from Fresno, and will stop at Sacramento, Upper & Lower Clear Lake.
- Numbers: ~45 students + local area students ~20 students expected to participate

April 15th

- Student Pick Up Locations:
 - There are two buses - The first bus will depart from LA at 5 AM and will travel directly to Humboldt. The second bus will depart from the Bay area at 8 AM, and will stop at Ukiah.
- Numbers: ~ 53 Students from Southern California

Schedule of events

Time	Activity Information	Location	Map#
7:30 am to 8:20 am	Check In and Breakfast —Grab a bite to eat and mingle with your new potential classmates.	Recreation & Wellness Center Building, West Gym, 2nd Floor	I9
8:20 am to 8:30 am	Find your seat —Make your way over to the Redwood Bowl from the West Gym and grab a seat for the welcome.	West Gym to Redwood Bowl	I10-K11
8:30 am to 8:45 am	Welcome —A welcome message from Dr. Tom Jackson, University President, and Dr. Jason Meriwether, Vice President of Enrollment Management. Pedro Martinez, the Director of Admissions, will give an overview of the day's events.	Redwood Bowl	I7
9:00 am to 9:45 am	Housing & Residence Life: Eat, Live, Learn —Our professional Residence Life Staff will talk about how living on campus can make your college experience the best it can be.	Kinesiology & Athletics, Lumberjack Arena, 2nd Floor	K10
	Transfers Student Panel —Connect with current transfer Humboldt students and get their opinions on everything from food to classes and everywhere in between.	Community Center, Great Hall, 2nd Floor	C12
10:00 am to 10:45 am	Financing your way through college —Staff from the Financial Aid Office will share advice about paying for college.	Kinesiology & Athletics, Lumberjack Arena, 2nd Floor	K10
	Educational Opportunity Program (EOP) / Student Support Services —Learn from the staff what you gain from being an EOP student and the success students have found by being part of the program.	Community Center, Great Hall, 2nd Floor	C12
11:00 am to 11:45 am	Next Steps (Freshman) —Learn more about the next steps to confirm your admissions.	Kinesiology & Athletics, Lumberjack Arena, 2nd Floor	K10
	Next Steps (Transfer) —Learn more about the next steps to confirm your admissions.	Community Center, Great Hall, 2nd Floor	E5
	Getting Support —Learn about campus and community resources that help Humboldt students meet their basic needs.	Nelson Hall East, Goodwin Forum, 1st Floor	C12
11:00 am to 1:00 pm	Lunch —At check-in, you'll get tickets that will tell you which lunch hour you are assigned.	Jolly Giant Commons, The J Dining Hall, 3rd Floor	E3
2:00 pm to 2:45 pm	Freshmen Student Panel —Connect with current Humboldt students and get their opinions on everything from food to classes and everywhere in	Community Center, Great Hall,	C12

	between.	2nd Floor	
3:00 pm to 3:45 pm	Place-based Learning Communities —Learn more about our STEM place-based learning communities: Among Giants, Klamath Connection, Representing Realities, Rising Tides, and Stars to Rocks.	Community Center, Great Hall, 2nd Floor	C12

Fairs and Drop in Sessions

Time	Activity Information	Location	Map#
10:00 am to 12:00 pm	Community Building Fair —Get to know the amazing variety of student clubs to keep you involved, and the academic and social support programs to help you succeed.	Student Activity Center Quad	E6
Noon to 2:00 pm	Academic Fair —Connect with faculty and learn more about all our major options. Talk with staff about student academic support services such as the Academic & Career Advising Center, Indian Natural Resource Science & Engineering Program (INRSEP), tutoring and supplemental instruction from the Learning Center, Student Disability Resource Center, and more.	Redwood Bowl	I7
9:00 am - 4:00 pm	Academic and Career Advising Center —Come and check out the Academic and Career Advising Center, our helpful team of academic and career advisors can help you get the most out of your college experience.	Lower Library 27	C7
9:00 am - 11:00 am	Indian Tribal & Educational Personnel Program (ITEPP) —The Indian Tribal & Educational Personnel Program (aka ITEPP) supports Native American Indian students in a wide array of academic disciplines within the three colleges.	Brero House #93	C5
10:00 am - 5:00 pm	El Centro Académico Cultural —El Centro Académico Cultural de Humboldt, (aka El Centro) works primarily with students of Latin American descent in navigating pathways to success that honors and respects their cultural and historical trajectory. Come learn more about El Centro's commitment to student success.	Nelson Hall East, 2nd Floor	E5
2:00 pm - 4:00 pm	Social Justice, Equity & Inclusion Center (SJEIC) —The Social Justice, Equity, and Inclusion Center (SJEIC) is a student-led organization that strives to create a safe space for Cal Poly Humboldt students to engage, learn, be heard, and be inspired. <i>Available on April 8th Only</i>	Balabanis House #55	C8
Noon to 4:00 pm	Apply for Housing —Housing & Residence Life Staff are available to help you complete your Housing Application and hold your space on campus for the Fall.	Jolly Giant Commons, Klamath River Room, 2nd Floor	D11
2:00 pm to 4:00 pm	Drop-in Sessions —Get individual questions answered by Admissions, Financial Aid, and Accessibility counselors.	Student Business Services Building, Lobby	E2

2:00 pm to 4:00 pm	Umoja Center for Pan African Student Excellence —The Umoja Center for Pan African Student Excellence (aka Umoja Center) works with students who self identify with any of the diverse identities represented within the African diaspora. This cultural community seeks to uplift and support its students academically, professionally and personally through advising and mentorship.	Nelson Hall East, 2nd Floor	E5
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Tours *(every hour on the hour)*

10:00 am to 2:00 pm	Campus Tours —See the beauty of our campus and get familiar with your new surroundings. Last tour leaves at 2:00 pm.	Student Activity Center Quad, Campus Tour Tent	F6
Noon to 4:00 pm	Freshmen Housing Tours —Get an exclusive look inside our residence halls for freshmen. Last tour leaves at 4:00 pm. Transfer Housing Tours —Get an exclusive look inside our residence halls for transfers. Last tour leaves at 4:00 pm. <i>For the safety and comfort of our residents showing their rooms for Preview days, face coverings are required and must be worn inside the units and shuttles at all times.</i>	Student Activity Center Quad, Housing Tour Tent	F6
3:00 pm to 3:45 pm	Community Forest Tour —Get a guided tour of the Arcata Community Forest. The forest is your backyard!	Redwood Plaza	J9

Academic Facilities Tours *(every hour on the hour)*

Friday, April 8th			
12:00 pm to 12:45 pm	The following majors will be giving a tour of their facilities: Forestry & Wildland Resources —Includes a demonstration of our fire lab! Journalism Kinesiology & Recreation Administration Athletics	Redwood Plaza	J9
1:00 pm to 1:45 pm	The following majors will be giving a tour of their facilities: Art Chemistry Dance	Redwood Plaza	J9

2:00 pm to 2:45 pm	<p>The following majors will be giving a tour of their facilities:</p> <p>Anthropology</p> <p>Biology</p> <p>Film</p> <p>Fisheries Biology</p> <p>Music</p>	Redwood Plaza	J9
3:00 pm to 3:45	<p>The following majors will be giving a tour of their facilities:</p> <p>Environmental Resources Engineering</p> <p>Geology</p> <p>Wildlife</p>	Student Activity Center Quad, Campus Tour Tent	J9
2:30 pm - 3:15 pm & 3:15 pm - 4:00 pm	R/V Coral Sea —Get a tour of one of the largest research vessels dedicated to undergraduate education and research in the US.	Woodley Island Marina, Eureka, CA	
Friday, April 15th			
12:00 pm to 12:45 pm	<p>The following majors will be giving a tour of their facilities:</p> <p>Forestry & Wildland Resources—Includes a demonstration of our fire lab!</p> <p>Journalism</p> <p>Athletics</p>	Redwood Plaza	J9
1:00 pm to 1:45 pm	<p>The following majors will be giving a tour of their facilities:</p> <p>Art</p> <p>Chemistry</p> <p>Dance</p> <p>Music</p>	Redwood Plaza	J9
2:00 pm to 2:45 pm	<p>The following majors will be giving a tour of their facilities:</p> <p>Anthropology</p> <p>Biology</p> <p>Film</p> <p>Fisheries Biology</p>	Redwood Plaza	J9

<p>3:00 pm to 3:45</p>	<p>The following majors will be giving a tour of their facilities:</p> <p>Environmental Resources Engineering</p> <p>Geology</p> <p>Theatre Arts</p> <p>Wildlife</p>	<p>Student Activity Center Quad, Campus Tour Tent</p>	<p>J9</p>
<p>2:30 pm - 3:15 pm & 3:15 pm - 4:00 pm</p>	<p>R/V Coral Sea—Get a tour of one of the largest research vessels dedicated to undergraduate education and research in the US.</p>	<p>Woodley Island Marina, Eureka, CA</p>	

Individuals requesting disability-related accommodations while attending Cal Poly Humboldt events are advised to contact the Office of Admissions as soon as possible by calling 707-826-6225 or emailing us at welcome@humboldt.edu. Please note that some accommodations may require ample time to coordinate.