CAL POLY HUMBOLDT
University Senate Written Reports, March 28, 2023
Standing Committees, Statewide Senators and Ex-officio Members

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Academic Policies Committee:

Submitted by Marissa Ramsier, APC Chair
Members: Julie Alderson, Frank Cappuccio, Michele Miyamoto, Humnath Panta, Li Qu, Jenni Robinson Reisinger, Mark Wicklund. Vacant: AS Student Reps.
Meeting Date(s): March 24, 2023

Meeting Details: We have two main policies in the works. The Credit for Prior Learning Policy is drafted and receiving feedback from Deans and the Academic Programs regarding some key issues that need to be sorted before moving forward. In particular, we are working on how faculty will engage with the process. We are also working on a revision to the syllabus policy, with an eye to streamlining requirements.

Appointments and Elections Committee:

Submitted by Mary Watson p.p. Jayne McGuire, AEC Chair
Members: Jayne McGuire, Monty Mola, Sasheen Raymond, Joshua Frye, Jorge Monteiro
Meeting Date(s): 03/20/2023
Meeting Details:Ballots for Cycle 2 of the General Faculty Elections were sent to the General Faculty on Monday, March 27, 2023; the ballots close on Monday, April 3, 2023 at noon. Resolution 21-22/23-AEC will be coming for a second reading at the University Senate meeting on Tuesday, March 28th.

Constitution and Bylaws Committee:

Submitted by Roughollah Aghasaleh, CBC Chair
Members: George Wrenn, Chelsea Teale, Garrett Purchio, Deidre Clem
Meeting Date(s): 03/21/2023
Meeting Details: Finalized resolutions on Senate bylaws amendments (11.62, 11.84 & 11.82) to update CBC Membership, UPC Membership, and UPC Duties.

Faculty Affairs Committee:

Submitted by Tim Miller, FAC Chair
Members: Ramona Bell, Kim Perris, Kim White, Loren Cannon, Tim Miller
Meeting Date(s): 3/8, 3/22
Standing meetings are held Wednesdays 11:00-11:50 in BSS 508, Zoom hyflex link:
https://humboldtstate.zoom.us/j/81769198379?pwd=aWhCSmYxRlpReU1jdHVrSGNiL2VaZz09.

Department Chair Compensation

FAC is bringing the Resolution on Department Chair Assigned Time Policy for a first read. This policy is the culmination of almost two years of conversations and discussions with chairs, faculty, and all parties involved. The task force has put together a strong plan that will provide transparency and equity into the process of calculating assigned time for chair work. This plan also provides for the growth we anticipate at Cal Poly Humboldt so that as our campus and programs grow and chair demands increase, so will the support for that work.
If you have questions or feedback about the resolution, please contact any of the task force members or FAC Chair Tim Miller (tim.miller@humboldt.edu).

Integrated Curriculum Committee:

Submitted by Jill Anderson, ICC Chair
Members:Ramesh Adhikari, Jill Anderson (ICC Chair), Brad Ballinger, Carmen Bustos-Works, Christine Cass, Eden Donahue (CDC Chair), Cameron Allison Govier, Bella Gray, Sara Jaye Hart, Heather Madar, Bori Mazzag, John Meyer, Cindy Moyer, Marissa Ramsier (APC Chair), Joshua Smith, Amy Sprowles, Anna Thaler, Cyril Oberlander, Justus Ortega, Cutcha Risling-Baldy (GEAR Chair), Jenni Robinson, Sheila Rocker-Heppe, Melissa Tafoya, Carly Marino, Mary Watson, Mark Wicklund

Current Vacancies: Graduate Council representative, Student representatives (2), CAHSS GEAR Rep, APC Chair, At-large Faculty Member CDC

Meeting Date(s): 3/21/23

Regular meeting times are Tuesdays from 9-11am with the Full ICC and ICC Subcommittee meeting on alternate weeks. Full Committee meetings are hyflex in NHE 106 or Zoom: https://humboldtstate.zoom.us/j/83865346349?pwd=c3Vvb2J4d3FvYlRwTVAvT1piT053Zz09

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

Meeting Details:

Report for AVP Bustos-Works

WSCUC forms were submitted and approved for low unit majors. Based on recent conversations and events, we currently have a clear process for review and approval of GE/AR curricular proposals but that process may not be working as effectively as they could for campus so the opportunity to review the process will be present within GE/AR program review.

New Program Proposal Guidelines

The committee reviewed the New Program Proposal Guidelines again. Additional feedback was provided on strengthening the campus understanding of the process for broad communication related to curricula proposal. Further edits are being made to support this feedback.

Credit for Prior Learning Policy

Professor Ramsier presented the Credit for Prior Learning policy from the Academic Policies Committee (APC). The committee asked clarifying questions and provided feedback, with the largest point being how to provide equitable compensation for faculty who are going to be responsible for the work considering the very different types of assessments that may be available/necessary across different content areas.

University Policies Committee:

Submitted by Chris Harmon, UPC Chair
Members:
Meeting Date(s):
Meeting Details: UPC had a first and second reading of the Gift Card policy, which will be up for a first reading in Senate.

Academic Senate CSU (ASCSU):

Submitted by Stephanie Burkhalter, ASCSU Representative and Monty Mola
Members:
Meeting Date(s):
Meeting Details: If you do not plan to submit a written report, please write "no report" in the meeting details space of this document, just so I know not to wait on your committee/division

You can access ASCSU resolutions and other documents at this site:
https://www.calstate.edu/csu-system/faculty-staff/academic-senate

The ASCSU met for committee meetings and plenary on March 15-17, 2023. Speakers included Jolene Koester, Interim Chancellor, Sylvia Alva, Executive Vice Chancellor of Academic and Student Affairs, Thomas A. Parham, President of CSU Dominguez Hills, Wenda Fong, Chair and Lateefa Simon, Trustee, CSU Board of Trustees, Charles Toombs, CFA President, and Dixie Samaniego, CSSA VP of Systemwide Affairs.

The ASCSU voted on recommendations for the next Faculty Trustee. Romey Sabalius, the current Faculty Trustee, and Darlene Yee-Melichar, a long-serving ASCSU senator, were recommended as the two finalists of six candidates. The Governor will make the final decision on whom to appoint in May.

These are some key issues of continuing importance in the ASCSU's business:

·   AB928 and Cal-GETC--agreement on a pathway should be reached by May 2023 but this is just the beginning of the curricular work

·   Response to AB927 expansion of Community College Bachelor's Degrees, especially the Fire Science and Management B.A. at Feather River College, which was just approved by their trustees despite Cal Poly Humboldt letter and Chancellor's Office objection.

·   Title IX and DHR (In April, campus reports from Cozen O'Connor systemwide review will begin to trickle in; larger report will be presented to Board of Trustees at their May meeting)

·   Achieving fair compensation for employees in a climate of state budget deficit (Faculty Salary Study will be presented to Board of Trustees at their March meeting;

CFA bargaining is reopening in May and other units are also bargaining for higher wages given increases in cost of living)

· Meeting the benchmarks of the multi-year Budget Compact between the Newsom Administration and CSU (read [here](#))

· Search and appointment of permanent CSU Chancellor (it's expected announcement will happen at July Board of Trustees meeting, if not sooner)

· CSU Budget realignment plan across campuses to reflect enrollment stability at some campuses and decline at others

· Increased student need for mental health services at CSU counseling centers and outsourcing telehealth (e.g., Timely MD) to meet demand

· Diversity, equity and inclusion concerns about retaining diverse faculty and investing in strategies for improving degree achievement of underrepresented students

· Continuing intrusion of legislature into CSU curriculum (see list of bills in AS-3605-FGA)

The following *substantive* resolutions were heard in <u>first reading</u>. They will return for second reading and vote at the plenary May 18-19. ***Please take a look at these and if you have feedback, provide it to your ASCSU senators by May 15, 2023.***

· AS-3606-23/EX "ASCSU Awards for <u>Outstanding Contributions to the CSU</u>"

· AS-3608-23/AA "CSU Discipline Council Involvement in California Community College (CCC) Course Review"

· AS-3609-23/FGA "Encouraging Campus Faculty Legislative Specialists"

· AS-3610-23/AA "Exploring the Impact of Artificial Intelligence (AI) on Higher Education Instruction"

· AS-3612-23/AA "Graduate Education as Value-Added Outcome for Public Higher Education in California"

· AS-3613-23/AA "On the Process of Identifying and Resolving Issues of Duplication of CSU programs in AB 927 California Community College 4-year Baccalaureate Programs"

· AS-3614-23/JEDI "Solidarity with Immunocompromised, Disabled and Caregiver ASCSU members"

· AS-3615-23/AA "On the Separation of CSU GE Breadth from CalGETC"

· AS-3616-23/FA "Providing Timely and Quality Counseling within the CSU"

· AS-3619-23/FA "Maintaining Educational Continuity During Emergencies and Disasters"

· AS-3620-23/JEDI "Change in Bylaws of the Academic Senate, the California State University (ASCSU) to Accommodate the Addition of Three Designated Temporary Faculty Positions

The following substantive resolutions were heard in first reading with a first reading waiver and passed.

· AS-3603-23/FGA/AA "On AB 506 and Control of the CSU Curriculum"

· AS-3605-23/FGA "2023 Legislative Advocacy Positions of the Academic Senate of the California State University (ASCSU)"

The following resolutions were heard in second reading and passed

· AS-3587-23/APEP "Recommending a Fourth Year of Mathematics/Quantitative Reasoning"

· AS-3590-23/AA "Request for Additional Input for the CSU 2030 Challenges: Faculty Perspectives Project"

· AS-3591-23/FGA/AA "A Call for State Gas/Oil Excess Profit Fee Funding in Support of Public Higher Education"

· AS-3592-23/FA "Compensation for AB 928 Curricular Reform"

· AS-3594-23/APEP "Regarding Coursework and Correspondences in Subject Matter Domains for Teaching"

· AS-3595-23/FA/FGA "Equitable Capping of Executive Administrative Raises in the CSU Compared to Other Unit Employee Raises"

· AS-3597-23/FA "Dissemination of Report and Recommendations by the Cozen O'Connor team investigating Title IX practices on CSU campuses"

· AS-3599-23/APEP "California State University Authority Over Changes to College Preparatory A-G Standards and Guidelines"

· AS-3600-23/FA "Support and Commendation for Graduate Student and Post-Doctoral Workers"

· AS-3601-23/AA "Support for Maintaining Veterans' Centers on all CSU Campuses"

· AS-3602 -23/APEP "Recommendation Regarding Advanced Placement Precalculus"

ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY

CSU DISCIPLINE COUNCIL INVOLVEMENT IN CALIFORNIA COMMUNITY COLLEGE COURSE REVIEW

1. **RESOLVED**: That the Academic Senate of the California State University (ASCSU); reiterate its desire that appropriate discipline faculty members be involved in any course approval being sought by the California Community Colleges (CCCs); and be it further

2. **RESOLVED**: That the ASCSU ask that the Chancellor's Office seek the advice from the discipline Councils in the selection of course reviewers, as originally called for in AS-3426-20/FA; and be it further

3. **RESOLVED**: That the ASCSU distribute this resolution to.
   - CSU Board of Trustees,
   - CSU Chancellor's office (Executive, Assistant and Associate Vice Chancellors)
   - CSU campus Presidents,
   - CSU campus Senate Chairs,
   - CSU campus articulation officers,
   - California Faculty Association (CFA)
   - California State Student Association (CSSA)
   - CSU Emeritus and Retired Faculty & Staff Association (CSU-ERFSA),
   - Academic Senate for the California Community Colleges,
   - California Community Colleges' Board of Governors,

20   *RATIONALE: This resolution reiterates the ASCSU's position that in matters*

21   *of curriculum, the faculty, and in particular faculty from the relevant discipline*

22   *have purview. When California Community Colleges propose or propose*

23   *changes to programs or course curricular, the relevant discipline council*

24   *should be consulted. That consultation should also include the selection of*

25   *course reviewers for new lower division GE courses, new transfer curricula*

26   *and changes to existing TMCs. Since any course that will articulate to the CSU*

27   *or model transfer model curriculum will count towards a CSU degree, CSU*

28   *disciplinary faculty must determine the suitability of the proposed curriculum.*

29   *We are asking that in operationalizing this request whenever reviewers are*

30   *solicited for courses that will count toward a CSU degree, the relevant*

31   *discipline council is provided with the list of potential reviewers and is*

32   *afforded the opportunity to make recommendations as to their suitability as*

33   *reviewers for that discipline.*

ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY

ENCOURAGING CAMPUS FACULTY LEGISLATIVE SPECIALISTS

1. **RESOLVED**: That the Academic Senate of the California State University (ASCSU) suggests that campus Senates create a position of Campus Faculty Legislative Specialist; and be it further

2. **RESOLVED**: That the ASCSU recommends that this position be held by a Campus Senator who will report and communicate with the campus Senate Executive Committee and the campus Senate; and be it further

3. **RESOLVED**: That the ASCSU recommends that CSU Campus Senates and Presidents support faculty in lobbying efforts to strengthen individual and collective CSU efforts with a point person for such efforts on the part of the faculty; and be it further

4. **RESOLVED**: That the ASCSU Legislative Specialists and the FGA Chair meet twice annually (in a virtual format unless the CO will fund a trip to a common location) with Campus Senate Faculty Legislative Specialists; and be it further

5. **RESOLVED**: That the ASCSU requests the head of the CO Advocacy and State Relations office join those meetings; and be it further

6. **RESOLVED**: That the ASCSU requests the CFA Legislative Director and/or the CFA Legislative Analyst, and CFA ASCSU Liaison join those meetings; and be it further

7. **RESOLVED**: That the ASCSU advises CSU Presidents that they encourage cooperation between the Senate Faculty Legislative Specialist and the Campus Senate Legislative Liaisons (see https://www.calstate.edu/impact-of-the-csu/government/Advocacy-and-State-Relations/Pages/campus-legislative-liaisons.aspx); and be it further

8. **RESOLVED**: That the ASCSU recommend that CSU Senates request funding from their President for this essential faculty service work; and be it further

9. **RESOLVED**: That the ASCSU distribute this resolution to (**Delete unnecessary recipients and add additional recipients if warranted; leave bulleted list for drafts to be introduced on the floor and staff will delete bullets for final version**).

- CSU Board of Trustees,
- CSU Chancellor,
- CSU Chancellor's office (Executive, Assistant and Associate Vice Chancellors)
- CSU campus Presidents,
- CSU campus Senate Chairs,
- CSU campus Senate Executive Committees,
- CSU Provosts/Vice Presidents of Academic Affairs,
- CSU campus articulation officers,
- California Faculty Association (CFA)
- California State Student Association (CSSA)

- CSU Emeritus and Retired Faculty & Staff Association (CSU-ERFSA),
- Academic Senate for the California Community Colleges,
- Academic Senate of the University of California,
- California Community Colleges' Board of Governors,
- University of California Board of Regents,
- Assemblymember [**insert name**],
- Senator [**insert name**],
- Legislative Leadership, [**indicate which leadership members – speaker pro temp? caucus whip? Chair of a particular committee?**]
- For additional Legislative distribution a listing of California State Assembly Committees can be found here: http://assembly.ca.gov/committees,
- For additional Legislative distribution a listing of California Senate committees can be found here: http://senate.ca.gov/committees

RATIONALE: *Advocacy efforts for the CSU are built on the work of The Office of Advocacy and State Relations (ASR) advocates for the interests of the California State University with the state's government. ASR does so with the help of the Chancellor's Office, the CSU's 23 campuses, alumni, and other supporters." Presently, the advocacy efforts by the Fiscal and Government Affairs Committee, and more specifically the work of the ASCSU Legislative Specialists, are not coordinated with CSU Senates beyond ASCSU statewide senator reporting. Each year the ASCSU Senate votes on legislative advocacy priorities with some cross-consultation with CFA leadership. While Campus Legislative Liaisons exist, there is no coordination with the campus Senates. The creation of parallel Senate Faculty Legislative*

Liaisons will strengthen overall CSU advocacy efforts and, especially the advocacy efforts of the ASCSU by mobilizing campus Senates and increasing individual and collective faculty to contact their representatives in support of ASCSU legislative advocacy priorities.

ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY

EXPLORING THE IMPACT OF ARTIFICIAL INTELLIGENCE (AI) ON HIGHER EDUCATION INSTRUCTION

1   **1. RESOLVED**: That the Academic Senate of the California State University (ASCSU)

2   renews its call ([AS-3360-19/AA](#)) for the establishment of an ASCSU / CSU working

3   group on the impact of Artificial Intelligence (AI) on instruction in higher education;

4   and be it further

5   **2. RESOLVED**: That the ASCSU call upon this working group to explore the following

6   list of topics (which incorporates elements of a resolution written by the AI chat bot

7   ChatGPT):

8   a. Professional development opportunities for faculty to learn about AI and

9   its applications to ensure they are prepared to effectively integrate it into

10   their teaching.

11   b. Education on the responsible use of AI in academia, including the

12   potential consequences of academic dishonesty.

13   c. Technology and resources, such as plagiarism detection software, to help

14   detect and prevent academic dishonesty that is facilitated by AI.

15   d. the potential impact of AI on assessment practices in higher education

16   with a view to the possible integration of AI into assessments in a manner

17   that is fair and consistent

18   ; and be it further

19 **3. RESOLVED**: That the ASCSU urge campus senates consider the effect of AI on the

20 curriculum through robust conversations and policy development in curriculum,

21 academic integrity, and faculty development committees regarding the following

22 topics:

23   a. Professional development opportunities for faculty to learn about AI and

24   its applications to ensure they are prepared to effectively integrate it into

25   their teaching.

26   b. The potential impact of AI on academic integrity and relevant policies and

27   procedures.

28   c. Examples of how AI might be used in coursework and assessments.

29   d. Partnerships with local industries to create real-world applications and

30   opportunities for students to learn and practice AI in a practical setting;

31   ; and be it further

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

33   • CSU Board of Trustees,

34   • CSU Chancellor,

35   • CSU Chancellor's office (Executive, Assistant and Associate Vice
36   Chancellors)
37   • CSU Institute for Teaching and Learning Advisory Board
38   • CSU Directors of Academic Technology
39   • CSU campus Presidents,
40   • CSU campus Senate Chairs,
41   • CSU campus Senate Executive Committees,
42   • CSU Provosts/Vice Presidents of Academic Affairs,
43   • California State Student Association (CSSA), and
44   • CSU Emeritus and Retired Faculty & Staff Association (CSU-ERFSA).

45 *RATIONALE: Artificial Intelligence (AI) is rapidly evolving and playing a*

46 *significant role in various industries and aspects of society. It is essential for the*

47 *future workforce to be proficient in the use and understanding of AI to prepare*

48 *them for technological advancements. Colleges and universities have a*

49 *responsibility to prepare students for their future careers by providing them with*

50 *a well-rounded education that includes a deep understanding of AI and its*

51 *impact on society. However, the increasing use of AI in academia raises*

52 *concerns about academic integrity and the potential for AI-assisted cheating.*

53 *Additionally, AI is expected to bring about changes to assessment practices in*

54 *higher education.*

55 *In 2019, the Academic Affairs committee published a white paper titled Artificial*

56 *Intelligence: And its impact on Career Preparation, Reorientation and Lifelong*

57 *Learning, which clearly articulated how Artificial Intelligence (AI) could impact*

58 *many different areas of the CSU. This paper was disseminated to the ASCSU*

59   *through Resolution AS-3360-19/AA, which called for the formation of a task*

60   *force to consider how AI would change the professions that CSU graduates*

61   *enter and what activities campuses could undertake to adapt.*

62   *The release of ChatGPT by Open AI in December 2022 has brought this*

63   *conversation to the forefront of the academic community. This tool, which is*

64   *able to generate narrative responses to an inquiry, is more comparable to a paid*

65   *essay writer than it is to student work databases, such as Chegg or Coursera,*

66   *because it is able to produce unique, original work. As a demonstration, the*

67   *enumerated items in the resolution are primarily derived from a resolution*

68   *written by ChatGPT on the topic of AI in higher education. The first paragraph*

69   *of the rationale was entirely written by ChatGPT.   The full chat that generated*

70   *the AI version of the resolution is attached.*

71   *The Chronicle of Higher Education explores the various implications of this*

72   *technology in it article, "AI and the Future of Undergraduate Writing" on*

73   *December 13, 2022. The article highlights the need for faculty to consider the*

74   *impact of ChatGPT on assignments and assessments going forward. Articles*

75   *from other publications such as Forbes, the New York Times, and Inside Higher*

76   *Education paint different pictures as to how this technology will impact higher*

77   *education. This resolution calls upon the CSU to consider how it wants to*

78   *approach this technology, will change the nature of education independent of*

79   *any action the system takes.*

ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY

AS-3612-23/AA
March 16-17, 2023
First Reading

GRADUATE EDUCATION AS VALUE-ADDED OUTCOME
FOR PUBLIC HIGHER EDUCATION IN CALIFORNIA

1   1. **RESOLVED**: That the Academic Senate of the California State University (ASCSU)

2   urge the Governor and Legislature of the State of California; the California State

3   University's Board of Trustees, Interim Chancellor, and Faculty; the University of

4   California's Regents, President, and Faculty; and California's business and industry

5   leaders to acknowledge that California's future economic strength depends on

6   investing in graduate education today, and to support policies to ensure that

7   California's public graduate education programs retain the excellence they have

8   achieved and remain competitive in their ability to attract the very best students

9   from within California, across the nation and around the world; and be it further

10 2. **RESOLVED**: That the ASCSU re-affirm Actions to Support Graduate Education in the

11   California State University (AS-3286-17/AA [Rev]) which acknowledged that the *CSU*

12   *Masters' Degree* Program *Quantitative Characteristics Report* underscored the

13   important need to address prior ASCSU recommendations on graduate education in

14   the CSU contained in:

15   (a) Reaffirming the Importance of Graduate, Post Baccalaureate, and Credential

16   Programs and Access to Those Programs (AS-3122-13/AA [Rev]);

17   (b) Graduate Education Development in the California State University (AS-2790-

18   07/AA [Rev]);

19   (c) The Place of Graduate Education in the CSU (2006 report of the CSU Academic

20   Council Report);

21   (d) Recommendation on the Report from the Task Force on Graduate and

22   PostBaccalaureate Education in the California State University (AS-2652-04/EX);

23   (e) Rethinking Graduate Education in the CSU: Meeting the Needs of the People of

24   California for Graduate Education in the 21st Century (2004 Report of the Task Force

25   on Graduate and Post-baccalaureate Education in the CSU);

26   (f) New Study of Post-Baccalaureate Programs in the CSU (AS-2534-01/AA); and

27   be it further

28   3. **RESOLVED**: That the ASCSU urge that an ASCSU/CSU Task Force on Graduate

29   Education in the CSU be formed without delay to ensure that prior recommendations

30   or any relevant reports created by the ASCSU or by campuses and any continuing

31   concerns are collectively addressed, strategically prioritized, and support

32   mechanisms put in place; and be it further

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

34   • Governor of California,

35   • Legislative Leadership of California,

36   • CSU Board of Trustees,

37   • CSU Chancellor,

38   • CSU Chancellor's office,

39 • CSU campus Presidents,

40 • CSU campus Senate Chairs,

41 • CSU campus Senate Executive Committees,

42 • CSU Provosts/Vice Presidents of Academic Affairs,

43 • California Faculty Association (CFA),

44 • California State Student Association (CSSA),

45 • CSU Emeritus and Retired Faculty & Staff Association (CSU-ERFSA),

46 • Academic Senate for the California Community Colleges,

47 • Academic Senate of the University of California,

48 • California Community Colleges' Board of Governors, and

49 • University of California Board of Regents.

50 *RATIONALE: The ASCSU reaffirm resolutions in the resolved clauses above*

51 *and cite from the references below in order to convey the significance of*

52 *graduate education as value-added outcome for public higher education in*

53 *California. California's future economic strength and cultural vitality depend*

54 *fundamentally on a workforce with advanced training. The state of*

55 *California faces an increasing challenge in its ability to meet this need in the*

56 *areas of biotechnology, telecommunications, engineering, computer science,*

57 *multimedia and the digital arts, education, management, health care,*

58 *microelectronics and in many other professions that require advanced*

59 *degrees.*

60 *Appendix A below presents the value-added role of graduate education in*

61 *the California State University (CSU) and the state of California. The Master*

62 *Plan for Higher Education in California codified the role of graduate*

63   *education in the CSU; however, in the intervening years this role has*

64   *expanded and diversified and workforce demands and professional*

65   *expectations evolved. Graduate education is vital to the CSU as it supports*

66   *regional and statewide workforce needs for the expanding California 21st*

67   *century economy. The CSU's cost-effective, high-quality graduate programs*

68   *provide opportunities for California's diverse population to achieve upward*

69   *mobility. Strong graduate programs also support undergraduate success and*

70   *enhance CSU faculty work. Finally, robust master's degree programs in the*

71   *CSU help prepare future faculty members for doctoral programs.*

72   ***References:***

73   *(1) Reaffirming the Importance of Graduate, Post Baccalaureate, and*

74   *Credential Programs and Access to Those Programs (AS-3122-13/AA [Rev])*

75   *(2) Graduate Education Development in the California State University (AS-*

76   *2790-07/AA [Rev])*

77   *(3) The Place of Graduate Education in the CSU (2006 report of the CSU*

78   *Academic Council Report)*

79   *(4) Recommendation on the Report from the Task Force on Graduate and*

80   *PostBaccalaureate Education in the California State University (AS-2652-*

81   *04/EX)*

82   *(5) Rethinking Graduate Education in the CSU: Meeting the Needs of the*

83   *People of California for Graduate Education in the 21st Century (2004 Report*

84   *of the Task Force on Graduate and Post-baccalaureate Education in the CSU)*

85   (6) *New Study of Post-Baccalaureate Programs in the CSU (AS-2534-01/AA)*

86   (7) *University of California Concurrent Resolution on Graduate Education*

ATTACHMENT A

CSU BOARD OF TRUSTEES

January 24-25, 2023

COMMITTEE ON EDUCATIONAL POLICY

Graduate Education in the CSU

Presentation By

Sylvia A. Alva

Executive Vice Chancellor

Academic and Student Affairs

Brent M. Foster

Assistant Vice Chancellor and State University Dean

Academic Programs

Summary

This information item presents the role of graduate education in the California State University (CSU) and the state of California. The Master Plan for Higher Education in California codified the role of graduate education in the CSU; however, in the intervening years this role has expanded and diversified and workforce demands and professional expectations evolved. Graduate education is vital to the CSU as it supports regional and statewide workforce needs for the expanding California 21st century economy. The CSU's cost-effective, high-quality graduate programs provide opportunities for California's diverse population to achieve upward mobility. Strong graduate programs also support

undergraduate success and enhance CSU faculty work. Finally, robust master's degree programs in the CSU help prepare future faculty members for doctoral programs.

Background

Graduate programs are taking on greater significance in California and the nation. An increasing number of careers require an advanced degree, and graduate degrees are often required to keep knowledge, training and skills current. According to the National Association of Colleges and Employers (2022), the average starting salary for an individual with a master's degree will net an additional 22% or more per year than individuals with only a bachelor's degree. Those with professional or doctoral degrees, on average, earn even higher wages.

The following chart, based on data from the California Employment Development Department, demonstrates the anticipated growth in California jobs that require a master's degree from 2020 through 2030.
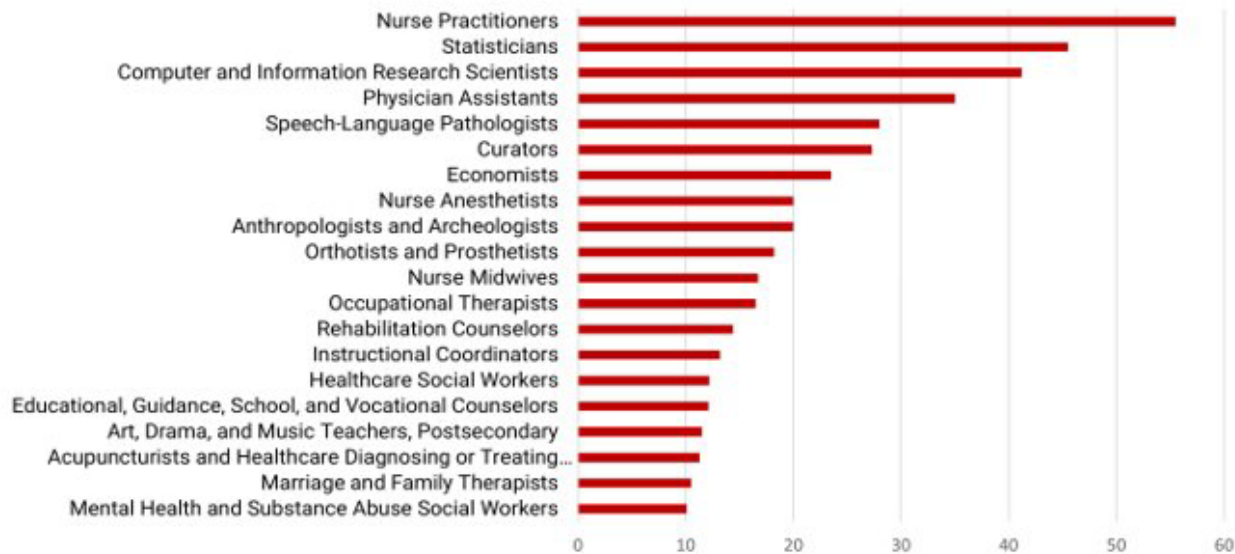
CSU Graduate Programs

The CSU provides graduate programs in the disciplines that represent the greatest regional, state and national need, including nearly every one of the areas listed in the chart above. Graduate programs produce students with advanced training that will drive California's future workforce. In addition, those with graduate degrees offer other benefits

to communities as civic leaders or by bringing special qualities to the arts, culture and general discourse of their communities.

Graduate degrees in the CSU are comprised of both master's and doctoral programs. There are also numerous combined-degree and certificate or credential programs at many universities. Based on the Master Plan for Higher Education in California, the primary mission of the CSU is undergraduate education and graduate instruction through the master's degree. The CSU is also authorized to offer joint doctoral degrees with the University of California (UC), or with one or more independent institutions of higher education. The CSU also enrolls a number of post-baccalaureate credential-seeking students. These post-baccalaureate students – the majority of whom are seeking a teaching credential – are also critical to the CSU mission of meeting California's statewide and regional workforce needs.

Doctoral Programs

Doctoral degrees, the highest earned terminal degree, can be professional or academic in nature. Academic doctoral degrees (e.g., Doctor of Philosophy) focus on advancing knowledge through original research in a given academic field. Professional doctoral degrees (e.g., Doctor of Education) stress the practical application of knowledge and skills. Doctorate degrees typically take three to six years to complete.

The CSU has sought legislative authority to offer independent professional doctoral degrees in areas where there is an identified workforce or accreditation need that may not be fulfilled through existing educational opportunities in California. Currently, the CSU is authorized to offer the following independent doctoral degrees:

- Doctor of Education (Ed.D.)
- Doctor of Nursing Practice (DNP)
- Doctor of Physical Therapy (DPT)
- Doctor of Audiology (AuD)
- Doctor of Occupational Therapy (OTD)

CSU	Degree	Discipline
Bakersfield	Ed.D.	Educational Leadership (Community College)
Bakersfield	Ed.D.	Educational Leadership (PK-12)
East Bay	Ed.D.	Educational Leadership (PK-12)
Fresno	DNP	Nursing Practice
Fresno	DPT	Physical Therapy
Fresno	Ed.D.	Educational Leadership (Community College)
Fresno	Ed.D.	Educational Leadership (PK-12)
Fullerton	Ed.D.	Educational Leadership (Community College)
Fullerton	Ed.D.	Educational Leadership (PK-12)
Fullerton	DNP	Nursing Practice
Long Beach	DPT	Physical Therapy
Long Beach	Ed.D.	Educational Leadership (Community College)
Long Beach	Ed.D.	Educational Leadership (PK-12)
Long Beach	DNP	Nursing Practice
Los Angeles	AuD	Audiology
Los Angeles	Ed.D.	Educational Leadership (Community College)
Los Angeles	Ed.D.	Educational Leadership (PK-12)
Los Angeles	DNP	Nursing Practice
Northridge	AuD	Audiology
Northridge	DPT	Physical Therapy
Northridge	Ed.D.	Educational Leadership (Community College)
Northridge	Ed.D.	Educational Leadership (PK-12)
Pomona	Ed.D.	Educational Leadership (Community College)
Pomona	Ed.D.	Educational Leadership (PK-12)
Sacramento	AuD	Audiology
Sacramento	DPT	Physical Therapy
Sacramento	Ed.D.	Educational Leadership (Community College)
Sacramento	Ed.D.	Educational Leadership (PK-12)
San Bernardino	Ed.D.	Educational Leadership (Community College)
San Bernardino	Ed.D.	Educational Leadership (PK-12)
San Diego	AuD	Audiology
San Diego	DPT	Physical Therapy

San Diego	Ed.D.	Educational Leadership (Community College)
San Diego	Ed.D.	Educational Leadership (PK-12)
San Francisco	DPT	Physical Therapy
San Francisco	Ed.D.	Educational Leadership (Community College)
San Francisco	Ed.D.	Educational Leadership (PK-12)
San Jose	AuD	Audiology
San Jose	DNP	Nursing Practice
San Jose	Ed.D.	Educational Leadership (PK-12)
San Jose	OTD	Occupational Therapy
Stanislaus	Ed.D.	Educational Leadership (Community College)
Stanislaus	Ed.D.	Educational Leadership (PK-12)

Additionally, the CSU is finalizing authority to offer an independent Doctor of Public Health (DrPH) to cultivate experts in community public health in light of the global pandemic and the greater realization of workforce disparities in public health.

In addition to select independent professional doctoral degrees, the CSU is authorized by California Education Code to offer joint doctoral programs with other accredited California universities. Joint doctoral programs are created when there is a demonstrated need for a degree that is not being met by an existing Ph.D. program, or, in the case of the juris doctor, to create an accelerated pathway for eligible students to complete their advanced coursework simultaneously. Currently, there are 23 active joint Ph.D. programs, four joint J.D. programs and one joint Ed.D. available with the CSU.

| CSU	Partner	Degree	Discipline
Long Beach	Claremont Graduate University	Ph.D.	Engineering and Industrial Applied Mathematics
Los Angeles	UC Los Angeles	Ph.D.	Special Education
Sacramento	UC Santa Barbara	Ph.D.	Public History
San Diego	California Western School of Law	M.S.W./J.D.	Social Work (Administration & Community Development)

San Diego	California Western School of Law	M.S.W./J.D.	Social Work (Direct Practice)
San Diego	California Western School of Law	MBA/J.D.	Business and Management
San Diego	Claremont Graduate University	Ph.D.	Education
San Diego	UC Davis	Ph.D.	Ecology
San Diego	UC Irvine	Ph.D.	Computational Science
San Diego	UC Riverside	Ph.D.	Evolutionary Biology
San Diego	UC San Diego	Ph.D.	Bioengineering
San Diego	UC San Diego	Ph.D.	Biology
San Diego	UC San Diego	Ph.D.	Chemistry
San Diego	UC San Diego	Ph.D.	Clinical Psychology
San Diego	UC San Diego	Ph.D.	Electrical and Computer Engineering
San Diego	UC San Diego	Ph.D.	Epidemiology
San Diego	UC San Diego	Ph.D.	Global Health
San Diego	UC San Diego	Ph.D.	Health Behavior
San Diego	UC San Diego	Ph.D.	Interdisciplinary Substance Use Studies
San Diego	UC San Diego	Ph.D.	Language and Communicative Disorders
San Diego	UC San Diego	Ph.D.	Mathematics and Science Education
San Diego	UC San Diego	Ph.D.	Mechanical and Aerospace Engineering
San Diego	UC San Diego	Ph.D.	Structural Engineering
San Diego	UC San Diego/Scripps Institute of Oceanography	Ph.D.	Geophysics
San Diego	UC Santa Barbara	Ph.D.	Geography
San Francisco	UC Berkeley	Ph.D.	Education
San Luis Obispo	UC Hastings College of the Law	B.A./J.D.	Political Science/Government
San Marcos	UC San Diego	Ed.D.	Educational Leadership
CSU	Partner	Degree	Discipline

Master's Programs

Approximately 97% of graduate degrees earned in the CSU are master's degrees. Master's degree programs offered can be professional or academic in nature and are obtainable in a wide range of fields. Academic degrees (e.g., Master of Science or Master

of Arts) are designed for intellectual growth and are sometimes a prerequisite for doctoral work within a given discipline. Professional degrees (e.g., Master of Business Administration or Master of Social Work) are designed for employment or advancement within a particular career or field of study. Master's degrees typically take two to three years to complete.

As shown in the chart below, the CSU prepares 23% of the master's degree students in California, while the UC prepares 16% and private not-for-profit and for-profit institutions award the remaining master's degrees.

2020-21 California Master's Degrees
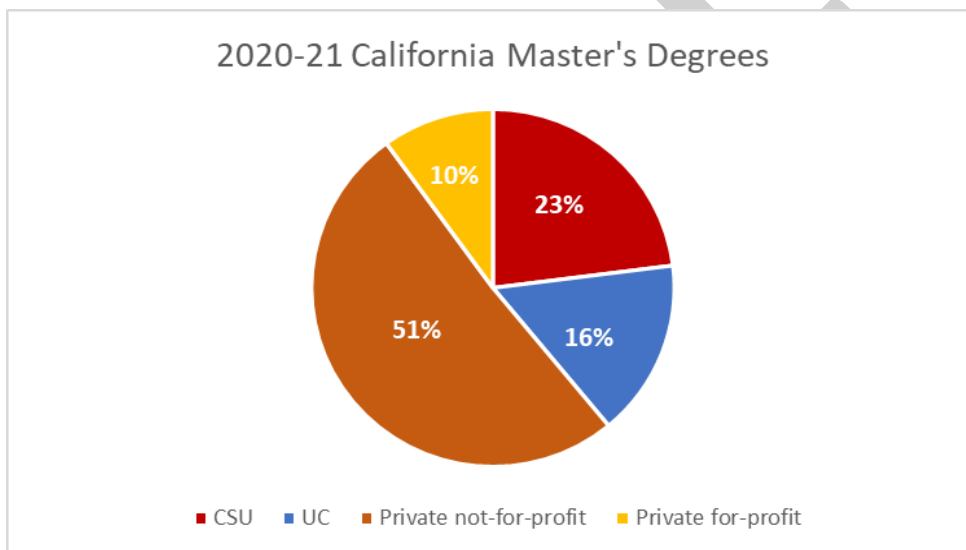
The CSU currently offers 27 distinct types of master's degrees:

- Master of Arts (MA)
- Master of Science (MS)
- Master of Music (MM)
- Master of Agricultural Education (MAgEd)
- Master of Archives and Records Administration (MARA)
- Master of Architecture (MArch)
- Master of Arts in Teaching (MAT)
- Master of Business Administration (MBA)

- Master of Biotechnology (MBt)

- Master of City Planning (MCP)

- Master of City and Regional Planning (MCRP)

- Master of Design (MDes)

- Master of Engineering (MEng)

- Master of Fine Arts (MFA)

- Master of Health Administration (MHA)

- Master of Landscape Architecture (MLA)

- Master of Library and Information Science (MLIS)

- Master of Public Administration (MPA)

- Master of Public Health (MPH)

- Master of Public Policy (MPP)

- Master of Public Policy and Administration (MPPA)

- Master of Social Work (MSW)

- Master of Urban Planning (MUP)

- Master of Urban and Regional Planning (MURP)

- Master of Interior Architecture (MIA)

- Master of Professional Accountancy (MPACC)

- Education Specialist (Ed.S.)

Within these 27 distinct master's degrees, there are 934 individual master's degree programs – and options within those programs – across the 23 CSU campuses. The top 10 enrolled master's degree disciplines in the CSU are shown below. The discipline with the highest enrollment is education, demonstrating the CSU's role in educating the future teachers and educational leaders for the state.

Fall 2022
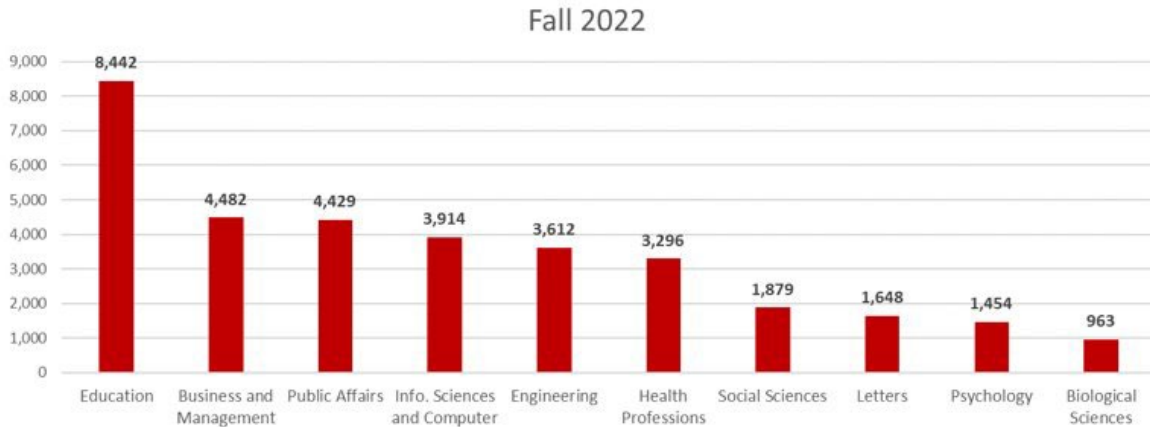
Online Programs

Graduate education in the CSU has adapted to the needs of 21st century learners and working professionals. In addition to traditional on-campus or onsite programs, the CSU offers over 120 online master's programs. The table below shows some of the subject areas in which online master's programs are offered in the CSU.

Discipline	Number of Online Master's Programs
Education	40
Business and Management	27
Health Professions	17
Public Affairs	15
Engineering	9
Computer and Information Sciences	4
Interdisciplinary Studies	4
Social Sciences	2
Letters	1
Agriculture and Natural Resources	1

Quality Assurance

Program quality is of primary importance for CSU graduate programs. Degree programs that are eligible for accreditation from a national accrediting body are expected to seek such accreditation. All graduate degree programs undergo regularly scheduled campus-

based program review, typically every five years, and are assessed by faculty on a continual basis.

Graduate programs at CSU campuses are among the best in the nation according to *U.S. News & World Report* rankings in 2023. The publication recognized 65 graduate programs from 14 CSU campuses in its 2023 rankings. Programs at eight campuses — Dominguez Hills, Fullerton, Los Angeles, Long Beach, Northridge, San Diego, San Francisco and San José — were ranked among the top 100 nationally in areas including nursing, psychology, occupational therapy, fine arts, public affairs and rehabilitation counseling. The rankings are a testament to the CSU's high-quality graduate programs, which integrate specialized training in the theory, research methodologies and critical analyses within a given discipline.

Additional national recognition came in 2022 when the total number of CSUs designated as Research 2 (R2) Carnegie Classification grew to seven. The R2 universities include: East Bay

- Fresno
- Fullerton
- Long Beach
- San Bernardino
- San Diego
- San José

The R2 status indicates a high-level of research activity, which bolsters the institution's ability to attract external funding, industry partners, and private donors, as well as enhances the recruitment of faculty and graduate students.

Graduate Enrollment (Fall 2022)
Reflective of the CSU mission, the vast majority of students enrolled in fall 2022 were enrolled as undergraduates. As shown in the graph below, 407,146 students were
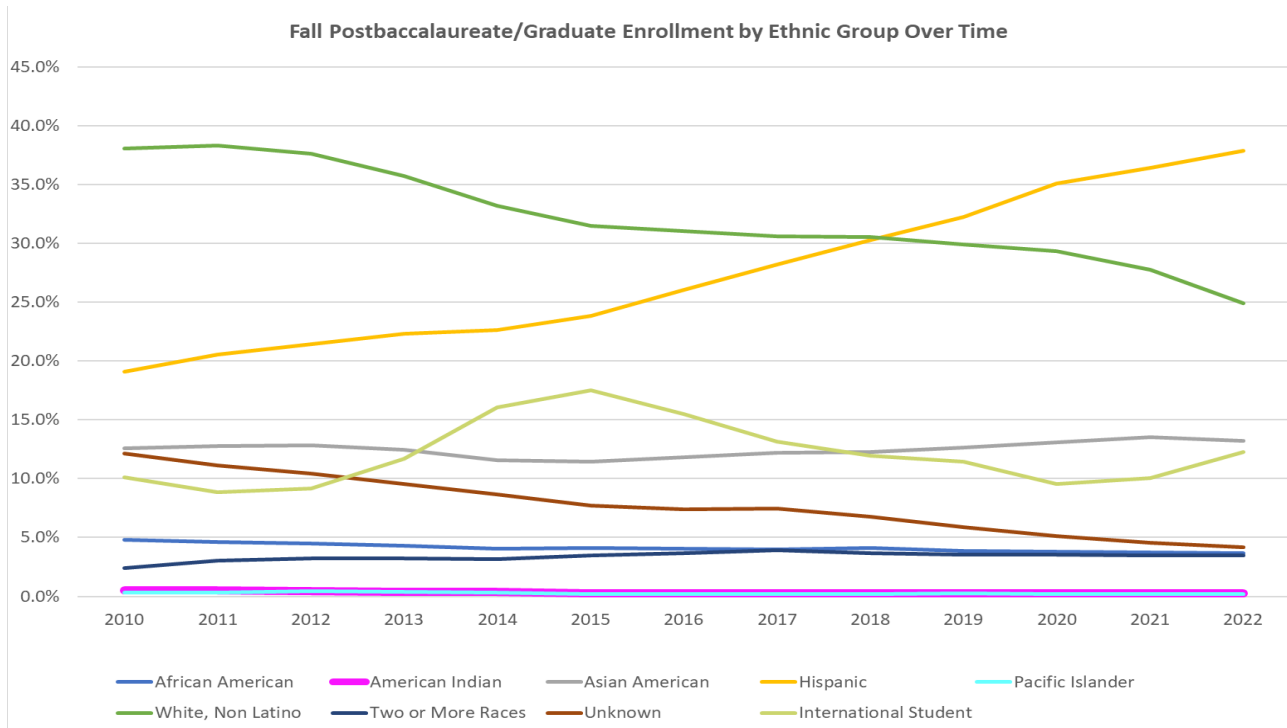
enrolled in a baccalaureate program, 39,613 were enrolled in a master's program and 2,508 were enrolled in a doctoral program.

In addition, 8,725 post-baccalaureate credential-seeking students were enrolled at the CSU in fall 2022. These students may also be reflected in the enrollment count for the master's degrees, depending on if they were simultaneously enrolled in a CSU graduate program.
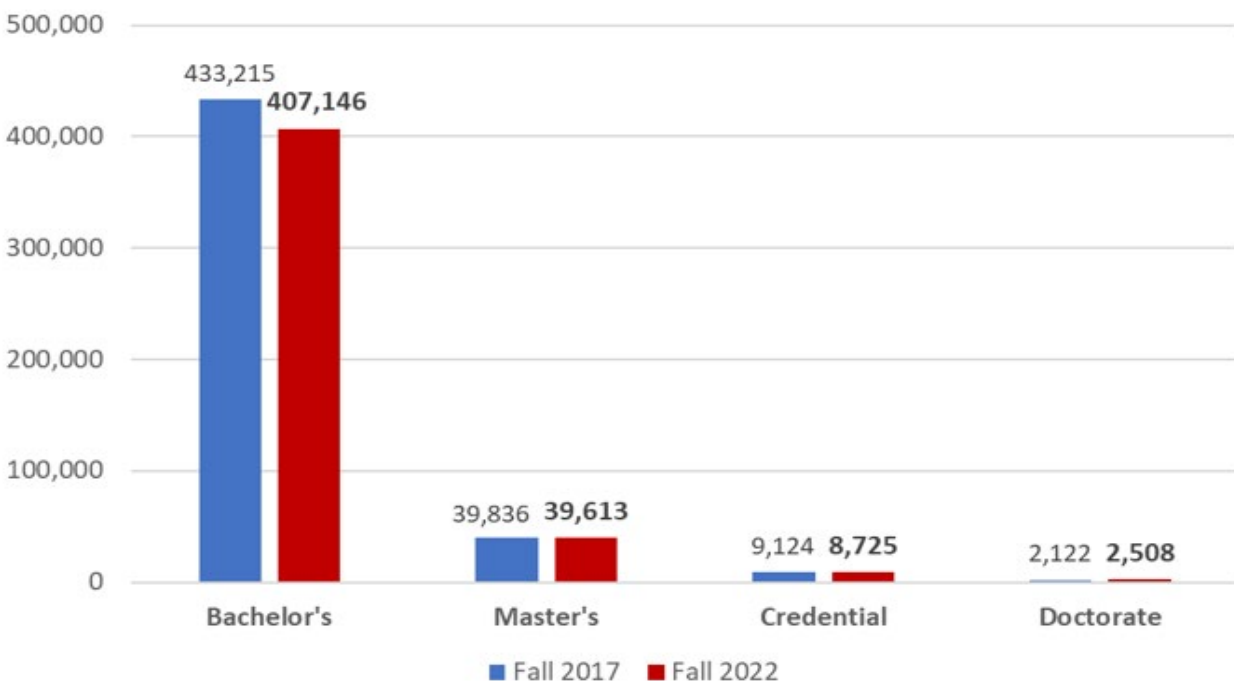
Student Diversity in CSU Graduate Programs

As shown in the graph on the following page, during the past 12 years, the percentage of the enrolled graduate student population at the CSU that identified as Hispanic has grown from 19% in 2010 to nearly 38% in 2022. The enrollment of students who identify as White, Non-Latino has decreased from 38% to just under 25%. Other ethnic groups have largely remained steady. Although a pandemic-induced decline in international students has been revealed, there is growing evidence of a recovery on the horizon (Source: CSUCO Institutional Research & Analyses).

Fall Postbaccalaureate/Graduate Enrollment by Ethnic Group Over Time

Legend: African American, American Indian, Asian American, Hispanic, Pacific Islander, White, Non Latino, Two or More Races, Unknown, International Student

Future Faculty Programs

In addition to addressing current and future workforce needs, CSU graduate programs are also incubators for future faculty, many of whom return to teach in the CSU. The CSU Pre-Doctoral Program and the Chancellor's Doctoral Incentive Program provide support to graduate and undergraduate students as they prepare for and undertake doctoral education.

California Pre-Doctoral Program

The California Pre-Doctoral Program began in 1989. It is designed to increase the pool of potential CSU faculty by supporting the doctoral aspirations of CSU students who have experienced economic and educational disadvantages. All matriculated students enrolled on a CSU campus are eligible to participate. Current CSU faculty members are an integral component of this program as they work closely with applicants to prepare them for graduate studies.

In 2022-23, the California Pre-Doctoral Program awarded funds to 75 juniors, seniors and graduate students in the CSU. These funds enable current students to explore and prepare to succeed in doctoral programs in their chosen field of study. Selected applicants are designated a "Sally Casanova Pre-Doctoral Scholar" and work closely with a CSU faculty mentor to develop an overall plan that leads to enrollment in a doctoral program. Plans are tailored to the specific goals and career objectives of the student. On average, approximately 40% enter fully funded Ph.D. programs at the end of their scholarship year.

CSU Chancellor's Doctoral Incentive Program

The CSU Chancellor's Doctoral Incentive Program (CDIP) is the largest program of its kind in the U.S. Established by three CSU presidents in 1987, CDIP prepares promising doctoral students for CSU faculty positions by providing financial support, mentorship by CSU faculty and professional development and grant resources. The goal of CDIP is to increase the number of faculty with the qualifications, motivation and skills needed to teach the diverse students of the CSU. CDIP publishes a directory of CDIP Fellows currently applying for faculty positions and will reimburse expenses if Fellows are invited to an on-campus interview.

The key feature of CDIP is mentoring. Every applicant to the program identifies a tenured or tenure-track CSU faculty member to serve as a mentor throughout the scholar's doctoral program as well as in the scholar's search for a faculty position. Together, the applicant and mentor develop a comprehensive plan, called the Collaborative Plan of Support, which details how they will work together to foster the scholar's development in the three components of faculty life: teaching, research and service.

Through CDIP grants, the CSU supports the collaborative activities of CDIP scholars and their faculty members. Scholars have the opportunity to use grant funds to further their doctoral training and to attend professional conferences and workshops. Through research and scholarly attendance at conferences, scholars can enhance their professional development. Finally, CDIP also offers a subsidized educational loan of up to

$30,000 with a potential for loan cancellation if the student, upon completion of their doctorate, becomes a CSU faculty member.

Conclusion

Graduate education is integral to the CSU mission of preparing students to be successful in their future workforce and academic endeavors. By offering doctoral and master's programs in fields of high workforce demand, the CSU is developing the diverse workforce California needs for the future.

ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY

ON THE PROCESS OF IDENTIFYING AND RESOLVING ISSUES OF DUPLICATION OF CSU PROGRAMS IN AB927 CALIFORNIA COMMUNITY COLLEGE 4-YEAR BACCALAUREATE PROGRAMS

1. **RESOLVED**: That the Academic Senate of the California State University (ASCSU) commend the California State University Office of the Chancellor (CO) for its excellent work during the 2022/23 academic year in identifying California State University programs that may be duplicated by new programs proposed by the California Community Colleges (CCCs) under AB927; and be it further

2. **RESOLVED**: That the ASCSU ask the CO continue to work with the Academic Affairs Committee of the ASCSU (AA) to keep the ASCSU up to date with proposals received, potential duplicates found and communications between the CSU and the CCCs regarding the resolution of duplication issues identified; and be it further

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

    - CSU Board of Trustees,
    - CSU Chancellor,
    - CSU Chancellor's office (Executive, Assistant and Associate Vice Chancellors)
    - CSU campus Presidents,
    - CSU campus Senate Chairs,

18 • CSU campus Senate Executive Committees,

19 • CSU Provosts/Vice Presidents of Academic Affairs,

20 • California State Student Association (CSSA)

21 • CSU Emeritus and Retired Faculty & Staff Association (CSU-ERFSA),

22 *RATIONALE:*

23

Academic Senate
of
The California State University

Solidarity with Immunocompromised, Disabled and Caregiver ASCSU Members

1   **1.** **RESOLVED**: That the members of the Academic Senate of the California State

2   University (ASCSU) acknowledge that we are interdependent, and be it further

3   **2.** **RESOLVED**: That the ASCSU center community care as it decides how to conduct

4   the business of its committees and plenary, and be it further

5   **3.** **RESOLVED**: That all members of the ASCSU engage in social solidarity with

6   colleagues who face challenges due to immunocompromised health, disability, and

7   caregiving responsibilities, and be it further

8   **4.** **RESOLVED**: That the ASCSU shall develop processes specifically to support

9   colleagues who face challenges due to immunocompromised health, disability, and

10 caregiving responsibilities and to prevent the further spread of the COVID-19 virus

11 and other highly communicable diseases; and be it further

12 **5.** **RESOLVED**: That the ASCSU shall adopt flexibility for colleagues who face

13 challenges due to immunocompromised health, disability, and caregiving

14 responsibilities to attend plenaries via hybrid/online formats; and be it further

15 **6. RESOLVED**: That the ASCSU encourage CSU Academic Senates on campuses to

16 implement similar practices of centering community care; and be it finally

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

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 • California Faculty Association (CFA)

25 • California State Student Association (CSSA)

26 • CSU Emeritus and Retired Faculty & Staff Association (CSU-ERFSA)

27 • Academic Senate for the California Community Colleges,

28 • Academic Senate of the University of California,

29 • California Community Colleges' Board of Governors,

30 • University of California Board of Regents,

31 • Governor Newsom

32 *RATIONALE: This social solidarity entails prioritizing people who are "othered"*

33 *with a treatment treating them with respect of their value and worthiness. We*

34 *are still dealing with the effects of the COVID-19 pandemic. Many people are*

35 *still getting sick with the COVID-19 virus. This virus attempts to destabilize a*

36 *person's health, particularly if they are immunocompromised or have a disabity,*

37 *and it can turn us into spreaders of the virus to our loved ones who might be*

38 *children, Elders, immunocompromised or disabled.*

39   *ASCSU members should not feel pressured to return to in-person committee or*

40   *plenary meetings if doing so puts their health or that of their loved ones at risk.*

41   *ASCSU should redefine what it means by "business as usual," and should call*

42   *exercise community care and be a leader in the CSU system.*

Academic Senate
of
The California State University

On the Separation of CSU GE Breadth from CalGETC

1. **Resolved**: That the Academic Senate of the California State University (ASCSU) consider there to be significant benefits in maintaining CSU GE Breadth independent from the GE transfer pathway CalGETC; and be it further

2. **Resolved**: That while the ASCSU is not opposed to changes to CSU GE Breadth, any changes would be for the CSU faculty, not the Intersegmental Committee of Academic Senates (ICAS), to decide; and be it further

3. **Resolved**: That the ASCSU distribute this resolution to:
   - CSU Board of Trustees,
   - CSU Chancellor,
   - CSU campus Senate Chairs,
   - California State Student Association (CSSA)
   - CSU Emeritus and Retired Faculty & Staff Association (CSU-ERFSA),

   Rationale: *It had been assumed by many that changes to the intersegmental GE transfer pattern required by AB 928 would necessarily imply that whatever pattern was chosen by ICAS must also be applied to the CSU's own GE Breadth. There are several reasons that this is not the case. First,*

AB928 does not call for changes to CSU GE Breadth, only that students starting their journey in higher education at a community college not have to choose between a GE course pattern needed for entry into the University of California system and another needed for entry to the California State University system. Second, there is an advantage to maintaining CSU GE Breadth for students; Cal-GETC standards will be established by ICAS and will likely maintain the C in each course currently required for ICAS while CSU GE Breadth requires only that students have a C average <u>across all their GE</u> courses. CalGETC therefore represents a significantly more demanding hurdle for students and will likely result in many students who would be eligible to transfer to the CSU not being able to do so. This will likely impact under-represented minorities to a greater degree than others. A student who gets a B average in their GE courses work at a community college, but a C- in just one course would not have been able to transfer under CalGETC, but would under CSU GE Breadth. Third, creating a linkage not required by AB928 between CSU GE Breadth and CalGETC implicitly transfers control of an integral part of the CSU degree to two additional outside entities, the UC and the CCCs. Moreover CSU GE allows credit by examination for CLEP tests; IGETC does not and while the issue is still to be determined for Cal-GETC, it seems likely that Cal-GETC will not allow credit by examination. Finally, maintaining CSU GE Breadth independent from Cal-GETC allows students to meet CSU GE post-transfer which means that those students who are not UC-eligible (under Cal-GETC) might still be admitted to the CSU

(Golden four with a C in each course) and meet an existing or modified CSU GE

package as a backup mechanism to support student success.

ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY

AS-XXXX-22/FA
March 16-17, 2023
First Reading

PROVIDING TIMELY AND QUALITY COUNSELING WITHIN THE CSU

1 **1. RESOLVED**: That the Academic Senate of the California State University (ASCSU)

2 demand the CSU sever its relationship with TimelyMD; and be it further

3 **2. RESOLVED**: That the ASCSU insist that the CSU invest that money into increasing

4 counselor density and tenure-track counselor density; and be it further

5 **3. RESOLVED**: That the ASCSU request the CSU system pursue alternative telehealth

6 options to support students other than outsourcing; and be it further

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

8 • CSU Board of Trustees,

9 • CSU Chancellor,

10 • CSU campus Presidents,

11 • CSU campus Senate Chairs,

12 • CSU campus Senate Executive Committees,

13 • California Faculty Association (CFA),

14 • California State Student Association (CSSA),

15 • CSU Emeritus and Retired Faculty & Staff Association (CSU-ERFSA)

16

17 *RATIONALE: Italicized Text Italicized Text Italicized Text Italicized Text*

ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY

AS-XXXX-22/FA
March 16-17, 2023
First Reading

MAINTAINING EDUCATIONAL CONTINUITY DURING EMERGENCIES AND DISASTERS

1   **1.**   **RESOLVED**: That the Academic Senate of the California State University (ASCSU)

2   recognize the importance of maintaining educational continuity in the aftermath of

3   emergencies and disasters; and be it further

4   **2.**   **RESOLVED**: That the ASCSU request that each CSU campus Senate develop or

5   review their educational continuity policy[1] to be enacted when an emergency or

6   disaster is declared, in alignment with student needs and with the [Academic

7   Continuity Planning Guide Memo](); and be it further

8   **3.**   **RESOLVED**: That the ASCSU request that each CSU campus Senate consider both

9   short-term emergency needs and longer-term emergency needs in developing or

10   revising such policies; and be it further

11   **4.**   **RESOLVED**: That the ASCSU recommend that this plan include the explicit ways

12   that Senate leadership will be included in Cabinet-level decision-making processes;

13   and be it further

---

[1] Also sometimes referred to as an academic continuity or business continuity policy

14   **5. RESOLVED**: That the ASCSU request that each CSU campus create a dedicated

15   website for continuity best practices for their campus, if they have not already done

16   so[2]; and be it further

17   **6. RESOLVED**: That the ASCSU request that the CSU Chancellor's Office provide the

18   resources identified by campuses during this process to ensure as seamless a

19   transition as possible for students and faculty during an emergency; and be it further

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

21   • CSU Board of Trustees,

22   • CSU Chancellor,

23   • CSU campus Presidents,

24   • CSU campus Senate Chairs,

25   • CSU campus Senate Executive Committees,

26   • CSU Provosts/Vice Presidents of Academic Affairs,

27   • California Faculty Association (CFA)

28   • California State Student Association (CSSA)

29   • CSU Emeritus and Retired Faculty & Staff Association (CSU-ERFSA),

30

31   *RATIONALE: The COVID-19 pandemic, recurring wildfires, floods, and other disasters in*

32   *recent years have highlighted the need for educational continuity policies when students and*

33   *faculty cannot travel to campus during or in the aftermath of an emergency. Such policies allow*

34   *campuses as a whole, as well as individual faculty, to know exactly what is expected of them if*

---

[2] Such as Sacramento State's Academic Continuity site

35   *an emergency is declared — allowing them to communicate with students and transition*

36   *instruction and educational activities as quickly as feasible during such events.*

37   *To do so, faculty need to continue to receive any and all operational support from their campus*

38   *necessary to initiate and maintain their educational continuity plans. This includes providing*

39   *necessary training in advance of implementation of these policies as well as any equipment and*

40   *technical support necessary to implement and maintain these policies until the emergency has*

41   *ended[3].*

42   *Finally, these plans need to consider both short-term and long-term emergencies, as they may*

43   *have different needs for students based on their timings. Maintaining educational continuity*

44   *after a wildfire or earthquake, for example, will not be identical to maintaining educational*

45   *continuity during longer events (such as a pandemic). This allows campuses to plan and*

46   *strategize the best use of resources in preparation for likely events due both to their locales as*

47   *well as a result of larger-scale events.*

---

[3] This is also a point that can be added directly into the policy, as was done in the Cal State LA Maintaining Educational Continuity in the Context of Campus Emergencies and Disasters policy (2022).

[The formatting of this resolution is similar to that of AS-3076-12/FA (Rev), the last resolution that amended the ASCSU constitution, and AS-3549-22/FA/FGA/AEDI (Rev), the last resolution that amended the ASCSU bylaws.]

Change in Bylaws of the Academic Senate, the California State University (ASCSU) to Accommodate the Addition of Three Designated Temporary Faculty Positions

RESOLVED: That the Academic Senate of the California State University (ASCSU) add the following new Bylaw:

Bylaw 10. Lecturer Senators

a. Use of the term Lecturer Senator

The use of the term lecturer senator in this bylaw is for convenience and does not exclude non-lecturer temporary faculty.

b. Lecturer Senator Electorate

(1) The ASCSU lecturer senator electorate shall consist of one temporary faculty member elected by and from the temporary faculty on each campus.

(2) Members of the electorate shall serve a term of one year beginning April 1, however, a member of the electorate serving as lecturer senator shall remain a member of the electorate until March 31 of the last year of their term as lecturer senator.

(3) Campus elections to serve on the electorate shall be held according to rules established on each campus. In any year in which a campus election is held, the election result shall be certified to a designated officer of the Academic Senate by the principal elected officer of the faculty of that campus on or before April 1.

c. Election of Lecturer Senators

(1) Three lecturer senators and three alternates shall be elected by and from the lecturer senator electorate. Lecturer senators shall serve staggered three-year terms beginning June 1. Alternates shall serve one-year terms beginning June 1.

(2) Positions shall be filled annually, at a meeting to be held no later than April 15, starting with lecturer senator and continuing with first alternate, second alternate, and third alternate, in successive order with nominations and election by secret ballot. Each member of the electorate shall have the

opportunity to make nominations. All nominees shall be listed on the first and subsequent ballots alphabetically. Those having the highest number of votes, and whose votes, when added together, constitute a majority of the votes cast, shall appear on the next ballot. Voting shall continue in this manner until one candidate receives a majority of votes cast.

d. Responsibilities of Alternates

(1) In the event that a lecturer senator will be absent for one or more semesters or quarters, they shall be replaced by the first alternate, who shall finish out their term. If the first alternate is unavailable, the lecturer senator shall be replaced by the second alternate, who shall finish out their term. If both the first and second alternates are unavailable, the lecturer senator shall be replaced by the third alternate, who shall finish out their term.

(2) In the event that a lecturer senator is unable to attend a meeting of the Academic Senate, the first alternate shall have the right to attend and vote at that meeting. If the first alternate is unavailable, the second alternate shall have the right to attend and vote at that meeting. If both the first and second alternates are unavailable, the third alternate shall have the right to attend and vote at that meeting.

e. Interim Election Procedures

In the first year that elections for lecturer senator are held, three lecturer senators and three alternates shall be elected. Positions shall be filled in successive order, starting with a lecturer senator who shall serve a three-year term; followed by a second lecturer senator who shall serve a two-year term; and continuing with a third lecturer senator, first alternate, second alternate, and third alternate, who shall serve one-year terms. Bylaw 10 e shall govern the terms of lecturer senators elected under these interim procedures. Bylaw 10 e shall expire and be deleted from the Bylaws three years after the lecturer senators elected under these interim procedures begin their terms.

RESOLVED: That the addition of the new Bylaw occur upon adoption of amendments to the Constitution of the Academic Senate to add three designated temporary faculty positions (in accordance with Article VII of the Constitution); and be it further

RESOLVED: That the ASCSU distribute this resolution to the Board of Trustees, the Office of the Chancellor, Provosts/Vice Presidents for Academic Affairs, and campus Senate Chairs.

RATIONALE: Wherever possible, provisions in the proposed new bylaw build on and mirror existing provisions in the ASCSU Constitution and Bylaws. As an example, the second sentence of Section b (3) states, "In any year in which a

campus election is held, the election result shall be certified to a designated officer of the Academic Senate by the principal elected officer of the faculty of that campus on or before April 1." This sentence is taken almost verbatim from Article II, Section 5 of the Constitution. Section c (2) of the proposed new Bylaw states that positions will be filled "in successive order with nominations and election by secret ballot. Each member of the electorate shall have the opportunity to make nominations. All nominees shall be listed on the first and subsequent ballots alphabetically. Those having the highest number of votes, and whose votes, when added together, constitute a majority of the votes cast, shall appear on the next ballot. Voting shall continue in this manner until one candidate receives a majority of votes cast." This language is taken almost verbatim from Bylaw 2 d, where it applies to the election of ASCSU officers. Section d of the proposed new Bylaw (dealing with alternates) makes separate provisions for when a lecturer senator will be absent for one or more semesters or quarters or is unable to attend a meeting. This matches the provisions for substitute members for campus representatives in Article II, Section 7 of the Constitution.

Associated Students:

Submitted by Juan Gurerrero, AS President
Members:
Meeting Date(s):
Meeting Details:

During our last Board of Directors meeting, Associated students continued to engage in our budget discussion. We also addressed two resolutions and added a labor acknowledgement to our meetings. The agenda on those items are as follows:

a. Labor Acknowledgment - Second Reading

b. A Resolution For Increase Awareness, Advocacy, And Support For Housing Insecure Students.

c. Resolution to expand role of Lobby Corp Committee.

Office of Equity, Diversity, and Inclusion:

Submitted by Rosamel Benevides-Garb, Interim AVP and Campus Diversity Officer

*This report is not exhaustive, as it only focuses on main events and activities, not regular committee work, etc. For details contact the ODEI at (707) 826-4503 or diversity@humboldt.edu for more information.

- BIPOC Faculty and Staff Affinity Circles:
  - BIPOC Faculty Affinity Circle - In partnership with Academic Personnel Services, a group of faculty met for lunch, conversation, and community-building on February 15, 2023. Twelve Cal Poly Humboldt community members were in attendance.
  - BIPOC Staff Affinity Circle - In partnership with Human Resources, the inaugural meeting of the BIPOC Staff Affinity Circle was held on February 21, 2023. Approximately 70 Staff were present, including President Jackson. The key takeaway from this event is the desire and need for BIPOC staff to build relationships across departments. ODEI has created a leadership team to further develop this initiative.

- Diversity, Equity, Inclusion, and Accessibility Grant Program:
  - The University Senate Approved a Resolution in support of the DEIA Grant Program, which was passed unanimously by the University Senate on February 21, 2023.
  - Provost Capps approved the Policy on February 22, 2023.
  - To celebrate this accomplishment, a Request for Proposals (RFP) was issued on March 13, 2023 and will close on April 10, 2023. The RFP is open to all campus community members: students, student organizations, faculty, and staff. The full RFP can be found on our website: [DEIA Grant Program](#)

- Humboldt Equity Consortium (HEC):
  - Cal Poly Humboldt representatives from equity arcata, ODEI, and El Centro have participated in the HEC, brought forth by the City of Eureka as a way to create cohesive support across local Diversity, Equity, and Inclusion efforts. The purpose of HEC is to promote DEI efforts in the broader Humboldt region by sharing resources and unifying messaging around these efforts when appropriate. Meetings are scheduled to occur Monthly.

- Equity Arcata:
  - Home Away from Home Student Food Distribution: equity arcata's working group, Home Away From Home, held its Spring food and household supplies distribution for Cal Poly Humboldt students on Sunday, March 26th at Wildberries Marketplace. This event was co-sponsored by Wildberries Marketplace.
  - City of Arcata - State of the City: Members of the ODEI Leadership Team attended the City of Arcata City Manager's State of the City Address on March 23, 2023. In the address, equity arcata was featured as a critical collaboration between the City of Arcata and Cal Poly Humboldt. Currently, ODEI has two Cal Poly Humboldt colleagues who are dedicated to the advancement of equity arcata: Dr. Lisa Bond-Maupin (Network Manager) and Maxwell Hawk (ODEI equity arcata Student Fellow).
  - Arcata Chamber of Commerce: The Arcata Chamber of Commerce has emerged as a strong ally of equity arcata.
  - Equity arcata Newsletter: The first equity arcata newsletter was published on Friday, March 10, 2023, Spring Edition. The newsletter is an excellent source of information to understand the depth of equity arcata's work in our community. Please see this link to view the newsletter: https://www.equityarcata.com/.

- New ODEI Position: A search is in progress for a Campus and Community Development Coordinator, a position new to the ODEI. The internal recruitment closed as of March 18, 2023. ODEI looks forward to hiring its new leadership team member in the near future.

- Alliance for Hispanic Serving Institution Educators (AHSIE): Two groups of Cal Poly Humboldt representatives attended this year's AHSIE Conference, held south of San Francisco. The group gained an understanding of what it means to be an Hispanic

Serving Institution (HSI) in terms of the intentionality of servingness of our Latinx students.

- ODEI Sponsorship Activity:
  - Social Justice Summit and Queer Kickoff Celebration: ODEI, in collaboration with the department of Critical Race and Gender Studies (CRGS), was proud to sponsor the Queer Kickoff Celebration for the completion of the Campus Pride Index on Thursday, March 2, 2023 at the Goodwin Forum. The Celebration kick-off also represented our institutional effort to complete the Campus Pride Index which is the premier LBGTQ national benchmarking tool for colleges and universities to create safer, more inclusive, campus communities to improve the academic experience and quality of campus life. Psychology Professor Benjamin Graham, an ODEI Equity Fellow, has played a leading role in the Campus Pride Index implementation. Over 150 faculty, staff, and students were present for the event.
  - International Latino Film Festival: The 24th Annual International Latino Film Festival that took place in the Mill Creek Cinema in McKinleyville on February 28th through March 2nd, 2023. The film festival is a long-standing collaboration between the Cal Poly Humboldt Spanish Program and the College of the Redwoods' Spanish Program, and was sponsored in part by the Diversity, Equity, Inclusion, and Accessibility Grant Program (formerly known as the Diversity Grant Program).

- ODEI WASC Report Submitted to the WASC Committee: An ODEI report was submitted to the Offices of Institutional Effectiveness and Academic Programs in response to "WASC Question 4," which requested an update on how the Six Pillars of Inclusive Excellence are being applied institutionally.

- National Association of Diversity Officers in Higher Education Conference (NADOHE): A cohort of 9 administrators, faculty, and staff, including ODEI leadership, will attend the 17th annual NADOHE conference in Baltimore, MD, from April 12-15, 2023.

President and President's Administrative Team Report to University Senate

Tom Jackson, Jr., President
Timothy Downs, Chief of Staff, Interim
Sherie Gordon, CFO/VP Administration and Finance
Jenn Capps, Provost and VPAA
Chrissy Holliday, VP Enrollment Management and Student Success
Frank Whitlatch, VP Advancement
Adrienne Colegrove-Raymond, Special Assistant to the President for Tribal & Community Engagement
        and Interim Dean of Students

Community

- [Leadership teams from PG&E and Cal Poly Humboldt](#) held extensive discussions recently about options for expanding their partnership. The meeting was held on campus and led by PG&E Chief Executive Officer Patti Poppe and Cal Poly Humboldt President Tom Jackson.

- Cal Poly Humboldt is proud to award local advocate and health worker Jorge Matias an [Honorary Doctorate](#) of Humane Letters at this year's Spring Commencement ceremony on Saturday, May 13.

Campus Culture and Operations

- In partnership with Criminology & Justice Studies in the Sociology Department, UPD is pleased to announce the return of student internships. The internships will begin in the Fall and include opportunities for students to gain hands-on experience in the criminal justice field.