

Report from ASCSU March 19-20, 2020

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Note: This report from the first virtual plenary meeting of the ASCSU. Also: During the plenary it was announced that Chancellor White will delay his retirement until the end of the year.)

1. Chair Nelson covered the following items in her report.

- Items discussed at the Campus Senate Chairs Council
 - The use of student evaluations of teaching this semester.
 - Ensuring proper consultation with campus leadership.
 - Student basic needs, including access to technology
 - Exposure of librarians to the virus as libraries remain open.
 - Ensuring the quality of instruction.
- ICAS (Leadership of the CSU, CCC and UC Senates)
 - Held Leg days last week
 - Spoke with Higher Education, Budget, Finance Committee representatives, among others.
 - Major topics included
 - Transfer (want it to increase from CCC, to be more efficient)
 - Student basic needs
 - Segment budgets
 - Total attendance
 - Faculty diversity (there will be a hearing on this next fall in the Higher Education Committee)
 - CCC Ethnic Studies Bill (AB 3310)
 - Bill to make permanent, expand CCC baccalaureates degrees (SB 874).
- The BOT will have a one day meeting next week.
- Her written report can be found at http://www.calstate.edu/AcadSen/Records/Chairs_Reports/

2. Excerpts from Other Reports

- **Academic Affairs** discussed the following
 - Maintaining course quality
 - Student access to counseling and advising during this crisis
 - Community college B.A. degrees
 - The Graduate Writing Requirement (GWAR) (Notre: testing is delayed, requirement only temporarily suspended)
 - Campus autonomy
 - Prison education and Project Rebound
 - Campus review processes
 - Improving transfer,
- a. Even so, the bulk of committee time was spent on the potential Ethnic Studies requirement, including consideration of the CO proposal regarding ethnic studies in response to our prior resolution, as summarized below.

- i. “The ethnic studies, diversity and social justice requirement is a minimum 3-semester unit course as part of lower division CSU General Education Breadth. This requirement will be effective with the 2023-24 catalog year.
 - ii. The ethnic studies, diversity and social justice requirement may be met with existing campus requirements and/or courses that were developed to meet local requirements.”
- **Academic Preparation and Education Programs** worked on the following
 - WestEd evaluation of EO 1110 implementation—initial results look promising
 - Quantitative reasoning proposals (increasing HS requirements), including HS courses which prepare students for success at the CSU.
 - Issues surrounding completion of teaching credentials during the crisis
 - Perfected two action items and decided to recommend postponement of the 4 other actions items to the May plenary.
- **Faculty Affairs** have several resolutions in front of the body and discussed the following topics.
 - Postponement of three action items to the May plenary.
 - Open access materials
 - AAUP Statement on Knowledge in Higher Education—item remains on the plenary agenda.
 - Intersegmental curriculum development—item remains on the plenary agenda.
 - The impact of alternative modes of delivery and the COVID crisis.
 - On workload
 - On evaluation of faculty
- **Fiscal and Governmental Affairs** discussed the following topics.
 - They are monitoring hundreds of bills currently in the legislature.
 - They will recommend positions on 11 bills felt to be of most relevance/importance for the ASCU.
 - Are monitoring Senate actions related to AB 1460—nothing to report.
 - Resolution on the roles of the ASCSU and campus senates.
- **GE Advisory Committee**
 - The CSUCO is currently engaged in the annual review of CCC course outlines of record submitted for evaluation to receive CSU GE credit.
 - The potential for a formal appeals process for CCC courses which were denied for inclusion on the approved GE course list. Such a process would probably involve an accelerated timeline for submission and review to allow for an appeals process within the same year.
 - Early Start: While required for some students in policy, students can avoid attending without penalty. Campuses have had success in providing students with supplemental coursework. In response to concerns about the messaging/communications regarding Early Start: students may not have sufficient information or support to make informed decisions regarding self-placement.
 - Several other items were discussed:
 - CLEP Spanish with writing is now posted on the credit by exam list (as recommended by GEAC in November).

- Ethnic Studies: the impact of the possible addition of an ethnic studies requirement to lower division GE on the community colleges was discussed. The impact will likely be a large one.
 - Student preparation and support.
 - Quantitative reasoning preparation: changes to the BOT item were discussed.
 - AB705 (community college placement into courses and self-placement processes, guided pathways)
 - Defining flexibility in GE: revision of EO 1100 FAQ about what types of variations are permissible on campuses.
 - Discussion of how ADT/UC Pathways possible alignment may impact GE (IGETC or CSU GE is required within each ADT).
- **Faculty Innovation and Leadership Awards Committee** is now meeting. Senators are asked to share information with all faculty colleagues (including adjuncts) to apply. There is a \$5000 award and \$10000 to the department for professional development.
 - **Ad Hoc Committee on Inclusion and Diversity** has begun meeting to review practices and procedures to ensure inclusion. In the current crisis, we need to ensure that all students, and faculty, have access to electronic resources and training to adapt to our new modalities of teaching and learning. (Please see tips at the end of this report.)

RESOLUTIONS

1. Note: many of the second reading resolutions were deferred for consideration at our May plenary due the determined lack of urgency coupled with the difficulties associated with conducting our first ever virtual plenary. The ASCSU passed the following second reading items. Copies of these and other resolutions can be found at <http://www.calstate.edu/AcadSen/Records/Resolutions/>.
 - **Academic Senate CSU (ASCSU) Endorsement of the American Association of University Professors (AAUP) Statement “*In Defense of Knowledge and Higher Education*”** is self-explanatory. [*In Defense of Knowledge and Higher Education*](#)
 - **Resources to Support California State University (CSU) Faculty Participation in the Course-Identification Numbering System (C-ID) Process** urges adequate support for staff and faculty to accomplish the important work of implementation and maintenance of transfer model curricular (which are the basis for the Associate Degrees for Transfer).
2. The ASCSU passed the following resolutions after waiving a second reading. Normally first reading items are distributed to campuses for feedback. However, if the ASCSU deems an item to be urgent (e.g. the need to provide input before a policy or piece of legislation is being considered) it may waive the second reading. Copies of this and other resolutions can be found at <http://www.calstate.edu/AcadSen/Records/Resolutions/>.
 - **Accommodations to Faculty Due to the COVID-19 Emergency** recommends that individual faculty members can determine whether student perceptions of teaching effectiveness for this semester will appear in their PAF and WPAF without penalty, that probationary faculty be granted an additional year in RTP considerations if requested and that the appropriate administrator place a memo outlining the difficulties encountered during the affected periods that might impact teaching, service

and scholarly and creative activity. It also calls for appropriate cleaning and testing, asserts intellectual property rights for faculty, asks for sufficient resources to support alternative modes of instruction, and calls for a return to prior modes of instruction pre-crisis. The urgency resulting in the waiver of a first reason is obvious.

- **CSU Transfer Model Curricula (TMC) and UC Transfer Pathway (UCTP) Alignment** encourages exploration of potential alignment of major transfer patterns by intersegmental discipline faculty representatives and opposes efforts to explore alignment without CSU discipline faculty member participation. This is in response to current developments that are taking place even as we met in the plenary session.
 - **2020 Legislative Advocacy Positions of the Academic Senate of the California State University (ASCSU)** was granted a waiver as legislative events are currently unfolding. The Executive Committee is empowered to take positions on behalf of the ASCSU when we are not able to respond/take positions as a body in a timely manner. A summary of the 11 items with committee recommendations are listed at the end of this report.
 - **Academic Senate CSU (ASCSU) Recognition of Larry Mandel, Vice Chancellor and Chief Audit Officer for The CSU (1997-2020)**
 - **Response to the CSU Chancellor's Office Memo on Recommended Implementation of a California State University (CSU) Ethnic Studies Requirement (March 17, 2020)** was granted a waiver in order to take a position which may inform current legislative and system developments. The BOT is urged to implement an Ethnic Studies requirement that
 - Relies on campuses to operationalize the requirement and the associated learning outcomes through existing curricular processes
 - Allows the expansion of historically oppressed groups that may be included
 - Calls for a lower-division requirement that can double-count within general education
 - Encourages an upper-division reflective component
 - Expresses the expectation that the number of units in lower-division GE will not increase
3. The following items will appear on the agenda of our May plenary. There is a mix of new and carried-over items. Copies of these resolutions should be available shortly for campus review.
- a. **Affirming the Role of the CSU Board of Trustees in Adopting Rules, Regulations and Policies Governing the University** is a response to ongoing governmental attempts to circumvent the Board in mandating policy for the CSU. It reminds readers that 21 of 25 members are either directly elected by the people of the state of California or nominated by the Governor and affirmed by the Senate. Three other members are appointed by the Governor. The resolution goes on to affirm support for the Board's policy-making role.
 - b. **Opposition to AB 1930—CSU/UC Admission Policy** asserts that the restrictions contained in this bill would hamper the Board of Trustees' ability to set policy to meet the needs of our students.
 - c. **Addition of Dedicated Contingent Faculty Senate Members** anticipates an amendment of the ASCSU constitution to add 3 full-time lecturer faculty to the body on a rotating basis from the campuses.

- d. **Advising High School Juniors Intending to Enroll in the California State University (CSU) to Enroll in a Mathematics-Reinforcing Course in Their Senior Year** complements the current proposed additional quantitative reasoning admissions requirement currently before the Board of Trustees. It calls for the development of learning outcomes appropriate for such a course and strong advice to students, parents and counselors that such a course be taken.
- e. **Resolution in Support of ORCID (Open Researcher and Contributor ID) for the California State University (CSU)** ORCID is a not-for-profit group which facilitates collaboration and research by providing accurate and self-modifiable information in an easy to access database.
- f. **Endorsement of Criteria for Chemistry and Physics Model Curricula (MC) for Transfer to Receive the Same Admission Advantage as for Transfer Model Curricula (TMC)** It is likely more advisable for students in these majors to take these other sets of courses prior to transfer than to complete an Associate Degree for Transfer. The resolution endorses the principle that students who take a more appropriate pathway should be encouraged to do so by receiving the same admissions advantage to impacted programs that students completing an ADT receive.
- g. **Academic Senate of the CSU Calendar of 2020-2021 Meetings**
- h. **Re-Affirming the Role of the Academic Senate of the California State University (ASCSU) and Campus Senates in Establishing Curriculum and Graduation Requirements** affirms the role of the ASCSU established in the Higher Education Employer Employee Relations Act and supported by the ASCSU constitution and AAUP statements on shared governance.
- i. **In Support of Lecturer Range Elevation** encourages CFA and CSU management to allow range elevation based upon service, irrespective of position on the SSI scale and to adopt a policy that range elevations result in at least a 6% salary increase.

OTHER REPORTS

1. **Faculty Trustee Sabalius** reported that the Board meeting has been shortened from 2 days to 1 and via Zoom. There are four action items on the BOT agenda.
 - b. Approval of SDSU Multi-Use Stadium at Mission Valley
 - c. Placer Center (affiliated with CSU, Sacramento)
 - d. Occupational Therapy Doctorate (another speaker indicated concern that as we seek permission to grant doctorates to meet workforce needs, we may bolster CCC justification to offer increasing numbers of baccalaureate degrees.)
 - e. Executive Compensation was pulled from the agenda.
His written report can be found at
http://www.calstate.edu/AcadSen/Records/Faculty_Trustee/index.shtml
2. **Chancellor Tim White** began by thanking us all for our extraordinary efforts to maintain academic continuity during the COVID19 crisis. He is proud of the efforts of our faculty and other. In-person interviews of candidates for the Chancellor position have been postponed from Monday and will be held as virtual interviews at a later date. The Governor has suspended Bagley-Keene rules. The rules surrounding public comment have been amended. There will be less time for comment and all comments will take

place at the beginning of the BOT meeting. Campus and CO leaders are working tirelessly to ensure continuity and protect the health of our students and employees. Circumstances vary by region/campus. We cannot develop blanket policies that are optimal for all campuses. The Chancellor stressed that there is both a health aspect and perhaps a dire budgetary aspect to this crisis. We will be losing residency fees, for one. The budgeting process will not reflect what was proposed in January. We anticipate losses in enrollment and hence student fee revenue next year. The drop in enrollments could be significant. A 20% drop in enrollment would mean a loss of \$630m in revenue. We need to plan for the contingency that we will likely not get the \$199m budget increase in the January Governor's budget and potentially could face cuts to our base budget as a result of loss in state revenues. The budget picture may be adverse for years to come. Planning for the future is a very high priority for us. We may open up spaces on our campuses for drive-through testing. The Governor might direct us to make housing and other spaces available to meet exigencies. Student evaluation of teaching should be made available to faculty but should not adversely impact RTP. There is currently no systemwide hiring freeze. That might change. Campuses may chose to slow down some hiring. Faculty members can play a very important role in encouraging students to enroll on our campuses through phone outreach. This may help to mitigate some of the expected losses in "yield" of prospective student applicants. We many very well need to be flexible in dates for applications, testing, etc.

3. **Jesse Ryan, Exec. VP, Campaign for College Opportunity** started by expressing her gratitude for "being made in the CSU" along with millions of other alumni. The Campaign is 16 years old. They began by focusing on the "tidal wave" of CA students entering into higher education. As it turned out, there are a multitude of related issues that can use focus by an external group even after the "tidal wave" has largely move through higher education. Racial equity, higher education leadership (reflecting a need for coordination across segments since the demise of CPEC), protecting and improving student access and affordability, providing oversight & accountability of policy implementation are the Campaign's continuing priorities. California is a very diverse state, across a variety of dimensions including race, geography, income, etc. We complete research on a number of topics. We build coalitions, do research, and develop policy recommendations. Perhaps the major focus is on transfer due to workforce needs and both a very low transfer rate and lengthy time to transfer from CCCs to universities. Ms. Ryan gave a comprehensive oral and PowerPoint presentation dealing with transfer, focusing on the ADT. Several senators shared perspectives on making transfer pathways more effective for our students.

8. **EVC Loren Blanchard** Dr. Blanchard began by telling us that the COVID crisis is rapidly evolving and that the Governor's prediction that severe disruptions might occur for two months is quite disturbing. The Board will meet next week in a modified format. We will likely be in virtual operations until at least the end of the semester. The administration is spending much time responding to both internal and external constituencies. He appreciates the feedback from the Executive Committee, especially their advocacy for

supporting students in a variety of ways during the crisis, including continuing pay to affected student employees. Groups across the country are expressing concerns about the potential financial impact the crisis will have on universities. The administration considered the ASCSU resolution on Ethnic Studies and feedback from campuses about it, to develop a proposal for a slightly modified implementation of AS-3403. There was a wide range of opinions. Our proposal represents our best attempt to find agreement on a potential recommendation to the Board of Trustees in May. We will attempt to stay in contact with Senate leadership as things develop. Senator Comment: Senate leaders are looking to the ASCSU and CSU administration to take action on an Ethnic Studies requirement as they weigh whether to pass related legislation. Based upon circumstances (homelessness, international students, those with limited access to technology, students are being allowed to remain in their dorms. We may repurpose parking lots for essential item pickup, drive through testing, etc. The campuses are not “closed” per say. They are just not open for instruction and some other functions. If students cannot complete courses for reasons outside of their control or classes are cancelled, students will likely be given a pro-rated tuition rebate. Students may have to return to campus after graduation if they wish to participate in some type of commencement ceremonies. Diplomas will be granted and delivered regardless of commencement schedules. We encourage faculty to not only to provide learning via alternative modalities, but to be aware and sensitive to student circumstances and need and to be willing to direct students to a whole host of services that are still being offered, albeit virtually. Despite challenges, it is too late in the semester to alter student grading approaches in existing courses.

9. **President Barry Pasternack** referred us to the latest newsletter. All members are eligible to receive a free Guide to Investing for Those Over Fifty from Charlese Schwab (normally costs \$30). Are working to preserve pension and health benefits. The ERFSA website has many valuable resources for retirees/those planning to retire. <http://csuerfa.org/> The ERFSA newsletter can be found at <https://csuerfsa.org/images/pdfs/Reporter-Sep-2019.pdf>

Bill	Title	Author	Priority	Position	Comments
AB 1917	Budget Act of 2020	Ting	High	Support	
SB 808	Budget Act of 2020	Mitchell	High	Support	
SB 874	Community colleges: statewide baccalaureate degree pilot program	Hill, Hueso, and Wilk	High	Oppose	Extends the statewide baccalaureate degree pilot program indefinitely. Removes the requirements that the program

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					consist of a maximum of 15 community college district programs and for a student to commence a program by the end of the 2022–23 academic year.
AB 1460	CSU: graduation requirement: ethnic studies	Weber	High	Oppose	ASCSU opposes legislative intrusion in the curriculum.
AB 3310	Community colleges: ethnic studies	Muratsuchi	High	Oppose	Requires California Community College students to take Ethnic Studies with units transferable and satisfying any CSU requirement.
AB 2228	Postsecondary education: sexual assault kits	Garcia	Yes	Support	Requires free sexual assault kits and related medical services are available within a 5-mile radius of each campus or provided for free at the campus health center.
SB 1083	Mental health counselors	Pan	Yes	Support	Would require one counselor for every 1500 students.
AB 1970	Public postsecondary education: pilot program for free tuition and fees: working group	Jones-Sawyer	Yes	Support in Concept	Creates a working group from DOE, UC, CSU and CCC to consider a pilot program for free tuition.

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AB 1862	Public postsecondary education: California State University: tuition	Santiago	Yes	Support in Concept	Requires free tuition at a CSU, for two years, for any student that completed an ADT.
AB 2176	Free student transit passes: eligibility for state funding	Holden	Yes	Support in Concept	Requires transit agencies to offer free student transit passes to students.
AB 2495	Public postsecondary education: undergraduate tuition and mandatory systemwide fees	Choi	Yes	Oppose	Fixes tuition upon entrance to the CSU for six years.

Before Going Virtual...Ten Tips for Being Equity-minded!

These challenging times require we become increasingly more equity-minded. Equity is about giving people what they need to be successful and moves us forward by rejecting the notion that one size fits all. Here are a few tips to get you thinking about equity.

1. **Don't make assumptions** about what students have access to in their homes or elsewhere. You may want to consider conducting a quick survey, sending an email, or finding other ways to simply ask.
2. In preparing for virtual or other types of learning, consider this: If your students didn't sign up for virtual learning, maybe there is a reason. Consider **giving students more options**: picking up packets, mailing material, or asking students to make suggestions.
3. Think about ways to ask students to **partner or group-up**. Student-to-student transfer of information is invaluable in difficult times. Be sure to share best practices for working in groups and teams.
4. Take this opportunity to remind students about the value of **community** and that we should all demonstrate an ethic of care for one another.
5. Proactively **reach out to students** who may be withdrawn, isolated, or disconnected. Your actions may be the life-line they need to succeed.
6. **Check in** with students who may fall through the cracks or fail to keep up.
7. Check your roster, if a student hasn't participated, now may be a good time to reach out for a **wellness check**.
8. Classrooms are not culturally neutral. Use this time to think of ways you can structure your classroom to be **more inclusive**.
9. Be on the lookout for **bias, harassment, and discrimination**.
10. If you see something, say something or better yet, **do something!**

For more tips on being equity-minded, contact Dr. Vanessa Lopez-Littleton, Associate Professor, California State University, Monterey Bay, vlittleton@csumb.edu