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ACADEMIC SENATE CSU CHAIR'S REPORT
Board of Trustees
November 9 - 10, 2021

Thank you, Chair Kimbell, and good morning everyone! I hope that everyone is doing well, taking good care, and staying healthy. It is an honor to offer this report to the CSU Board of Trustees on behalf of the dedicated senators of the Academic Senate CSU (ASCSU) and greet all, for the first time in my service as ASCSU Chair, from the lands of the Tongva/Gabrieleno and Acjachemen/Juaneno, whose strength and perseverance enable them to remain the first stewards and caretakers of the lands we now refer to as Long Beach, CA. Happy Native American History Month!

“Our education system holds incredible power over our nation’s ability to thrive in all aspects of life. From infancy to bachelor’s degree and beyond, we have the responsibility to give our students, parents, educators, and community members the very best we have to offer¹.” – Deb Haaland

When Laguna Pueblo citizen and the first Native American Secretary of the Department of the Interior, Deb Haaland, made the aforementioned statement, her goal was to remind us all that enabling belonging within our educational system enables life successes for both students and the nation. In the nation’s largest and most diverse institution for higher education, this role is the responsibility of us all. While enabling belonging reveals the agency behind common unity, the challenge before us all is to ensure that this experiment of curricula maintenance through shared governance reflects the contributions, sustenance, and uplift of all faculty, students, staff, and administrators. If we are to give the very best that we can offer, then two practices that must – and will - continue to shape the ASCSU’s contributions to further promoting belonging: effective communication and advocating for how faculty success enables student success. These efforts are reflected in, but not limited to, the following:

¹ See <https://medium.com/@deb4congressnm/i-attended-13-public-schools-before-i-graduated-from-highland-high-school-in-southeast-albuquerque-3e3bff60b412>

CSU Campuses
Bakersfield
Channel Islands
Chico
Dominguez Hills
East Bay

Fresno
Fullerton
Humboldt
Long Beach
Los Angeles
Maritime Academy

Monterey Bay
Northridge
Pomona
Sacramento
San Bernardino
San Diego

San Francisco
San José
San Luis Obispo
San Marcos
Sonoma
Stanislaus

ACTIVITIES AND MEETINGS

Preceding our November plenary, the academic senate Chairs of the three segments, California State University (CSU), California Community Colleges (CCC), and University of California (U.C.) met frequently to discuss our approach to AB 928. Central in these meetings were clear outlining of the following:

1. Thorough discussion of the concerns and premises that each segment will bring to the conversations necessary to create a common transfer pathway to the CSU and U.C. For the ASCSU, concerns included the preservation of Ethnic Studies, Oral Communications, Lifelong Learning, and American Government, and asserting the notion that the “Golden Four” are competencies that enable CSU faculty – through 23 different aims and values - to create the informed citizenry that our graduates reflect in the State of California. For the University of California (U.C.) concerns centered around campus autonomy. It is important to note that use of Intersegmental General Education Transfer Curriculum (IGETC) is not consistent. Preparation for U.C. San Diego, for example, is different from preparation for U.C. Berkeley. In these discussions of streamlining, it will be important to maintain distinctiveness. For the California Community Colleges (CCC), concerns included the importance of CSU and U.C. faculty clearly communicating definitions of student preparation and the competencies faculty expect transfer students to possess. Despite our concerns, it is important to note, that the Intersegmental Committee of Academic Senates (ICAS) Chairs are all in agreement that Ethnic Studies will be a part of the new pathway.
2. Understanding the timeline for completion. AB 928 requires that “On or before May 31, 2023, the Intersegmental Committee of the Academic Senates of the University of California, the California State University, and the California Community Colleges shall establish a singular lower division general education pathway that meets the academic requirements necessary for transfer admission to both the California State University and University of California (see https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB928 .”
3. Ensuring effective and transparent communication, on all aspects of AB 928 work being done, to all three segments and ensuring robust feedback and input from faculty on all campuses and constituents within the three segments. The ASCSU is finalizing a feedback portal and questions for soliciting and receiving feedback from CSU faculty on best practices in transfer and what competencies we find to be most important for our transfer students to have.

4. Utilizing the resources of our respective Chancellors and Presidents Offices. Thank you to Chancellor Castro, Executive Vice Chancellor Alva and your teams for being resources during these conversations.
5. Meeting more frequently to ensure that a draft proposal is available for presentation to our respective senates for discussion and perfection in March 2022.

On October 22, 2021, the ASCSU Executive Committee, as members ICAS, met with the larger committee. Central in this meeting was an expanded discussion of the ICAS approach to AB 928, IGETC, the new U.C. Ethnic Studies Requirement, and the need to discuss how ICAS can enhance current and future discussions of transfer, beyond “get the G.E. out of the way” to illuminate the important roles that General Education (G.E.) play in major preparation and informed citizenry creation for the State of California.

During our ASCSU plenary on November 4-5, 2021, the ASCSU engaged in the third of a series of Moving Beyond Bias Trainings (MBB) targeted at advancing diversity, equity, and inclusion in the ASCSU. The ASCSU also engaged in a robust agenda that included our first conversations with CSU Student Trustees Raynes and Linares. This meeting was followed by dialogues and meetings with Chancellor Castro, Executive Vice Chancellor Alva, CSSA liaison to the ASCSU Moreno Ruelas, Faculty Trustee Sabalius, California Faculty Association (CFA) President Toombs, and another invigorating budget discussion with Assistant Vice Chancellor (AVC) Storm. Thanks to you all for your candid discussions, collaborative spirits, and time. These meetings were followed by the introduction of sixteen resolutions, four appearing in Second Reading, two in First Reading with a waiver request, and ten in first reading. One resolution was approved that appeared in first reading with a waiver request. Those approved included, but were not limited to the following:

1. [AS-3500-21/FA \(Rev\)](#)
Suspension of Mandatory Peer Observations of Instruction and Student Evaluations for Academic Year 2021-2022

Approved

This resolution urges the Chancellor’s Office to instruct campuses to suspend these evaluations. A similar resolution had been passed in 2020 at the beginning of the COVID-19 pandemic. Faculty continue to work within the parameters of the pandemic; albeit, at a slower rate of infection.

2. [AS-3503-21/APEP \(Rev\)](#)
Acknowledgement of Changes to Math Requirements in International Baccalaureate Programs

Approved Without Dissent

This resolution asserts the need for timely action to respond to changes in International Baccalaureate (IB) curriculum and testing. In particular, credit by

exam for IB mathematics will need attention with an eye toward certification as meeting B4 requirements for credit by examination.

3. [AS-3505-21/APEP \(Rev\)](#)

Supporting CSU System Office Review Standards for General Education (GE) Area F (Ethnic Studies) Submissions

Approved

This resolution amplifies the imperative that all Ethnic Studies courses submitted for review by the California Community Colleges (CCC) meet 3 of the 5 Ethnic studies core competencies by supporting existing certification practices in the CSU.

4. [AS-3507-21/APEP \(Rev\)](#)

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

Approved

This resolution endorses and calls for the distribution of the Deans’ statement.

5. [AS-3509-21/FGA/FA](#)

WSCUC Continued Authorization for Remote Instruction During COVID-19 Pandemic

Approved

This resolution reaffirms ASCSU’s commitment to [AS-3501-21/FA, Request for Continued Accommodations and Flexibility in the Time of COVID](#) due to the uncertainty presented by the Delta, and other, variants of the COVID-19 pandemic. It commends the WSCUC for extending its emergency authorization and requests that continued authorization for campuses be extended as needed through the COVID-19 pandemic.

6. [AS-3512-21/APEP](#)

Commendation for Assistant Vice Chancellor Marquita Grenot-Scheyer

Approved by Acclamation

Commends Assistant Vice Chancellor Grenot-Scheyer for a distinguished career in the CSU and productive working relationship with the ASCSU upon the occasion of her retirement.

**THE FOLLOWING RESOLUTIONS WERE INTRODUCED FOR FIRST READING
CONSIDERATION:**

1. AS-3510-21/EX

Apportionment of Academic Senate CSU (ASCSU) Seats

Per ASCSU Bylaw 9, this resolution approves the results of the Executive Committee's campus census of Full-Time Equivalent Faculty (FTEF) from the Fall 2021 data to determine the distribution of a third seat to the seven campuses with the highest FTEF based on the 2021 data. No reapportionment is required, as the following seven current three-seat campuses retain their seats: Long Beach, Fullerton, Northridge, San Jose, San Diego, San Francisco, and Sacramento.

2. AS-3511-21/AA

Role of Shared Governance for Decisions on Instructional Modality

This resolution acknowledges and thanks WSCUC for extending the process for seeking continued authorization for remote instruction to Summer 2022, reaffirm the role of shared governance regarding decisions about seeking continued authorization for remote instruction and reaffirm the role of shared governance on each of our campuses for short- and long-term decisions about instructional modality.

3. AS-3513-21/FGA *(in preparation for this year's legislative advocacy)*

Updated Legislative Advocacy Guidelines for The Academic Senate of the California State University (ASCSU)

Utilizing the Legislative Advocacy Guidelines & Priorities per [AS-3148-13/FGA \(Rev\)](#) as a baseline, this resolution serves to update the legislative advocacy guidelines for the ASCSU. Compared to the 2013 resolution, the major changes proposed include: 1) adding legislative priority to budgetary and financial health of higher education (particularly unfunded mandates) and to faculty influence over governance of higher education per the Higher Education Employer/Employee Relations Act (HEERA) ([Section 3561](#)); 2) embedding priority of legislation in those bills for which positions are rendered; 3) reducing formal positions on legislation to Support, Oppose, and Needs More Information; 4) improving flexibility in timeline of ASCSU responses to legislation.

4. AS-3514-21/FA

Faculty Rights to Due Process in Letters of Reprimand Within the CSU

This resolution raises concerns about the process of faculty rights in regard to a letter of reprimand placed in a faculty member's files without notification and the unfair nature of such actions.

5. **AS-3515-21/APEP**

Establishing Core Competencies for CSU General Education (GE) Areas A1, A2, A3, and B4 (the “Golden Four”)

This resolution extends the concept of using core competencies for GE courses (e.g., Area F) to the “Golden Four” foundational courses - Oral Communication, Writing, Critical Thinking, and Math/Quantitative Reasoning. While GE courses should and do enjoy a significant degree of autonomy from campus to campus, the basic competencies should align across individual campuses.

6. **AS-3516-21/AA**

Studying Online Education and the Impact of Campus Initiatives

Reflective of an emerging conversation in the ASCSU on the nature of a CSU education in 2030, this resolution encourages a study into antecedents and outcomes in online education and their interaction with student demographics, described in an attached white paper, and requests the Chancellor’s Office make available to the project’s principal investigators the data requested in the study proposal.

7. **AS-3517-21/FA**

Faculty Rights to Due Process in Disciplinary Action Procedures Within the CSU

This resolution raises concerns about the procedural action in regard to faculty discipline that should allow for their notification before such actions are considered and initiated as well as allowing faculty to meet with appropriate CSU administrators and California Faculty Association (CFA) representatives before any such disciplinary actions are initiated.

8. **AS-3518-21/EX**

Increasing the Membership of the Ad Hoc Committee to Advance Equity, Diversity, and Inclusion (AEDI) Within the ASCSU

This resolution increases the membership of the AEDI ad hoc committee to accommodate new first year senators. The Committee’s charge is to review ASCSU policies, procedures, and processes in order to provide recommendations to the Executive Committee about ways to increase equity, diversity, and inclusiveness in the Senate.

9. **AS-3519-21/FA**

Support of Faculty Supervision of Student Research, Scholarly, and Creative Activities in the CSU

This resolution call for the acknowledgement and support of faculty supervision of student research, scholarly and creative activities, and compensation for these advisements and in concert with the Collective Bargaining Agreement (CBA) referenced in Education Programs and Resources, EP&R 76-36, identified in Article 20 Changes.

10. **AS-3520-21/FA**

Recognition and Support of Faculty Participation in Shared Governance

Expanding on [AS-2781-06/FA \(Rev\)](#), this resolution call for the recognition and support of faculty participation in shared governance.

In closing, it is important to note that the ASCSU continues to monitor campus repopulation concerns raised by faculty and the implementation of the new CSU Ethnic Studies Requirement through our Academic Affairs Committee so that campus concerns that arise during implementation can be discussed and addressed. Thank you Chair Kimbell, this concludes my report. I thank you all for your attention and time and I am happy to answer any questions that you all may have.

Respectfully submitted,

Robert Keith Collins, PhD