

**ACADEMIC SENATE  
OF  
THE CALIFORNIA STATE UNIVERSITY**

AS-3427-20/FA  
May 7-8, 2020

**A COMPREHENSIVE FACULTY-NEEDS ASSESSMENT AT ALL CAMPUSES OF THE  
CALIFORNIA STATE UNIVERSITY**

- RESOLVED:** That the Academic Senate of the California State University (ASCSU) strongly urge Academic Senate Executive Committees at the campuses of the California State University (CSU) system to immediately engage in a comprehensive survey of faculty needs of all faculty including faculty development and training needs related to teaching and learning via remote modalities, academic and information technologies, as well as faculty experiences during the Spring 2020 semester; and be it further
- RESOLVED:** That the ASCSU urges the Academic Senate Executive Committees to work with an interdisciplinary team of staff, faculty, faculty development center directors, and academic technology directors, to immediately design and implement the comprehensive faculty needs assessments; and be it further
- RESOLVED:** That the ASCSU urges the campus Senate Executive Committees to advocate for adequate funding of the faculty development centers and the Academic Technology division at the 23 CSUs to support the additional work required during Summer 2020 and the emerging faculty development and training needs associated with the shift to alternate modalities in Academic Year 2020-21; and be it further
- RESOLVED:** That the ASCSU recommend that campus senates develop and implement said survey in concert with the campus chapter of the California Faculty Association (CFA) in pursuit of generating the largest possible response rate; and be it further
- RESOLVED:** That survey results be shared with campus Faculty Development Center Directors, Academic Technology Directors, Information Technology officers, and with the ASCSU Executive Committee; and be it further
- RESOLVED:** That the ASCSU request that campus senates advocate for survey results to guide campus decisions about course modality, resource allocation and provisions of training and services; and be it further

**RESOLVED:** That the ASCSU urge the campuses to concentrate on timely course modality decisions for academic year 2020-21 that support continuity, stability, and safety in serving the educational needs of our diverse student body and consonant with the equity-minded approaches needed in the larger number of offerings in remote teaching modalities; and be it further

**RESOLVED:** That the ASCSU distribute this resolution to the CSU Board of Trustees, CSU Chancellor, CSU campus Presidents, CSU campus Senate Chairs, CSU campus Senate Executive Committees, CSU Provosts/Vice Presidents of Academic Affairs, California Faculty Association (CFA), CSU Emeritus and Retired Faculty & Staff Association (CSU-ERFSA), California State University Employees Union, and the California State Students Association (CSSA).

***RATIONALE:** The COVID-19 Pandemic has necessitated that all campuses transition courses, mid-semester, to non-face-to-face modes of instruction. CSU faculty did that work, acknowledging that this was in response to the COVID-19 Pandemic, and not a thoughtful redesign of courses for remote instruction. University Administrations have announced that summer session courses are to be conducted by remote instruction, and that campuses are in the process of thinking about and making decisions about instructional modalities for Fall 2020 and Spring 2021. To date, only a small number of campuses have actively sought faculty voice on the instructional modalities decisions and technology and professional development needs for the Academic Year 2020-2021. All campuses will benefit from collecting and acting on faculty perspectives.*

*A sample survey instrument is attached to this resolution to facilitate campus development of survey instruments customized for the campus climate and situation and timely implementation.*

**Approved - May 7-8, 2020**

1. Classification
  - a. Tenured faculty
  - b. Tenure line faculty
  - c. Full time lecturer faculty
  - d. Part-time lecturer faculty
  - e. Librarian
  - f. Counselor
  - g. Coach
2. What are your biggest concerns about Fall 2020?
3. How many courses do you expect to teach in Fall 2020? Briefly identify the types of courses you plan to teach (e.g. small lecture, large lecture, practicum, lab, service-learning/internship, seminar, etc.). If you are a librarian, coach, or counselor, please briefly explain how you interact with students.
4. In the absence of the COVID-19 pandemic, what is your preferred delivery modality for your courses/interaction with students (e.g. face-to-face, hybrid, entirely online, etc.)? Why is this your preference?
5. Given that campus may not be able to return to normal course delivery in Fall 2020, what adjustments to your ideal delivery modality are easiest for you to implement and what adjustments would be your first choice to make?
6. Are there elements of your courses/work that cannot be maintained even with these adjustments? Please briefly explain.
7. What resources and support do you feel that you will need to make these adjustments to your courses/work? (Please think broadly in terms of both technical and non-technical resources/support.)
8. If your courses/work are forced to go fully online in Fall 2020, will you need additional resources and support beyond what you identified above.
9. Where would you turn to get the needed resources and support?
10. If you are providing academic advising in virtual modalities, what challenges have you experienced in meeting those responsibilities? What adjustments do you need to make if we cannot return to face-to-face advising?

11. What technology or technical support have you needed or accessed this semester (Spring 2020)? How has your experience been with this technology or technical support? What went well and what did not?
12. What challenges have you and/or your students had with accessing technology and technical support? Do you still need support or resources?
13. What RSCA activities have been disrupted by the COVID-19 crisis?
14. Describe other challenges or concerns not discussed above that you have experienced resulting from the COVID-19 crisis. What issues do we need to address before Fall 2020?

Effective planning and design will require creativity and flexibility, please share any ideas that you have to make Fall 2020 more effective.