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ACADEMIC SENATE CSU CHAIR'S REPORT
Board of Trustees
May 18, 2021

Thank you and good morning Chair Kimbell. 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 indefatigable senators of the ASCSU. Greetings from the land of the Huichin, Ohlone in Richmond, CA.

“I often wonder whether or not education is fulfilling its purpose. A great majority of the so called education people do not think logically and scientifically. Even the press, the classroom, the platform, and the pulpit in many instances do not give us objective and unbiased truths. To save man from the morass of propaganda, in my opinion, is one of the chief aims of education. Education must enable one to sift and weigh evidence, to discern the true from the false, the real from the unreal, and the facts from fiction (see King, Martin Luther, and King, Coretta Scott. 1987. *The Words of Martin Luther King, Jr.* Pocket ed. New York: Newmarket Press. Pp. 26.).”

When the Reverend Dr. Martin Luther King, Jr. spoke these words, one of his goals was to remind us to importance of critical thinking or objective analysis and evaluation of an issue in the formulation of opinion and thought. This assertion is one heard in the concerns of the respected first stewards and caretakers of the lands that comprise the locations upon which our communities of higher learning reside. As we come to the end of the 2020-21 academic year, I want to thank all of you for your commitment to the vision of common unity that has defined this year for the ASCSU. Your candor, collaboration (even when we disagreed), objective review of matters related to curricula that impact the students of the CSU, and deft liaison as stakeholders, have enabled faculty lived experiences and voices to serve as resources that distinguish the myths elements of being CSU faculty from the facts, which have informed our work tremendously.

If we allow Dr. King's words to serve as a maxim, then it is through our continued common unity and commitment to critical thinking, that our students will embody the informed citizenry that we the curricular faculty – in collaboration with all of you - wish

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

to create, and we can continue to enable the CSU community, and State of California and beyond, to cultivate the practice of challenging fictions with facts, and let all know that education is a vehicle for allowing all to be and enabling all within society to belong.

It is in this spirit of belonging that I offer my last report as the 2020-2021 Chair of the ASCSU. Two practices that have continued to shape our approach to promoting common unity are effective communication and advocating for faculty success and how it enables student success. These efforts have included, but were not limited to the following:

ACTIVITIES AND MEETINGS

Preceding our May 13-14, 2021 plenary, the ASCSU Fiscal and Governmental Affairs (FGA) Committee engaged in rigorous legislative advocacy. Although current FGA efforts seem to be contributing to collective CSU efforts to obtain a positive budget, the committee remains concerned about “AB 928: Student Transfer Achievement Reform Act of 2021: Associate Degree for Transfer Intersegmental Implementation Committee.” Central in this legislation would be an oversight and policy recommending committee with only three faculty representatives from all three segments: California Community Colleges (CCC), California State University (CSU), and University of California (U.C.), a singular lower division general education pathways used to determine eligibility to the CSU and U.C. by 2023-24, and a common numbering system in the CCC. It is important to note that this legislation is opposed by the faculty of all three segments. This legislative intrusion is considered problematic for the following reasons:

1. Limited intersegmental faculty representation on the proposed body and input in discussions of college preparedness.
2. Redundancy in curricular discussions, as the Intersegmental Committee of Academic Senates (ICAS) is a group of Academic Senate leaders from each of the three segments of public higher education in California. It meets jointly to address matters of academic importance to all three segments. Central in these discussions for the past decade is transfer efficiency. It is important to note that this decade initially began with much funding for faculty to meet on this process from many of the same entities sponsoring this legislation.
3. Given the lack of constitutional autonomy for some segments and lack of Prop 98 funds for others, the burden – in theory - will fall on the CSU faculty in terms of implementation.

It is important to note, that the faculty of all three segments are committed to improving transfer efficiency; however, we all agree, as per our April meeting, that transfer is not broken. It is underfunded, particularly in the area of advising. Consider the following scenario evident in the current practices of all three segments. If I and my sister were students at Contra Costa College, and I followed the Intersegmental General Education Transfer Curriculum (IGETC) pathway, because I was not sure whether I wanted to go

to the CSU or U.C., then upon completion of the pathway, I could apply to either the CSU or U.C. and be considered. My chances for admission would improve if I obtained an Associate's Degree for Transfer (ADT) in Ethnic Studies in the process. What kind of barriers would I face? The first would be a limited 30 minutes of academic advising at my CCC, which I may use more for mental health concerns during a pandemic than academic advising. As discussed at ICAS, most CCC students use this time for mental health advising. I then would complete my pathway, with limited guidance as to what to expect from the CSU and U.C. in terms of college preparedness and how the two institutions were different. Fortunately, I got in to U.C. Berkeley and my sister gets into Cal State East Bay. Upon arrival, we both hear from our professors that we are not prepared. Me lacking in a level of statistics that would have aided my success in anthropology at CAL, while my sister should have taken another writing class for success in psychology at CSU East Bay. Are our shortcomings the fault of too much G.E. curriculum or limited advising? While some of you may think that this scenario is fictitious, it is important to know that the experiences, people, and schools are real, except, I did not go to Contra Costa like my sister. If these experiences occurred when there was funding, then should we be surprised by the barriers students face today, created by limited funding of advising?

As the outgoing Chair of ICAS, which will rotate to UC Senate Chair Horowitz next year, my goal is to maintain open dialogue with the legislators behind AB 928. ICAS will be speaking with these and other legislators and their staff at our June 1, 2021 meeting. It is my sincere hope that common ground can be found so that we do not further exacerbate barriers to transfer that we seek to remedy.

During our May 13-14, 2021 plenary, the Academic Senate engaged in another robust agenda, comprising twelve resolutions. Eight were approved in second reading and four were approved that appeared in first reading with a waiver request. Those approved included, but were not limited to the following:

1. [AS-3478-21/APEP \(Rev\)](#)
Concerns About Common Transfer Pathways Across the CCC, CSU, and UC (Regarding AB 928 Berman- Student Transfer Achievement Reform Act Of 2021: Associate Degree for Transfer Intersegmental Committee)

Approved

This resolution recommends that interest in transfer pathways be operationalized as additional support for existing CSU/CCC-driven joint efforts on student preparation and transfer rather than proposing new such structures

2. [AS-3480-21/FA \(Rev\)](#)

Recognizing the Disparate Impact of the COVID-19 Pandemic on Women in the CSU

Approved

This resolution notes that women (particularly women of color) have suffered negative professional and financial outcomes because of the COVID-19 pandemic and asks the Chancellor's Office is asked to create a statewide CSU task force to examine the short- and long-term effects of the COVID-19 pandemic on the career progression of women in the CSU.

3. [AS-3481-21/APEP \(Rev\)](#)

Concerns About Dual Admission Legislation

Approved

The resolution recommends that the Legislature provide additional funds for existing CSU/CCC-driven joint efforts on student preparation and transfer rather than proposing new such structures. ASCSU recommend that the CSU and the CCC continue to work together within existing intersegmental structures to ensure that the preparation for transfer from the CCC to the CSU is both appropriate in content and structure and that the requirements are clear to our potential future students

4. [AS-3482-21/AA \(Rev\)](#)

Faculty and Administrative Responses to Student Transgressions of Academic Integrity

Approved

The resolution encourages campus senates to adopt policies that better inform students of existing university and campus policies on academic integrity.

5. [AS-3483-21/FA \(Rev\)](#)

Reimbursement for COVID- Related Work-at-Home Expenses

Approved

This resolution acknowledges that many faculty and staff have paid for COVID-related work-at-home expenses out of their own pockets (e.g., computer equipment, internet access, and office supplies, etc.) and urges the CSU to provide reimbursement for expenses incurred by faculty and staff.

6. [AS-3484-21/APEP \(Rev\)](#)

CSU Support for Expanded Early -Start Summer Experiences

Approved

ASCSU urge the Office of the Chancellor (CO) to ensure adequate funding to support the sustainability and growth of these campus-based programs.

7. [AS-3485-21/FGA \(Rev\)](#)

Support for Actions Taken to Reduce Climate Change and to Protect the Environment

Approved

This resolution recommends that California Public Employees' Retirement System (CalPERS) develop and implement a strategic plan to divest from corporations which do not commit to carbon neutrality consistent with Governor Brown's [Executive Order B-55-18](#):

8. [AS-3486-21/APEP \(Rev\)](#)

Concerns Regarding Ethnic Studies and IGETC Implementation

Approved

This resolution encourages the alignment of Intersegmental General Education Transfer Curriculum (IGETC) with the CSU General Education area F requirements (Ethnic Studies) when considering changes to IGETC.

9. [AS-3473-21/EX](#)

Academic Senate of the CSU Calendar of 2021-2022 Meetings

Approved

THE FOLLOWING RESOLUTIONS WERE INTRODUCED IN FIRST READING WITH WAIVER:

1. [AS-3490-21/FA](#)

Increasing Funding to the Academic Senate of the CSU

This resolution urges the Chancellor's Office and the Board of Trustees to recognize the hard work, and time investment required for service as an ASCSU Senator and the value added to the CSU by the ASCSU, with increased funding.

2. [AS-3491-21/AA](#)

Faculty Involvement in Reimagining Higher Education, Post-Lockdown

This resolution strongly encourages campuses to revisit issues of instructional modality, campus culture, campus presence, and community engagement as part of the long-term adjustment of campus-reopening in a post-lockdown environment.

In closing, on May 14, 2021, the ASCSU held elections for the 2021-22 ASCSU Executive Committee Officers. The results are as follows, in reverse order of process and the new Executive Committee will transition in as of June 1, 2021:

At-Large Senator #2: Dr. David Speak, Political Science (Cal Poly Pomona)

At-Large Senator #1: Dr. Nola Butler-Bryd, Counseling and Psychological Services (San Diego State University)

Secretary: Dr. Thomas Norman, Management and Marketing (Dominguez Hills)

Vice Chair: Dr. Beth Steffel, Design (Cal State San Bernardino)

Chair: Dr. Robert Keith Collins, American Indians Studies, College of Ethnic Studies
(San Francisco State University)

Thank you Chair Kimbell, this concludes my final report for the 2020-2021 academic year. It has truly been an honor to serve as the 2020-21 ASCSU Chair. On behalf of the ASCSU, a special thanks to Chair Kimbell and Trustees Khames, Raynes, Simon, and McGrory and Faculty Trustee Sabalius for your visits this year and thought provoking conversations. 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