

*Academic Senate CSU (ASCSU)*  
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## Minutes

March 16-17, 2017  
Office of the Chancellor

**Thursday**, March 16, 2017 - 8:00 a.m. TO 5:00 p.m. - Dumke Auditorium

*Senate Social – Faculty Affairs hosting*  
5:15 p.m. TO 6:45 p.m., Munitz Lobby

**Friday**, March 17, 2017 - 8:00 a.m. to 3:00 p.m. - Dumke Auditorium

### CALL TO ORDER

With a quorum being present, the meeting was called to order.

### ROLL CALL

**Senators Present:** Bakersfield (Frye (Absent), Murphy); Channel Islands (Aloisio, Yudelson); Chico (Boyd (SUB), Schulte (Absent), Selvester (Absent), Sistrunk (SUB)); Dominguez Hills (Esposito, Norman); East Bay (Fleming (Absent), Karplus (SUB), Gubernat); Fresno (Benavides, Schlievert); Fullerton (Bruschke, Hoven Stohs, Meyer); Humboldt (Creadon, Malloy(SUB)); Long Beach (Hood, Klink, Soni); Los Angeles (Baaske, Riggio (SUB)); Maritime (Browne, Trevisan); Monterey Bay (Davis, Nishita); Northridge (Chong, Schutte, Swenson); Pomona (Speak, Swartz); Sacramento (Holl, Krabacher, Miller); San Bernardino (Groen(SUB), Ullman); San Diego (Butler-Byrd, Eadie, Ornatowski); San Francisco (Collins, Yee-Melichar, Vacant); San Jose (Lee, Sabalius, Van Selst); San Luis Obispo (Foroohar, LoCasio); San Marcos (Barsky, Brodowsky (Absent)); Sonoma (Nelson, Reeder); Stanislaus (Filling, Strahm); Emeritus/Retired Faculty (Pasternack); Office of the Chancellor (Van Cleve).

**Guests:** Loren Blanchard, CSU Executive Vice Chancellor, Academic and Student Affairs; William Blischke, CSU Emeritus and Retired Faculty Association (ERFA); Jennifer Eagan, California Faculty Association (CFA) Liaison; Patrick Perry, Chief Information Officer, CSU Office of the Chancellor; Hank Reichman, Vice President and Chair, Committee A on Academic Freedom and Tenure, American Association of University Professors; Brandon Tsubuki, California State Student Association (CSSA) Liaison.

### APPROVAL OF AGENDA

The Agenda was Approved.

### APPROVAL OF JANUARY 26-27, 2017 MINUTES

The Minutes were Approved.

### ANNOUNCEMENTS

Chair Miller announced that the Faculty Trustee elections would be held today.

## PRESENTATIONS/INTRODUCTIONS

Senator Filling introduced Rick Ford, Betsy Boyd, and Senator Sistrunk from Chico. Senator Gubernat introduced Mark Karplus as a sub for Senator Denise Fleming from CSU East Bay and announced that Senator Fleming had been re-elected as an ASCSU senator.

## FACULTY TRUSTEE CANDIDATES

**Presentations, Q&A period (Time certain: 9:00 a.m. Thursday):** Trustee Nomination Committee Chair Soni explained the Faculty Trustee election process (i.e., each candidate will get a two minutes opening statement, committee members will ask questions, two minutes will be allowed per person/per question, Senator Chong will be time keeper, and there will be no follow-up questions.) and thanked the committee members for their service.

1. The speaking order was randomly determined. The following order was presented:
  - a. Senator Sue Holl (Sacramento State University)
  - b. Senator Steve Filling (CSU Stanislaus)
  - c. Senator Romey Sabalius (San Jose State University)
2. The following statements were given:
  - a. Senator Sue Holl stated that her position centered on the linkage between curriculum development and the role of CSU access in the success of the State of California.
  - b. Senator Steven Filling stated his position as a bean counter interested in the relationship between the daily work of helping students change their lives and the roles that administration can play to aid in this development.
  - c. Senator Romey Sabalius stated his position as understanding the role that education can play in social mobility.
3. The following questions were asked of candidates:
  - a. Dr. Barry Pasternack asked the following question: What qualifications and experiences do you bring to the Faculty Trustee position, and in which areas would you have the most to learn to effectively represent the faculty?
    - Senator Holl responded it is the faculty that enable student success. Her experience with reducing the engineering major unit requirement offers a foundation for such explanations.
    - Senator Filling responded that education at the root level is an interpersonal activity. Trustees work at a macro level. The responsibility of the Faculty Trustee is to bring them back to the reality that students are people.
    - Senator Sabalius responded that tenure in the CSU system is important and his self-motivated to visit all of 23 campuses has enabled him to communicate the concerns of the faculty to the administration. Begin assertive without being authoritarian is a strategy that has enabled him to acquire this skill and cultivate the respect of colleagues and students.
  - b. Senator Chong asked the following question: Which two issues facing the CSU do you feel are the most pressing for the BoT and the California Legislature to understand and act upon?
    - a. Senator Filling responded that it is important for stakeholders to cultivate a public understanding of the public good that higher education serves by preparing an informed citizenry to participate in our society.

- Senator Sabalius responded that we have the mandate to graduate more students in the most cost effective ways, within the shortest amount of time, and to deliver a quality education. These are often measured in numbers and statistics, rather than the realities of how students learn. Gathering these data do not work alone, as we are dealing with individuals.
  - Senator Holl responded that it is important to secure funding and convey of the value of the CSU degree. The degree is not just a paper that will get one a job. General education is the foundation upon which many of our legislators were created. If legislators can internalize the value of our degree to the good of our society, then we can move forward.
- c. Senator Ornatowski ask the following question: How do you think that the CSU should balance the demand of the state to increase graduation rates and improve access, with that of delivering academic quality and breadth and depth of a liberal arts education?
- Senator Sabalius responded that it is important to remember that CSU students need a Liberal Arts education. Job training is not limited to everything beyond Liberal Arts. All segments of society need it, regardless of the cost. We are the richest state in the richest country in the world. Our children deserve it.
  - Senator Holl responded that it is possible to meet the students' goals; however, it is important to remember that some do not want to graduate in 4 years. The issue is to help the student understand the value of the requirements and the CSU degree. Liberal Arts courses brings students in touch with other segments of society.
  - Senator Filling responded that this is both a short term and long term issue. There must be education of stakeholders as to the value of the CSU degree. We hear that students need to communicate better, write better, and be aware of the world around them. This means that students need a Liberal Arts education. We all need to help our legislators understand, particularly on Lobby Day, that increasing graduation rates can become a barrier to this. Our efforts impact real lives.
- d. Dr. Barry Pasternack asked the following questions on behalf of Senator Denise Fleming: Is the CSU doing enough to improve equity and cultural responsiveness? Should it do more, and if so, can you suggest specific practices and strategies that are likely to improve equity and cultural responsiveness in the CSU?
- Senator Holl responded that we can never do enough. It is important to help student to prepare to be successful at the university and in life. This can lead to a greater diversity in our course offerings, faculty, and student body.
  - Senator Filling responded that many thought Chancellor White bold to suggest that the CSU needs to remove the equity gap and do it in a strong way. It is important to find ways to enable people to be part of our culture and to feel part of our culture. The ASCSU has a way of making new senators feel welcome and at home. This practice can be expanded throughout our system and society.
  - Senator Sabalius responded that one is never too healthy and too educated and we have never done enough to ensure equity. We have to frame our approach as an asset and job qualification. One needs multicultural understandings and to be able to communicate across boundaries. This makes us globally competitive and nationally competitive. This is possible for all aspects of our student population.
- e. Senator Karen Davis asked the following question: Contingent faculty comprise a significance proportion, if not the majority, of faculty on many CSU campuses. As

Faculty Trustee, how would you make sure that the voices of all faculty, including contingent faculty are represented?

- Senator Filling responded that the past six years has seen much change in the attitude towards and compensation of contingent faculty. It is important for our Faculty Trustee to understand the differences between faculty.
  - Senator Sabalius responded that everyone that enters the CSU is given a tremendous responsibility. All should be dedicated. All faculty should expect respect within the CSU. As an author of a resolution to investigate the conditions of contingent faculty, this is experience that shows the origins of such an expectation.
  - i. Senator Holl responded that if we can convince our campuses to increase tenure density, then we may be able to address the varied concerns of our contingent faculty.
- f. Senator Soni asked the following question: If in conflict, describe how you might balance representing the interests and priorities of the faculty with the competing interests and priorities of the CSU system.
- Senator Sabalius responded that it is the faculty that is at the heart of the students' education. Students do not normally remember administrators when they talk about the persons that impacted their lives. This is important to convey in the face of conflict.
  - Senator Holl responded that it is important to try to get all to understand the position of the faculty. The faculty do not seem to be in conflict with the system. Many are all about the students. The stories of the students need to be told to help all recognized there is no difference between the goals of the faculty, system, and legislature.
  - Senator Filling responded that the conflict is a temporary one. At the micro-level, faculty, administrators, and legislators are interested in student success. Former Faculty Trustees were able to voice these common interests, express dissent, and still be an integral part of the Board of Trustees (BoT). It is important for the trustees to understand our common goals.

### **Closing Statements**

1. Senator Holl stated that it is important to maintain a strong student body through access. Our graduates are the leaders of the future. The Faculty Trustee brings to the BoT knowledge of how the faculty educates our students.
2. Senator Filling stated that as a first-generation student on financial aid, he survived college with the aid of teachers. It is important to empower our students like teachers empowered him. Public higher education enables our students to change their lives in the most effective way.
3. Senator Sabalius stated that if appointed, then his goal will be not to listen but to educate. The Faculty Trustee must have the assertiveness to represent the voices of 27, 000 faculty members. Faculty are the ones that have to education students, administrators, the public, and member of the BoT. It is important to learn to deliver a better experience for the students.

**Election of candidates for Faculty Trustee (Time certain: 10:15 a.m. Thursday):** Faculty Trustee Nomination Committee Chair Soni explained the voting process. Each Senator could vote for as many candidates as one wants per round. Candidates needed to be elected by a 2/3 majority.

The senate shall determine by majority whether or not to continue balloting. The following voting results occurred:

1. Senator Filling was elected during first round.
2. Senator Holl and Sabalius were in a run-off election.
3. No candidate received 2/3<sup>rd</sup> majority vote.
4. Senator Holl and Sabalius were in a run-off election for round three (51).
5. No candidate received 2/3<sup>rd</sup> majority vote.
6. Senator Holl and Sabalius were in a run-off election for round four (50).
7. No candidate received 2/3<sup>rd</sup> majority vote.
8. Senator Holl and Sabalius were in a run-off election for round five (51).
9. No candidate received 2/3<sup>rd</sup> majority vote.
10. Senator Holl and Sabalius were in a run-off election for round six (51).
11. Senator Sabalius won in round six.
12. The senator voted to continue balloting. No majority was reached.

Chair Miller moved to vote on continued balloting. The motion was made to overturn the ruling of the Chair. The motion was discussed and failed. The vote to continue balloting resumed. The vote was no. Faculty Trustee Nomination Committee Chair Soni thanked the committee for their contributions and hard work. The committee was charged by the ASCSU Executive Committee to offer feedback and suggested revisions to the committee charge and procedure.

## REPORTS

### ***Christine M. Miller, Chair***

ASCSU Chair Miller reported that it has been my privilege to represent the Academic Senate of the California State University between our last plenary meeting and the present one. She offered the following listing of activities followed by summary and commentary on key issues that arose during that time.

### ***Meetings and Activities***

#### January, post-plenary

- Honorary Degree subcommittee in Long Beach
- January Board of Trustees meeting in Long Beach

#### February

- Meeting with Trustee Firstenberg in Sacramento
- Math 110 meeting (virtual)
- State Government Relations welcome reception for legislators in Sacramento
- California State Student Association meeting in San Luis Obispo
- Academic Conference in San Diego
- San Luis Obispo Campus Senate and Executive Committee meetings
- Council of Campus Chairs meeting in Long Beach
- ASCSU interim virtual meeting
- Interim “agenda setting” meeting with Chancellor and cabinet in Long Beach
- Meetings with EVC Blanchard in Long Beach
- California State University Fullerton Campus Senate and Executive Committee meetings

- Meeting with Lark Park, Senior Consultant for Governor Brown
- Tenure Density Task Force meeting in Long Beach
- Academic Council meeting in Los Angeles

March, pre-plenary

- California Senate Budget Subcommittee 1 advocacy in Sacramento
- Meeting with EVC Blanchard (virtual)
- Meeting with Christian Osmena and others, Department of Finance
- Meeting with Lark Park, Senior Consultant for Governor Brown
- California Assembly Budget Subcommittee 2 advocacy in Sacramento
- CSSA CHESS Reception in Sacramento
- Advocacy meetings (along with Chancellor White, CSSA President Lopez, and SEIU Legislative Coordinator Harrington) with Assemblymember Ting, Senate Pro Tem de Leon, Senator Portantino, and Speaker Rendon

Upcoming

- Interim “agenda setting” meeting with Chancellor White and cabinet
- Board of Trustees meeting in Long Beach
- Tenure Density Task Force (virtual)
- General Education Task Force in Long Beach
- Assembly Higher Education committee hearing on AB 394 (Medina)
- State Governmental Relations reception aboard the Golden Bear in Sacramento
- Intersegmental Committee of Academic Senates Lobby Day in Sacramento
- CSU LA Senate and Executive Committee
- Academic Council in San Francisco
- Humboldt Senate and Executive Committee
- ASCSU Legislative Advocacy Day
- Outstanding Alumni awards dinner
- Campus Senate Chair’s Council meeting in Long Beach
- ASCSU virtual interim

**Key Issues**

General Education

ASCSU Chair Miller also reported that at the January meeting, the Executive Committee approved a document articulating the membership, charge, principles, goals and timeline for the General Education Task Force. The group would be co-chaired by Chair Miller and Academic Affairs Chair Jodie Ullman. In addition to Mary Ann Creadon (GEAC Chair) and Denise Fleming (APEP Chair), The Executive Committee appointed two additional senators and two representatives from campuses to join the work, and representatives from the University of California, the Community Colleges, the Board of Trustees, and the Chancellor’s Office had been identified as well. The first meeting of the Task Force was scheduled for March 27, 2017. Chair Miller also reported that, on March 10, 2017, EVC Blanchard sent a letter to presidents asking campuses to provide feedback on potential revisions to EO 1100 governing general education in the system. Dr. Blanchard’s letter and call for feedback raised several questions about how this effort relates to the charge of the GE

Task Force. These questions are being engaged in discussions between ASCSU leadership and Chancellor's Office leadership. More information will be forthcoming as events unfold.

#### Quantitative Reasoning

Chair Miller reported that on March 7, EVC Blanchard had sent her a letter articulating the direction being pursued by the Chancellor's Office regarding the recommendations of the Quantitative Reasoning Task Force. The pieces were beginning to fall into place, as that letter discussed, and groups such as GEAC were offering their expert analysis of how to make the words on the pages of the Task Force report come alive as student experiences.

#### Tenure Density

Chair Miller also reported that the Tenure Density Task Force members determined that they could provide a more compelling analysis if they extended their work past the March 1 deadline. Their next meeting takes place on March 24, and an accounting of their activities was provided by ASCSU representatives Schutte, Aloisio, and Guerin in an email forwarded a couple of days ago.

#### Intellectual Property

Chair Miller also reported that yesterday afternoon she had forwarded to the ASCSU (as well as campus senate chairs) a letter to ASCSU regarding intellectual property co-authored by EVCs Blanchard and Virgee. The letter and attendant report (with recommendations) had a deadline of 60 days in which to respond. Presumably, this response would be shepherded by our Faculty Affairs Committee.

#### Academic Conference

Chair Miller thanked the Academic Conference Planning Committee and reminded the body that at this point what's left is analysis and assessment of the conference. These activities are taking place, with an eye toward making recommendations for the future. She also thanked all who were able to participate in this meaningful event.

#### Legislative Advocacy

Lastly, Chair Miller reported that the legislature is back in session, there is plenty happening on the legislative front. In addition to advocating for the Board of Trustees' support budget, there are myriad bills affecting the CSU to consider and track. The Fiscal and Governmental Affairs Committee has been, and will continue to be, quite busy for the rest of the academic year. Already this legislative season there has been an instance where a bill was slated to be heard prior to the ASCSU being able to vote on it, so the Executive Committee acted on behalf of the Senate. She wrote a letter in support of the bill, which requests legislative authorization to continue offering the Doctorate of Nursing Practice degree. ASCSU Legislative Advocacy Day is coming up in April, and you will hear more about this from FGA Chair Soni.

The meeting rooms and offices of the state capitol are not the only places she enjoys advocating for the mission of the CSU, and representing the role of the Senate in fulfilling that mission. She considers it a privilege to discuss with anyone who will listen the ways in which the Senate promotes academic quality and student success. Chair Miller also augmented her report by asking senators wishing to serve on the Administrative Search Committee for statements of 100 words or less by Friday. She also reported that the Executive Committee would meet with the Chancellor on Monday and the ASCSU letter in support of the CSU Doctorate in Nursing had been sent. She also acknowledged senator concerns surrounding the increase in hotel costs and informed the body that

the “State Rate” had changed from \$120.00 to \$175.00. Chair Miller also reported that she has engaged in conversation with the Chancellor on shared leadership and governance. Emphasis was placed on how the CSU has used task forces. The Quantitative Reasoning Task Force (QRTF), Ethnic Studies Task Force, and the Sustainable Financial Model Task Force (SFMTF) were examples used to how faculty were active participants and drafting members of reports. Lastly Chair Miller reported that the GE Task Force Developments over the past few days: Liaison report on EO 1100. Letter engendered confusion and a deadline for May 12, 2017. Letter was read. Central in this letter was the importance of the task force work, GEAC work, and the need for autonomy in purpose. Also discussed with the timeline of consultation and extension of deadline to June 16, 2017. The following concerns and questions were raised:

1. Would it be possible for the ASCSU to help with reimbursement given the new hotel rates?
2. Would it be possible to scan the letter on the DNP and send it to the senators?
3. Is it possible for the Executive Committee to comment on outside perspectives on General Education (GE) curriculum? Where is this impetus to examine GE?
4. The origins of these discussions seem to lie in concerns about time to degree and closing achievement gap.
5. Legislators, the Department of Finance, the Governor’s Office, and the Board of Trustees (BoT) have all raised concerns about GE.
6. It is important to ask questions about access and equity in our general education curricula.
7. It is important to acknowledge the hard work and constructive negotiations of ASCSU Chair Miller.
8. It is important to pay attention to the tasks charged to GEAC.
9. It is important to pay attention to the implications of the ASCSU budget and whether or not it is reflective of the working relationship with the chancellor.
10. It is important to be careful with words like “streamline”, as it has the potential to mean gut. Framing notions as a positive mask for malice is problematic. General Education serves a very important purpose in the education of our students.
11. Is the May deadline still in effect?
12. Is the chair of the task force GEAC Chair Creadon?
13. Chair Miller and Academic Affairs (AA) Chair Ullman are the co-chairs of the Task Force; however, GEAC has representation on the Task Force. There will be ASCSU involvement.
14. Is it possible to suggest that the Chairs of AA and GEAC be compensated for their summer work?
15. Discussed in Faculty Affairs (FA) was the idea that a lack of planning on your part does not constitute an emergency on ours. This is a lot of work to do before May. A reasoned response takes time. If one wants faculty or ASCSU input, then it is not good to ask faculty in the summer, when they have dispersed. To what extent is this co-incidental? In order for the body to examine this information, then the deadline must be consistent with best practices in shared governance.
16. It is important to consider the framing of this conversation in shared governance terms. There seems to be conflict between outside pressures, inside time lines, and the Chancellor’s Office (CO) trying to work with us.
17. Why is the chair of the senate not in the room to discuss the budget?
18. The budget was augmented. The ASCSU Executive Committee had requested an increase in the budget regularly. One difficulty is going to the chancellor regarding hotel costs. We have



managed our budget; however, costs keep rising. There has not been any discussion about the cutting of the ASCSU budget.

19. The faculty have been asked for years to talk about Intellectual Property (IP) and the report last Friday was put together a year and a half ago. It is important to clarify that the IP policy is an administrative proposal and ASCSU has not had input in this document. FA recommends that the ASCSU let the administration engage IP in bargaining.

### ***Standing Committees***

***Academic Affairs (AA):*** AA Chair Ullman reported that the committee would introduce four items today. The resolution in Support of Graduate Education in the California State University would be coming forward in Second Reading. First reading resolutions include Support for AB-422 California State University: Doctorate of Nursing Practice, Support for Active Learning and High Impact Practices in CSU Graduation Initiative 2025, and co-sponsoring with FGA a resolution in support of Campus Accommodation of Military Students' Service Obligations. AA Chair Ullman also reported that the committee discussed Project Rebound, SF State's 94% graduation rate of formerly incarcerated students, and a possible resolution in support of this now systemwide program. Lastly, AA Chair Ullman reported that the committee discussed EO 1100 and was reassured by the CO response. GE and expectations for upper division GE will be revisited. Discipline councils were also discussed. The following were raised:

1. Could you clarify the next steps that AA will take on discipline councils?
2. AA plans to bring forward a resolution on Discipline Councils and will examine the Resolution Responses as for the purpose, structure, and role, of the discipline councils. Short term and long term goals will also be examined.

***Academic Preparation and Education Programs (APEP):*** On behalf of APEP Chair Fleming, APEP Vice Chair Barsky reported that APEP met yesterday and would be bringing a pair of resolutions to the plenary. The Cessation of Implied Equivalency of GE Area B4 for Intermediate Algebra would be presented in Second Reading. This addresses a concern that students who complete mathematics remediation and the B4 General Education (Mathematics/Quantitative Reasoning) requirement via alternative statistical pathways cannot be assumed to have mastery of Intermediate Algebra. A Resolution on Incorporating the QRTF Recommendations Concerning Quantitative Reasoning in Revising EO 1100 would be presented in First Reading. This resolution anticipates that recommendations of the Quantitative Reasoning Task Force regarding changes to quantitative reasoning requirements will be incorporated into the revised EO 1100. Presenting this as a first reading item in the current plenary gives campuses an opportunity to provide feedback before the final plenary of this academic year.

APEP Vice Chair Barsky also reported that the committee typically meets with several Chancellor's Office liaisons. Due to their travel schedules and other commitments, we were only able to meet in-person yesterday with one of our liaisons, AVC Eric Forbes, who was very generous with his time and met with us well into the lunch hour. APEP also appreciated that AVC Grenot-Scheyer, who was traveling yesterday, was willing to call and answer questions. APEP recognizes that one function of a resolution is simply calling attention to an issue, and there may be other issues that the committee definitely wants to report back upon. On the California Promise program, the CSU will be responding to a requirement that it report back to the Legislature on ways to incentivize the program. Four possibilities that were outlined to APEP were:

1. Discounting tuition in the last term of attendance
2. Funding campuses to provide courses in the summer

3. Guaranteeing tuition-free enrollment if a student failed to graduate on time if this was the 'fault' of the campus
4. Freezing tuition for students while they are meeting the requirements of the program

APEP is also concerned that students who are able to meet the all of the requirements to remain in a California Promise program may be the students who need discounts/tuition freezes/etc. the least. Perhaps being able to graduate in the traditional four years should be its own incentive. An announcement has gone out for a Faculty Co-Director of the Center for Advancement of Instruction in Quantitative Reasoning. This was forwarded to the ASCSU yesterday by Chair Miller. APEP learned from AVC Grenot-Scheyer that the announcement went out to the Provosts on Friday (March 10), with a request that applications be received by Friday, May 24 (one week from tomorrow). Since the timeline is so tight, APEP is hoping that ASCSU Senators will bring this position to the attention of faculty colleagues on their campuses. The BoT Committee on Educational Policy will be getting a report on Academic Preparation next week. Some highlights include the following:

1. The percentage of students deemed to be college ready in both mathematics and English has almost doubled over the 20-year period: from 32% to 62%.
2. The report details the multiple measures by which students may demonstrate proficiency in both areas prior to the start of Fall classes:
  - a. Readiness by Exam during HS (ACT, AP, CAASPP, SAT)
  - b. Readiness by Course taken in HS
  - c. Readiness by CSU exam (EPT, ELM)
  - d. Readiness by Early Start
3. Data disaggregated by ethnicity and race indicates disparities
4. 1-year, 2-year and 3-year retention rates do not vary greatly

On the phasing in the 4th year of High School Quantitative Reasoning (QR) requirement, AVC Forbes confirmed that campuses that are impacted at the freshman level can give "bonus points" to students who have completed four years of QR coursework in high school, as long as this is part of the publicly announced criteria used by the campus. APEP Vice Chair Barsky further reported that APEP anticipates that there may be some discussion at the Admissions Advisory Committee of factoring "bonus points" into the eligibility index as part of a systemwide approach. APEP also discussed, and has concerns about, possible unintended consequences; for example, students attending under-resourced high schools might not have access to a fourth-year QR course. One possible solution might be an admission "penalty" in the case of students who have access to fourth year QR courses in high school and who do not take advantage of such offerings. In discussions with AVC Forbes about how to further improve readiness in mathematics/quantitative reasoning, APEP heard that in addition to the 4th year requirement on the back-end of high school, the CSU needs to work with K-12 to intervene in grades 7 and 8 to help ensure that students enter high school with strong quantitative reasoning skills. The following concerns and questions were raised:

1. On the co-director position, it is not offered on the CO website.

**Faculty Affairs (FA):** FA Chair Norman reported that the committee would be bringing forward four resolutions: Employment Security for Contingent Faculty, Librarians, Coaches, and Counselors; Saving California's Master Plan Through Tax Reform; In Support of Students Admitted to the CSU Under Differed Action Childhood Arrivals (DACA); and, Opposition to the Executive Order Restricting Travel from Several Muslim Countries. The draft Intellectual Property Policy was also discussed. The committee decided that a sixty-day time frame was problematic and the committee is

interested in the data that can be gathered from campuses. The issue will continue to be worked on; however, a resolution may not be viable.

***Fiscal and Governmental Affairs (FGA):*** FGA Chair Soni thanked committee for their work on the legislative bills and ASCSU positions. The bills and associated resolution, 2017 Legislative Advocacy Positions of the Academic Senate of the California State University, will be presented during plenary. Legislative advocacy day talking points will center on the budget and the higher education committee will be met with. FGA Chair Soni also reported that six members of FGA have been able to meet with their local legislators. FGA also consulted with Paul Steinhausen and the positions recommended by FGA are reflective of take BoT priorities, auditing of the faculty contract, cost increases, above 157.2 million, denied admission, compensation, assessment of students and placement, and the fact that students are not admitted due to inadequate funding for the CSU. The committee also discussed the implications of capital projects and deferred maintenances. The following concerns and questions were raised:

1. Will there be a component of gathering faculty narratives that countering legislative speculation, as not all may be able to engage in advocacy? My rationale for this is that placement often has a disciplinary specific rationale behind it. What aspects of teaching and learning is this language based? Narratives can add this dimension to the assumption points out in these macro level perspectives.

***Steven Stepanek – CSU Faculty Trustee***

Faculty Trustee Stepanek reported that since the March meeting of the CSU Board, he has been busy. The following is a list of his activated that he looked forward to seeing senators attend:

1. March 23 - trustee visit to CSU Dominguez Hills with trustees Faigin and Abrego
2. March 27 - first meeting of CSU GE task force
3. March 30 - inauguration of President Ellen Junn, CSU Stanislaus
4. April 2-4 - attended Association of Governing Boards National Conference on Trusteeship in Dallas, TX
5. April 10 - trustee visit to CSU Channel Islands
6. April 11 - a member of the 6-year presidential review team that visited CSU San Marcos

Upcoming activities over the next 3 weeks:

1. April 20 - investiture of President Judy Sakak, Sonoma State
2. April 22 - attend CSU Maritime Academy commencement activities
3. April 25 - trustee visit to CSU Chico
4. May 2 - trustee visit to CSU Fullerton
5. May 4 - investiture of President Mary Papzian, San Jose State
6. May 5 - Investiture of President Erika Beck, CSU Channel Islands

Faculty Trustee Stepanek also reported that on March 21-22, 2017 the CSU Board of Trustees meeting was held at the Chancellor's Office in Long Beach, California. Central in were the following activities:

1. The Board met Tuesday morning in closed session to discuss executive personnel matters, pending litigation and collective bargaining items.
2. After lunch, the Board met in open session, starting with public comments regarding collective bargaining. After public comments, the Committee on Collective Bargaining approved four action items on their agenda – the adoption of initial proposals for the successor collective bargaining discussions with Bargaining Units 1, 4, 6 and 10; collectively

- represented by the Union of American Physicians and Dentists (UAPD), the Academic Professionals of California (APC), the State Employees Trades Council United (SETC), and, at Cal Maritime, the International Union of Operating Engineers (IUOE).
3. The Committee on Audit was next to convene. The committee received the Report on Compliance with National Collegiate Athletic Association Requirements for Financial Data Reporting. It also received a status report on current internal audit assignments.
  4. The Committee on Governmental Relations convened to receive an update on legislative activities. It heard that 2,516 bills were introduced for consideration by state legislators (1,708 from the Assembly, 808 from the Senate). The definitions of CSU positions terms were discussed:
    - a. **Support:** consistent with trustees' legislative principles, supports CSU.
    - b. **Oppose:** inconsistent with principles or undermines trustees' governance.
    - c. **Neutral:** no concerns with the bill.
    - d. **Watch:** waiting for more information or amendments, CSU is working with bill's author.
  5. Approximately 30 bills have been identified for having a possible impact on the CSU. Three bills are sponsored legislation for the CSU:
    - a. **AB 422 (Arambula):** CSU authority to issue Doctor of Nursing Practice degrees.
    - b. **AB 819 (Medina):** permanently grant the CSU regulatory authority to draft its own regulations; current authority has already been extended four times.
    - c. **Senate Banking and Finance Omnibus Bill:** allows CSU to establish foreign bank accounts to handle financial obligations for international programs.
  6. The following bills provide exceptions to the Master Plan for higher education in California:
    - a. **SB 577 (Dodd):** Community College Districts: Teacher Credentialing Programs of Professional Preparation. CSU Position: Watch.
    - b. **SB 769 (Hill):** CCC Baccalaureate Degree Pilot Program. CSU Position: Watch.
    - c. **AB 80 (Arambula):** CSU Authority: Doctoral Program: Agricultural Education. This bill authorizes Fresno State to award an education doctorate in agricultural education. CSU Position: Neutral.
    - d. **AB 207 (Arambula):** CSU Authority: Doctor of Medicine Degrees. This bill authorizes Fresno State to award doctor of medicine degrees. CSU Position: Neutral.
    - e. **AB 209 (Mathis):** CSU Authority: Agricultural Education: Professional Doctorate Degrees. This bill authorizes the CSU to offer professional doctorate degrees in agricultural education. CSU Position: Neutral.
    - f. **AB 405 (Irwin):** CCC Baccalaureate Degree Cybersecurity Pilot Program. CSU Position: Watch.
  7. The following bills address college affordability and financial aid:
    - a. **SB 68 (Lara):** Exemption from Non-resident Tuition. This bill enables two years at a California Community College to count towards AB 540 eligibility. The bill also allows the completion of an associate's degree or satisfaction of the minimum requirements to transfer to the UC or CSU to qualify for in-state tuition or financial aid. CSU Position: Watch.

- b. **AB 17 (Holden):** Transit Pass Program: Free or Reduced-Fare Transit Passes. This bill requires the Controller to allocate money to the Department of Transportation to provide free or reduced transit passes to specified students. CSU Position: Support.
  - c. **AB 393 (Quirk-Silva):** CSU Tuition. This bill, sponsored by the California Faculty Association, freezes tuition and fees at the CSU and CCC until the completion of the 2019-2020 academic year. The bill requests the same of the UC. CSU Position: Oppose.
  - d. **AB 766 (Friedman):** Foster Youth. This bill allows foster youth or former foster youth to use existing dollars (i.e., Aid to Families with Dependent Children-Foster Care AFDC- FC Program) to be used for a minor dependent living in a university dorm or other university designated housing. CSU Position: Support.
  - e. **AB 990 (Rodriguez):** CSU, UC Estimates of Off-campus Housing Costs. This bill requires each CSU and UC campus to post on its website the current cost of a one-bedroom apartment in the surrounding campus area. CSU Position: Watch.
  - f. **AB 1178 (Calderon):** Postsecondary Education: Student Loans. This bill requires each higher education institution to annually send a letter to students who take out loans regarding specified information on debt. CSU Position: Watch
8. Additional bills of interest:
- a. **SB 1 (Beall):** Transportation Funding. This bill addresses road infrastructure and funding throughout the state. It includes a provision to direct \$2 million annually from the Road Maintenance and Rehabilitation Account to the CSU for transportation research and transportation-related workforce education, training and development. CSU Position: Support.
  - b. **SB 244 (Lara):** Privacy - Agencies: Personal Information. This bill restricts the manner in which any state entity, including the CSU, can utilize and keep personal information from an applicant for public services or programs. CSU Position: Watch.
  - c. **SB 318 (Portantino):** CSU - Personal Service Contracts. This bill mandates that the CSU must follow the State Civil Service Act for the purposes of contracting out. The CSU has historically been exempted from the Civil Service Act and addresses the issue of contracting out through collective bargaining. CSU Position: Oppose.
  - d. **SB 319 (Nguyen):** Public Postsecondary Education - Remedial Coursework. This bill requires California Community Colleges and the CSU to provide entrance counseling and assessment or other suitable means to fully inform an incoming student of any remedial coursework they will be required to register for and complete, prior to registration, and the reasons for the requirement. CSU Position: Watch.
  - e. **SB 331 (Jackson):** Domestic Violence Counselor-Victim Privileges. This bill expands the list of employees who enjoy privilege to include a domestic violence counselor who works for a public or private institution of higher education. CSU Position: Watch.
  - f. **SB 483 (Glazer):** Education Finance - Higher Education Facilities Bond Act of 2018. This bill enacts the Higher Education Facilities Bond Act of 2018, which, upon approval by voters, would authorize the issue of \$2 billion for CSU and UC education facilities. CSU Position: Watch.
  - g. **SB 803 (Glazer):** The California Promise. This bill prohibits system-wide tuition fees being increased on a student who participates in a California Promise program. CSU Position: Watch.

- h. **AB 1 (Frazier):** Transportation Funding. This bill addresses road infrastructure and funding throughout the state. It includes a provision to direct \$2 million annually from the Road Maintenance and Rehabilitation Account to the CSU for transportation research and transportation-related workforce education, training and development. CSU Position: Support.
- i. **AB 10 (Garcia):** Feminine Hygiene Product Availability. This bill requires K-12 and higher education segments to supply feminine hygiene products to all female students in school bathrooms. CSU Position: Watch.
- j. **AB 21 (Kalra):** Public Postsecondary Education: Access to Education for Every Student. This bill, sponsored by the California Faculty Association, requires the CSU and requests the UC provide healthcare stipends for all students who are not eligible for Medicaid and unable to afford health insurance provided by the campus, provide housing or a stipend to students between academic terms who face a significant risk of being unable to return to the campus, and provide access to legal services without cost to students who may be impacted by federal agencies. If Deferred Action for Childhood Arrivals (DACA) is reversed, this bill specifies that these students continue to receive financial aid, funding for research and that office space and designated staff be available to assist former DACA students. The bill requires the CSU and requests the UC to refrain from releasing the immigration status of students. The bill prohibits ICE officers from entering campus unless they provide written documentation 10 days prior to the proposed entry to campus. CSU Position: Watch.
- k. **AB 52 (Cooper):** Public Employees: Orientation. This bill requires public employers to allow unions to provide a presentation during an employee's orientation. CSU Position: Oppose.
- l. **AB 394 (Medina):** CSU: Assessment and Course Placement of Admitted Students. This bill requires the Trustees, as a condition of receipt of state funding for the Graduation Initiative 2025, to approve, by August 1, 2018, a pilot program where a minimum of 10 campuses use multiple measures for the assessment and course placement of admitted students. CSU Position: Watch.
- m. **AB 848 (McCarty):** Public Contracts: University of California: California State University: Domestic Workers. This bill restricts the CSU and UC from entering into contracts with contractors who use workers outside of the United States. CSU Position: Watch.
- n. **AB 856 (Levine):** Public Postsecondary Education: Hiring Policy: Geographic and Socioeconomic Diversity. This bill requires the CSU to interview at least one candidate from a geographic area or socioeconomic sector that is currently underrepresented at the segment or campus for a high-profile administrative position when such a position is available. CSU Position: Watch.
- o. **AB 1231 (Weber):** CSU: Support Staff Employees: Merit Salary Adjustments. This bill mandates that a support staff employee of the CSU shall receive a merit salary intermediate step adjustment of an unspecified amount each year that they receive a satisfactory performance evaluation. CSU Position: Oppose.
- p. **AB 1435 (Gonzalez Fletcher):** Student Athletes: The Athlete Protection Act. This bill creates the Athletic Protection Commission, a nine-member body appointed by the Assembly, Senate and the Governor with the goal of protecting student athletes. The commission would regulate athletic programs at all institutions of higher education in California using fees collected from the athletic conferences in which the institutions

belong. The commission would have the ability to enact regulations and penalties that could include civil liability, temporary or permanent employment in higher education, or other penalties imposed by the commission. CSU Position: Watch.

- q. **AB 1464 (Weber):** CSU: Tenure Track Positions. This bill, sponsored by the California Faculty Association, requires the CSU to increase the number of tenured faculty to 75 percent by mandating the system hire between 700 to 915 tenure tracked faculty positions each year over the next eight years, without displacing any lecturers in the process. CSU Position: Oppose.
- r. **AB 1622 (Low):** Student Support Services: Dream Resource Liaisons. This bill requires the CCC and CSU and requests the UC to designate a Dream Resource Liaison on each of their respective campuses. CSU Position: Watch

Faculty Trustee Stepanek also reported that the Committee on Institutional Advancement approved one naming request: The naming of the Lawrence de Graaf Center for Oral and Public History at CSU Fullerton. The Committee on Institutional Advancement also applauded the nine CSU campuses plus the Office of the Chancellor on receiving 2017 District VII Awards from the Council for Advancement and Support of Education (CASE). The nine campuses receiving recognition were as follows: Chico, Dominguez Hills, East Bay, Fullerton, Northridge, Sacramento, San Diego, San Luis Obispo, and San Marcos. Faculty Trustee Stepanek also reported that the last committee meeting on Tuesday was the Committee on Educational Policy. One action item and two informational items were considered. The action item was the approval of the CSU Academic Master Plan which is an annual activity as the plan is regularly updated to reflect changes proposed by the campuses to their ten-year academic plans. It is in this document that new academic programs and degrees are proposed for future implementation and announcements are made of intent to suspend new admissions to select existing programs and discontinue existing degree programs. During the discussion of this document, trustees asked questions about the program/degree creation process, the costs associated with the startup of a new program, what the role of the board should be in this process, and how the placement of new programs on campuses is determined. This led to further discussion on admission policies, the impact of WASC accreditation dictates, “super senior” issues (normally defined as students with more than 150 semester units) and “forced” graduations (the awarding of a degree to a student who has satisfied the requirements for a degree but who may not have requested this graduation date.). After lengthy discussion, the updated CSU Academic Master Plan was approved.

Faculty Trustee Stepanek also reported that the first of the two informational items was the first reading of recommended amendments to Title 5 regarding degree requirements, admission and transfer to bring Title 5 into compliance with existing California statutory law and to streamline degree requirements. The proposed changes fall into four categories:

1. Adding Doctor of Audiology degrees.
2. Facilitating degree completion of Bachelor of Arts degrees – maintain the required 12 semester units of upper-division work in major but strike the required overall 40 semester units of upper-division work towards the degree; this change would make BA requirements consistent with Bachelor of Science requirements which do not stipulate an overall upper-division unit requirements; there is also no overall upper-division requirement for Bachelor of Architecture, Bachelor of Fine Arts, Bachelor of Landscape Architecture Bachelor of Music.
3. Removing Lower-Division Transfer Patterns (LDTP).
4. Incorporating Student Transfer Achievement Reform Act (STAR, also known as SB 1440).

These proposed Title 5 changes will come back to the committee during their May 2017 meeting as an action item. The second informational item was the annual update on CSU academic preparation covering the topic of the readiness of entering freshmen to take college level mathematics and English courses. Collection of CSU data on student preparation began with the fall 1995 entering class. In 1995, only 32% of the students entering the CSU were both math and English ready. By 2016, that preparedness number had risen to 62%. These improvements are contributed to the Early Assessment Program (EAP), Early Start Program (ESP), strong partnerships with K-12, and other academic preparation efforts.

Faculty Trustee Stepanek also reported that on Wednesday morning, the Committee on Finance convened to hear two informational items and consider two action items. The informational items were the annual reports of CSU debt and risk management. CSU debt is in the form of short term capital financing and long term bonds. The short term capital financing is handled through the issuance of commercial paper (CP) by the CSU Institute, a systemwide auxiliary of the CSU. The CSU currently has a CP program in the amount of \$300 million out of an authorized limit of \$500 million. The CP program is supported by letters of credit from State Street and Wells Fargo N.A. The Systemwide Revenue Bond (SRB) program had an outstanding debt of approximately \$4.8 billion as of December 31, 2016. In March 2017, the CSU issued \$1,196,360,000 of SRBs. Of this amount, \$1,080,470,000 was issued for new money projects to support campus infrastructure activities and \$115,890,000 was issued to refund existing SRB debt, producing a net savings of \$17.3 million which translates with interest to a system savings of approximately \$1.1 million per year. The insurance and risk management needs of the CSU are managed by the CSU Risk Management Authority (CSURMA). CSURMA is governed by a board of directors, comprised of up to forty members – up to thirty appointed by the CSU chief financial officer, including at least one representative from each campus, and ten elected by auxiliary organizations that participate in CSURMA. CSURMA provides insurance coverage for the CSU and its auxiliaries in many areas, including: general liability, property, workers' compensation, cyber risk, disability and unemployment, athletic injury, student internships, construction, foreign travel, fidelity, student travel, auto, errors and omissions, and fine art. The authority covers these insurance needs through a combination of self-insurance (\$1 million in coverage) and the annual purchase of \$1 billion of external insurance coverage. Campuses have a \$100,000 deductible.

The first of the two action items was the approval to pursue a public-private partnership to develop an Extended Learning and Student Services Building project on real property adjacent to CSU, San Marcos. The proposed two-acre development immediately adjacent to the campus would include a 500-600 space parking structure, 15,000 square feet of retail space and 120,000 square feet of academic and student support space to be occupied by various campus programs. The developer would also construct a pedestrian bridge to connect the new building with the campus. Prior to the approval of this request to proceed to pursue, the board discussed the uniqueness of this project since it is situated on private land and that the campus would retain an appropriate level of authority over who occupies the retail space.

The second action item on the committee's agenda was consideration of a possible tuition increase for the 2017-2018 academic year. The presentation started with the statement that the CSU Board of Trustees needed to consider all possible funding strategies as part of the CSU 2017-2018 support budget plan. The system will continue to seek full funding of 2017-2018 budget priorities by the state but since the preliminary state budget for 2017-2018 does not adequately support of the CSU, the system needs to consider other sources of revenue to achieve its goals, including a possible tuition increase. Because of the timeline requirements of the Working Families Student Fee



Transparency and Accountability Act, any possibly tuition increase needed to be considered by the Board now even though the state budget will go through several iterations prior to final approval during summer 2017. There had been extensive public and Board discussion about a possible tuition increase during the November 2016 and January 2017 meetings of the Board of Trustees and those conversations continued during the March 2017 meeting of the Board.

The public and Board conversations focused on three issues: a) was the tuition increase necessary, b) should the Board refuse to increase tuition as a protest statement regarding inadequate state funding of the CSU, and c) if the tuition increase was approved, what incentive would there be for the state to provide funds to supplant the tuition increase? Regarding the necessity of the increase, the pro argument was that the system was already committed to the Graduation Initiative 2025 goals which included the hiring of additional staff and tenure-track faculty to help alleviate graduation bottlenecks and the current state budget did not provide sufficient funding to cover the activities of this initiative. For the record, there were students present who, during the public comment time, spoke against the Graduation Initiative 2025 goals of timely availability of courses and the opportunity for achievement of graduation within 4-5 years. The notion of a protest statement by refusing to raise tuition and then hoping to force the state to increase CSU funding received a significant amount of discussion which polarized on the issue of just how important is public higher education in California when it comes to state budget priorities. Ultimately, an amendment to the tuition resolution was offered and accepted by the committee that in the case of the full funding of the 2017-2018 CSU Support Budget request, the tuition increase would immediately be rescinded. It was with this amendment that the committee voted to approve the tuition resolution and sent it to the full board for consideration.

Lastly, Faculty Trustee Stepanek reported that on the agenda prior to the tuition vote by the full board were the reports by the Board Chair, Chancellor, Academic Senate CSU, California State Student Association and California State University Alumni Council. To expedite getting to the tuition vote, these reports were extensively abbreviated. In their capacities as Ex Officio Trustees, the Lieutenant Governor, the Speaker of the Assembly and the State Superintendent of Public Instruction were in attendance on Wednesday. The tuition vote by the full board was 11 in favor and 8 in opposition. The Board adjourned immediately after the vote. Please use the following link to view Faculty Trustee Stepanek's full report:  
[http://www.calstate.edu/AcadSen/Records/Faculty\\_Trustee/index.shtml](http://www.calstate.edu/AcadSen/Records/Faculty_Trustee/index.shtml).

### ***Other committees and committee liaisons***

#### ***General Education Advisory Committee (GEAC)***

GEAC Chair Creadon reported that the committee met this past Tuesday with Dr. Patrick O'Rourke. Central in this discussion was the viability of using a language course from the Defense Language Institute Foreign Language Center for CSU credit. Discipline Councils were also discussed. GEAC also discussed the Online Oral Communications pilot and was informed by AVC Mallon that no language in Title V restricted the modality of such courses. GRAC Chair Creadon also reported that GEAC discussed the implications of EO 1100 and how to move forward with the implications it hold for General Education. Macro descriptions of general education and language and programs were discussed as models due to their clear descriptions and distinction between upper from lower general education. The implications held for assessment at both levels were also discussed. GEAC Chair Creadon further reported that clear descriptions of GE in the CSU may serve as best-practice resources for the General Education Task Force. Dr. Kate Stevens from Northridge met with GEAC and the need to remove the intermediate algebra language as a prerequisite was

discussed. Central in this discussion was the need for a B4 course to meet the suggested requirements put by the Quantitative Reasoning Task Force (QRTF) and campuses to offer insight into their specific approaches. The following concerns and questions were raised:

1. AVC Van Cleve and Senator Reeder served on the world languages council and they may be resources.

### ***Reed Scholarship***

Senator Baaske reported that he would continue to collect funds for the Reed Scholarship.

### ***Academic Conference***

Academic Conference Committee Chair Soni reported that the conference was well received and the committee met to discuss the collected data notes and a summary will be developed. A rough draft of the survey data and notes, and short report will be created to allow for further feedback and suggestions for the future academic conference.

### ***Guests***

#### ***Loren Blanchard – CSU Executive Vice Chancellor, Academic and Student Affairs***

The ASCSU heard a representation from EVC Blanchard and AVC Jeff Gold, Senior Director of Academic Technology. Central in this presentation was a discussion of shifting focus away from deficit and blame toward Tia Brown McNair’s notion of student experience and success. AVC Gold explained why this discussion consisted of an update on the Graduation Initiative 2025 and represented targeted efforts towards student equity to enable the self-reflexivity necessary within the CSU community to close the achievement gap. Graduation Initiative 2025 would address barriers that CSU students face through improvements in equity, access, and achievement. These improvements would require attention to academic preparation, data driven decisions, financial aid, and enrollment management. Examining Academic Preparation has enabled the CO to think about the CSU from a student’s perspective. Findings suggest that underserved students populations are disproportionately in need. Strategies for addressing this barrier to their success included, but were not limited to, the following:

1. Academic Preparation
  - a. Promotion of four years of high school math. This is consistent with the Quantitative Reasoning Task Force Report (QRTFR) and it is important to examine what implementations will look like.
  - b. Improve placement and assessment.
  - c. Strengthen Early State Programs.
  - d. Restructure Developmental Education. CSU Domingues Hills is experiencing good results from such efforts.
2. Enrollment Management - Attention will be placed on course and scheduling concerns.
  - a. Incentivize and support funding course schedules with students as the first priority.
  - b. Leverage summer school and intersession.
  - c. Improve efficiencies in course taking.
  - d. Recast Course Redesign. It is important to be focused and strategic in approach. Resources will be focused into STEM courses.
3. Financial Aid
  - a. Progress bonus to incentives degree completion.
  - b. Reconsider the “drop for non-payment” policies.

- c. Emergency micro-grant programs for students.
  - d. Expand the use of affordable course materials.
  - e. Focus on financial literacy.
4. Data Capacity and Infrastructure. These efforts will center on improvements to supplemental instruction, research, etc.
    - a. Student Success Analytics Certificate.
    - b. Develop a student success research agenda.
    - c. Improve data tools and dashboard usage.
    - d. Improve campus and system data infrastructure.
  5. Administrative Barriers. These efforts will involve ongoing conversations on the graduation fee.

Lastly, EVC Blanchard reported that these data are the result of campus feedback. The ASCSU has been made aware of the campus based efforts on student success. Their student success plans will aid in increasing graduation rates. Focusing on these may enable the CSU to decrease the achievement gap. The following concerns and questions were raised:

The following concerns and questions were raised:

- Q:** Thank you for your presentation. On four years of math, the QRTF stated said math or quantitative reasoning. A finance course could be used? It is important to use the faculty in the CSU to develop the student success. Is it possible for the CSU to offer a table on persistence overtime?
- A:** Yes. As previously mentioned, increasing student graduation rates does not mean a reduction in the achievement gap.
- Q:** In APEP, we discussed an admissions bonus for students meeting the 4<sup>th</sup> year and penalty for students that had it at their school and did not taken advantage of the course. Given access to high quality education experiences, underrepresented students do as well as others. The question before us is how do we bring students into contact with his quality professors.
- A:** It is important to get the data out there. In foundation courses how the faculty-student ratio helps. The commitment has to be to get the best and brightest before the student before the junior and senior year. Tapping tenured faculty and providing an incentive for teaching is important to ensure student retention. National data supports this.
- Q:** How can faculty success relate to student success? We need to place attention on all facets of education. The notion of confidential information clashes with the notion that this is an open meeting.
- A:** If information is shared it just implies that some will have seen the information before others.

It is important to remember the Academic Conference. The committee is working on the results that may be used to reduce the achievement gap.

The FGA committee discussed the placement of CSU students. The Legislative Analyst's Office (LAO) is concerns with graduation rates. It would be important to give this presentation to Assemblymember Medina.

It has been made clear in many arenas that the CSU has been using multiple measures for assessment and placement.

On the achievement gap, it is associated with underrepresented groups. It is important to pay attention to student experiences. Many do not like Power-Point presentations, online classes, etc. On the subject of class sizes, fixing the State University Grants (SUGs) problem could bring in approximately 5,000 new faculty.

On the gap between men and women, there are difference by gender and race that show the importance of your points. The gender aspects of your points are very well taken. The Sustainable Financial Model Task Force Report (SFMTFR) addressed this and it is being examined. EVC Relyea will be consulted.

When you talk about enrollment management and funding courses, there must be a balance struck with programmatic integrity. With regard to admissions, there should be attention paid to 4-year road maps and how may will use these. There needed to be emphasis placed also on academic quality.

Summer school and intersession participation is important. Participation varies from campus to campus. It is important to incentivize students to take one class over the summer.

**A:** Tuition discounting during summer sessions is being discussed. Emergency funding was based on conversations with external groups on how resources could be obtained so that students can take advantage of the opportunities.

**Q:** Most of us report back to our campuses. Should we wait until after the BoT presentation to discuss this information?

**A:** Yes. We are not trying to hide information but we want stakeholders to have a fresh look at the material.

**Q:** On college readiness, are we playing a game with first year students? Some have been told that you are not supposed to be here. To what extent are we fostering the imposter complex? For many success is showing up on the first day. Some see themselves as no longer part of their communities. Respecting this will cause our students to feel like they belong.

**A:** We firmly believe that progress on the achievement gap will not be made if we do not do this.

**Q:** In repeating previously made statements, it is clear from the FGA meeting that legislators are not in support of a 5% tuition increase and the initiative. We seem to do too much remediation, etc. How do we reconcile programmatically what we do in the CSU with the concerns expressed? How would you address closing the achievement gap and tuition to the legislators?

**A:** In our current language, there are many ways needed to close the achievement gap. One cannot happen separately from the other and the clarity is being offered in the presentation. This multifaceted approach enables us to build the case for funding. These are the aspects of student experiences tied to dollars and cents. We have the dual responsibility of ensuring students reach their degree and addressing tenure density. We need everyone helping.

**Q:** At Humboldt State, we have taken one step – Stretch English- to address the imposter complex. We removed the word remedial from the catalogue. The system and Math still designate students as remedial. For campuses that have directed self-placement, can campuses not have Early Start? Student should be able to be empowered.

**A:** We will undertake this item under the academic preparation work we are doing.

**Q:** It is important to flip the imposter syndrome on its head. Is it possible to include enable faculty to be more culturally responsive?

Technology has become a very important part of education (i.e., video conferencing, etc.) ATEC and the Commission on Online Learning have not met.

- A: The short answer is we need to get back to you. At the Academic Conference, information will be brought back to you and Chair Miller will be copied.

Thanks to everyone for their complex ideas. When discussing administrative boundaries, I hope that they think of tenure density and not administrator pay.

It has been said that closing the achievement gap is focused more on underrepresented students than white privileged students. On the large classes vs. small classes, is it possible to return to this model with an incentive for campuses that have larger numbers of underrepresented students.

### ***Jennifer Eagan – California Faculty Association (CFA) Liaison Report***

CFA Liaison, President Eagan reported that three CFA activists were honored during their last meeting: Chris Cox (SJSU) received the 2017 Outstanding Faculty Member Award; CFA Vice President Kim Duran (CSU East Bay) was honored; and, Ysidro Ortiz was the 2017 National Education Association Davenport Award Recipient. Liaison Eagan also reported that last weekend the CFA held their assembly and elections. New officers and board members were selected and the list of new officers could be found on the Calfac.org website. The CFA also passed Resolutions in Support of April 4, 2017 and American Federation of Labor and Congress of Industrial Organizations (AFL CIO) Constituent Groups. CFA Liaison Eagan also reported that the CFA has been busy in Sacramento. On Feb 24, 2017 a forum was held on the paper “Equity Interrupted”. It was a success and the paper was well received. This paper may be an effective advocacy piece for the 2017-18 budget. Kevin Weir gave testimony at the Legislative Analyst’s Office (LAO) on Debt Free Higher Education. On March 13, 2017, the Assembly unveiled “Degrees Not Debt” and CFA Liaison Eagan was in attendance. This initiative creates pathways to debt free higher education and testimony was heard on the impact of education and college debt. CFA Liaison Eagan also reported that the CFA was working on AB 21 to protect student communities regardless of immigration status, Silva’s legislation on freezing tuitions and fees at 2016 levels, and AB 1464 (Weber), which is the legislative version of ACR73. The CFA is also supporting AB 1038 (Bonta), which creates a blue-ribbon commission to discuss higher education funding. CFA Liaison Eagan further reported that on March 23, 2017, Assembly Weber would be hosting a hearing on the Ethnic Studies Task Force Report. Faculty and students will attend the hearing in the capital. Buses will run from SF State to Sacramento. Lastly, CFA Liaison Eagan reported that CFA lobby days would be April 4, 2017 and April 5, 2017. Contract development and bargaining would meet next week and full bargaining would meet in the summer. The CFA Board of Directors voted to increase the dues from 1.05% to 1.35%. Dues has not been raised since 2005 and this increase will cover the cost of doing business. It is important to pay attention to fair share fees or “Right to Work” legislation that may follow this increase. The following concerns and questions were raised:

1. Vivian Price of CSU Dominguez Hills was just awarded a Fullbright Fellowship.
2. A request has been made to the ASCSU to produce a response to the Intellectual Property draft policy. The opposite occurred when asked about Academic Freedom. It seems the appropriate responses is that it is bargaining worthy and let them discuss it with the CFA.
3. The CFA is examining the document. There seems to be no faculty that were part of the creation of the report and it does not discuss Article 39. Extraordinary support is the only reason why faculty are not entitled to their intellectual property. A meet and confer process will be initiated and the response will be that this is a bargaining issue.

4. AB 1464 was well received; however, its passage was unlikely. Is it possible that Dr. Weber is amenable to some compromise language that can move us forward?
5. What would help AB 1464 is genuine will and the CSU did not inflate the bill and took into account non-traditional pathway towards tenure density. A cheaper way to tenure density is for lecturers to get on the tenure track. It is important to make the case that tenure density is important to educational quality.
6. On the dues increase, it is important to remember the protections that the union provides.
7. It is important to pay attention to ACR 21. Central in the proposed legislation is the adoption of Free Speech statements by the UC and CSU that are currently used by the University of Chicago.
8. In your report on CFA activities, many of the benefits seem to have gone to students. Are the lobbying efforts on behalf of students considered chargeable? What is being done for faculty? Would the CFA consider taking up issues that effect both students and faculty (i.e., immigration, housing insecurity, food insecurity, etc.).
9. It is important to see the relevance of student focus in our working conditions.
10. Is there anything else that the ASCSU should know about?
11. It is important to remember that the CSU could run bills on behalf of the faculty.
12. In Fiscal and Governmental Affairs (FGA) it was decided that the bill – ACR 21- does not concern the ASCSU.
13. What process does the CFA utilize to determine what dues paying members should have and which bills to support?
14. The CFA takes a strategic approach to whether or not issues or attention to legislation are timely and can be addressed in a manner that supports faculty.
15. It is important to remember ACR 35, as it has been coded many times to restrict the Academic Freedom of faculty and students.

***William Blischke – CSU Emeritus & Retired Faculty Association (ERFA) Liaison Report***

CSU ERFA Liaison, President Blischke, reported that CSU ERFA is the largest retired faculty organization in the nation. Dr. Goldwhite is in Tokyo and President Blischke is filling in at CSU ERFA Liaison. CSU ERFA Liaison Blischke also reported that CSU ERFA have had several CO Representatives at their semiannual meetings. ASCSU Chair Miller was the keynote speaker at their last meeting. EVC Virjee will attend the next State Council to be held on the CSU Dominguez Hills campus on Saturday April 15, 2017. More information can be found in the online newsletter, “The Reporter”. A major focus is being placed on the collaborative lobbying efforts between CSU ERFA, the ASCSU, and CO and CSU ERFA members have been encouraged to meet with their local legislative representatives. CSU ERFA Liaison Blischke also reported that the membership was being encouraged to volunteer their time at the local campuses and eighteen ways in which involvement can occur, from student scholarships, faculty legacy funds, etc. had been outlined by the CSU ERFA leadership. The Million Shoes Campaign (re-named from the Soles4Souls campaign) has a number of campuses participating. CSU ERFA Liaison Blischke encouraged the ASCSU to please "check local listings" and support their campuses. A handout was also circulated to senators. Lastly, CSU ERFA Liaison Blischke reported that CSU ERFA is also seeking a presence on the BoT. Grants are also provided for retired members so that they can stay academically active. The following concerns and questions were raised:

1. Thanks to CSU ERFA members who engaged in lobbying.

2. It is important to remember that the CSU ERFA members who engage in lobbying do so because they care.
3. It is important for the BoT to have a retired faculty member.

***Patrick Perry – Chief Information Officer, CSU Office of the Chancellor***

CSU Chief Information Officer, Patrick Perry gave a presentation to the ASCSU that represented a draft document that was begun in August 2016 and is open to suggestions, modifications, and feedback for the next three years. Central in this presentation were the guiding principles for X. The goals of these principles are to reduce friction, use data more efficiently, allow for input on data from multiple arenas in the CSU, account for variance, campus autonomy, foster collaboration through the use of technology, and focus on customer service and quality. The intended outcomes of these goals are as follows:

1. Consolidation of data and the creations of a CSU Data Lake.
2. Enable data to talk to each other and the creations of queries across multiple data sets.
3. Enable institutional research to use these data.
4. Enable Common ID, rather than SID, Shadow, etc.
5. Remap of CSU Mentor offerings in a way that creates a new CSU ID system.
6. Enable the creation of systemwide platform strategies. This will ensure leverage in system purchase and procurements.
7. Enable shared security and network services.

Vision II included, but was not limited, to the following:

1. Support innovation to be forward looking in technology.
2. CSU Anywhere, creates a smooth experience for students. Should have integrated registration, planner, etc.
3. Develop and Enterprise Resource Planning Roadmap. This allows for a move away from PeopleSoft.
4. Develop Cloud Strategy. This will allow for the creation of a common strategy for procurement.

Vision III included, but was not limited to, the following:

1. Develop Technology Workforce Strategy.
2. Enhance Communication and Service Delivery Management.
3. Improve Technology Procurement and Analytics.

The following concerns and questions were raised:

1. There is no information about IT as it related to faculty. The Academic Technology Advisory Committee (ATAC) is a committee that exists and it should review the report and offer insight on usage.  
**A:** Agreed: IT professionals now need broader representation.
2. In seeing much activity on campuses, how can faculty help with sharing resources? How will the cloud be secured? There may be accidental exposure. To what extent might these priorities impact Academic Freedom? What is being done to respect the needs of faculty?
3. Zoom is available Systemwide. Cloud security is the goal behind the cloud strategies. A set of cloud products, vetted, would enable security concerns to be addressed. It is important to pay attention to local vs. Systemwide design parameters as well.

4. Recent experiences with being hacked raised questions about security. How can these issues be addressed?
5. Separate campuses can cause campuses to be hacked. A centralized shared security is being examined so that networks can be maintained centrally.
6. On the Data Lake, is it possible for people to opt out? Is it possible to notify those involved in the Data Lake?
7. This will be researched; however, these data are already centralized.
8. It is important to understand faculty experiences and usage of third party programs. This should be investigated.
9. The lack of uniformity can be addressed by centralizing tech services.
10. For campuses purchasing on their own, how much time will it take before an impact can be seen after procurement?
11. Considering the graduation initiative 2025, how much is it going to cost and where will the money come from?
12. This will not cost anything as it is based in ongoing improvements.
13. It is important that these data allow for productive analytics. Some campuses have been unhappy with systemwide choices, to what extent will you encourage campuses to openly share their concerns and needs?
14. The Chancellor's Office (CO) communicated through updates on Systemwide projects, etc.
15. On pg. 10, Priority 2.2#6 is unclear.
16. This will be looked into.
17. On integrations, is it possible to have transcripts. Is this part of the new priorities?  
**A:** Yes. They will be in the database.
18. How do you see the differences between your position and system needs and where do you see the bleed through?
19. Routine interactions will ensure communication and collaboration.

***Hank Reichman – Vice President and Chair, Committee A on Academic Freedom and Tenure, American Association of University Professors***

Vice President Hank Reichman reported that the American Association of University Professors (AAUP) has been engaging a local issue (i.e., the development of an Academic Freedom Policy). The morning after the election could forebode a national crisis for academic freedom. AAUP members received basic pledges from the organization: oppose privatization of education, oppose discrimination on the grounds of race, religions, sexual orientation, etc., ensure that campus are open places for the sharing of ideas, and unions, and defending academic freedom and shared governance. All pledges are about a broader deference to academic freedom. The origins of threats to academic freedom have included attacks on tenure, non-tenure track teachers making up a growing majority of teaching faculty, online harassment and slandering of faculty, travel bans that impact academic research and students wishing to study in the U.S., and assaults on science and climate change. It is important to stress that Academic Freedom is premised on the 1<sup>st</sup> Amendment and is based in the ability of scholars to govern their own disciplines. These attacks are on the core of what makes the academy works. Vice President Reichman also reported that on Earth Day, April 22, 2017, the AAUP would be collaborating on the science march. The AAUP carries out investigations of violations of Academic Freedom and particular attention is now being paid to national issues. The case of Nathan Bork, Philosophy Professor will be showcased. In context, he experienced an administratively imposed curriculum change. He wrote to the national organization regarding quality and violation of Academic Freedom. He was fired the next day and would be paid



for the rest of the semester/quarter. As a part time lecturer, he was vulnerable. The central question engaged by the AAUP was who controls the curriculum? It is also important to pay attention to discourse on the rights of outside speakers on college campuses and the use that is being made of these incidents. What is our responsibility as faculty? These latter questions should be understood for the learning experiences their answers provide. Efforts to tarnish the academy in general is unacceptable, regardless of the perspective. The California State Legislature introduced ACR 21 on February 21, 2017, which asks the CSU and UC to adopt the Freedom of Speech statement practiced by the University of Chicago. The rationale for this legislation is what is problematic, as it lends the illusion that Freedom of Speech is under assault. Dr. Reichman encouraged senators to read: Timothy Ashe “Free Speech”. With regards to the ASCSU resolution on Academic Freedom, it is excellent and quite rightly criticizes the CSU for not amending its policy since 1971. It is important to pay attention to the associated clarifications and the inconsistencies between the AAUP statements of 1940 and 1971 and contemporary interpretations. On the draft Intellectual Property Policy, it is important to visit the AAUP website. In the issue section, one will find Intellectual Property and the 2013 document on Defending the Freedom to Innovate, which may prove to be a good resource. *Stanford v. Roach* may also prove to be a useful resource. Lastly, Dr. Reichman informed the ASCSU of the California Conference of the AAUP on Saturday at CSU Maritime. The following concerns and questions were raised:

1. It is important to look at the “\$48.00 fix”. General Counsel has suggested that Academic Freedom is a bargaining issue. If we are being given only 60 days to provide feedback on Intellectual Property draft policy, why should we even discuss Intellectual Property?
2. The senate has the right – and should defend the right – to comment on the issue. The CFA should and has listened to the counsel of the senate. The senate is a way to support the CFA. Whether Academic Freedom is a condition of employment, the senate should offer feedback.
3. What implication does Article 39 hold for this draft?
4. It is important to pay attention to the AAUP past best practices and make voices heard.
5. On the direct assault on tenure, there are two ways: reduce tenure benefits and no longer effectively allow differentiation of roles. What should faculty be on guard against?
6. It is important to pay attention to compensation and more tenure track positions. There needs to be a rationale for the lack of tenure track faculty. Right now, there isn’t one. The tenure track faculty are not just for service, there has been arguments that the tenure track faculty engage in research also. The CSU was established as a teaching institution. All faculty have a responsibility to curriculum, standards, etc.
7. On blacklisting of faculty, at SDSU faculty volunteered to be blacklisted.
8. It is important to pay attention to the professional expertise of the faculty.
9. Regarding Academic Freedom and the CSU draft, there is language that is taken from the AAUP statement, along the lines of faculty must strive to show respect for others. This is problematic. Is the AAUP going to modernize their statement?
10. This language is meant to be hortatory. It is important to respect the person, not always the opinion.
11. On grading standards, how do these fit in with Academic Freedom?
12. The 1966 Statement defines the role of the faculty as predominant, especially on standards, which includes grading. Now administrators sometimes come down on faculty for being too harsh. While it is the right of the administrator to question a grade, they cannot change them.

***Brandon Tsubaki – California State Student Association (CSSA) Liaison Report***

On behalf of CSSA Liaison Ratcliffe, CSSA Liaison Tsubuki reported that the CSSA Board engaged in a number of discussions relevant to the ASCSU. The CSSA took positions on the following legislations:

1. AB 17, Transit (Support)
2. AB 216, Vote By Mail (Watch)
3. AB 214, Food Assistance: Higher Education (Support)
4. AB 370, Student Financial Aid (Support)
5. AB 422, Doctorate of Nursing Practice (Support)

CSSA Liaison Tsubuki also reported that the CSSA would be working on a resolution on food and housing insecurity among CSU students. 280 students attended CHESS and discussions centered on turning education into practice and speaking with the legislature. Assemblywoman Shirley Weber was awarded Legislator of the Year. The CSSA will be meeting with legislators and campus presidents. These discussions will focus on encouraging campus communities to use the hashtag “#ChoseCSU” and all will be encouraged – including ASCSU senators - to like the CSSA on Facebook. CSSA Liaison Tsubuki further reported that the CSSA was engaged in election season and that their Board of Directors would change after elections. The June plenary will be the final meeting of the current CSSA leadership and April 21, 2017 will be the last day for students to run for leadership positions on the CSSA Executive Board. CSSA Liaison Ratcliffe’s term will end and a vote will be held for his successor during the June plenary. Lastly, CSSA Liaison Tsubuki reported on several student opportunities with the CSSA. Student Trustee applications are due on April 3, 2017. The Student Trustee will serve from 2017 to 2019 and the first-year service is as a non-voting member. The CSSA Systemwide Committee application process will close on April 9, 2017. One and two year terms are available and the following are the last of the CSSA meetings for 2017: April 22-23, 2017 (CSU East Bay); May 2-3, 2017 (SLO); and, June 10-11, 2017 (Monterey Bay). The following concerns and questions were raised:

1. Does student have to be currently registered to apply for these positions?
2. Students going to graduate school may also apply.
3. Does the amount of involvement in CSSA vary?
4. One delegate from each campus is involved. Membership on the Executive Board and special officers varies depending on campus funding. Campuses must send and pay for member travel. It is important to know that this changes from year to year due to funding.
5. Marco Montez won the Advocate of the Year from the CSSA.
6. Is it true that the CSSA is working on a shared governance document? What progress has been made?
7. A definition has been worked on (i.e., What is shared governance?) and a conversation was had between campus presidents, students, and the CSSA executive director, to develop a document that could be used to give language to the campus student presidents and campus presidents to define what shared governance looks like for their specific interactions. This is meant to be a conversational piece and non-binding.
8. This past Monday the CSSA President, Chancellor, etc. visited the capital. There were many red t-shirts that were worn by the students. The student narratives have been very impressive and there will be follow-up from the ASCSU.
9. Being that the ASCSU lobby day, April 19, 2017, an invitation was extended to the CSSA to join in advocacy.

**COMMITTEE RECOMMENDATIONS**

Employment Security for Contingent Faculty, Librarians, Coaches, and Counselors	<u>AS-3283-17/FA (Rev)</u> <b><i>Referred Back to Committee</i></b>
Cessation of Implied Equivalency of General Education (GE) Area B4 for Intermediate Algebra	<u>AS-3284-17/APEP (Rev)</u> <b><i>Approved Unanimously</i></b>
Saving California’s Master Plan Through Tax Reform	<u>AS-3285-17/FA (Rev)</u> <b><i>Approved Without Dissent</i></b>
Support for Graduate Education in the California State University	<u>AS-3286-17/AA (Rev)</u> <b><i>Approved Unanimously</i></b>
In Support of Students Admitted to the CSU Under Differed Action Childhood Arrivals (DACA)	<u>AS-3287-17/FA (Rev)</u> <b><i>Approved Unanimously</i></b>
2017 Legislative Advocacy Positions of the Academic Senate of the California State University (ASCSU)	<u>AS-3288-17/FGA</u> <b><i>Approved Without Dissent</i></b>
Support for AB-422 California State University: Doctorate of Nursing Practice	<u>AS-3289-17/AA</u> <b><i>Approved Unanimously</i></b>
Opposition to the Executive Order Restricting Travel from Several Muslim Countries	<u>AS-3290-17/FA</u> <b><i>Approved Unanimously</i></b>
Commendation of the CSU Academic Conference 2017	<u>AS-3294-17/EX</u> <b><i>Approved By Acclamation</i></b>

***First Reading Items (to be acted on at the Senate’s next meeting)***

Incorporating the Quantitative Reasoning Task Force (QRTF) Recommendations Concerning Quantitative Reasoning in Revising Executive Order (EO) 1100	<u>AS-3291-17/APEP</u> First Reading
Academic Senate of the CSU Calendar of 2017-2018 Meetings	<u>AS-3292-17/EX</u> First Reading
Support for Active Learning and High Impact Practices in CSU Graduation Initiative 2025	<u>AS-3293-17/AA</u> First Reading
Campus Accommodation of Military Students’ Service Obligations	<u>AS-3295-17/FGA/AA</u> First Reading

**ADJOURNMENT**

The ASCSU Plenary adjourned at 3:00p.m.

***Respectfully submitted by Robert Keith Collins, ASCSU Secretary***