

EXECUTIVE SUMMARY OF RESOLUTIONS ACADEMIC SENATE CSU PLENARY – JANUARY 23-24, 2020

The Academic Senate CSU (ASCSU) met at the Chancellor's Office in Long Beach on January 23-24, 2020. We passed the following resolutions. Copies of these and other resolutions can be found at: <https://www2.calstate.edu/csu-system/faculty-staff/academic-senate/Pages/Resolutions.aspx>

1. [AS 3393-19/FA](#)

Notification of Tenure-Track Openings to Incumbent Contingent Faculty, Librarians, Coaches and Counselors

Approved

This resolution requests that the Vice Chancellor for Human Resources work with the Chief Information Officer (CIO) to establish a database of contingent Instructional Faculty, Librarians, Coaches and Counselors who are interested in tenure track positions in the CSU and to use that database to notify those individuals of tenure track position postings within the CSU as positions open. This process should maximize our ability to hire from within and benefit from the wealth of talent already in the CSU.

2. [AS-3403-20/AA](#)

Recommended Implementation of a California State University (CSU) Ethnic Studies Requirement

Approved

This resolution calls upon the CSU to establish an ethnic studies requirement for CSU graduates. Early exposure to ethnic studies will both provide a more welcoming environment for students of color in the CSU, as well as enhanced identity development and academic success for all students. A corollary benefit is that it is anticipated to assist in closing the achievement gap.

The proposed requirement is based upon five learning objectives: 1. Analyze and articulate core concepts of ethnic studies; 2. application of theory to describe critical events in the histories, cultures, and intellectual traditions of communities; 3. Describe the intersection of race and ethnicity with other forms of difference; 4. describe how resistance, social justice, and liberation as experienced by communities

of color are relevant to current issues; 5. Active engagement with issues of race/ethnicity to build diverse, equitable communities beyond the classroom.

Implementation includes a minimum 3 semester-unit course or course overlay as part of lower division GE starting in the 2023-24 academic year and a reflective element in the upper- division starting in the 2027-28 academic year. The upper division part of the requirement is to ensure that all CSU graduates gain a deeper and more mature understanding and awareness of racial and social justice issues beyond the lower division level. Campuses have discretion in how to implement the upper division part of the requirement.

The resolution endorses a requirement that campus curricular review and approval processes explicitly include evaluation by ethnic studies faculty and subject matter experts. The requirement may be satisfied by appropriately approved equivalents that meet the learning outcomes. It is anticipated that, on most campuses, the lower division component of the requirement will be met with a course that also meets an A-E lower division GE requirement.

3. [AS-3404-19/EX](#)

Creation of an Ad Hoc Committee to Advance Equity, Diversity and Inclusion Within the Academic Senate CSU

Approved Unanimously

This resolution creates an ad hoc committee to review ASCSU institutional policies and procedures to advance equity, diversity and inclusion within the ASCSU. The committee report to the Executive Committee annually.

4. [AS-3406-20/EX](#)

Appointment of Academic Senate CSU (ASCSU) Seats

Approved Unanimously

As required by ASCSU bylaws, this resolution reports the annual census used to apportion a third senator to the seven largest campuses by FTEF. No changes to the allocation of third senators were made this year.

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

1. **AS 3405-19/FA**

(Referred Back to Committee)

Creating a Holistic and Humane Educational Environment in the CSU

This resolution notes that success in our mission of providing the best education we can for our students is more likely when that education takes place in a humane and supportive environment. The resolution asks that the CSU charge a task force to develop recommendations for actions that would support our further development of a holistic and humane education environment.

2. **AS-3407-20/APEP/FGA**

Affirming the Role of the CSU Board of Trustees in Adopting Rules, Regulations and Policies Governing the University

This resolution affirms the role of the Board of Trustees in adopting policies that govern the University. Any group interested in having an impact on the activities in which the University engages should work through the well-established processes in the CSU.

3. **AS 3408-20/FA**

ASCSU Endorsement of the American Association of University Professors' (AAUP) Statement "In Defense of Knowledge and Higher Education"

In this resolution the ASCSU endorses the recently published AAUP statement "In Defense of Knowledge and Higher Education, a contribution to the public conversation about the value of knowledge and the role of higher education in creating and disseminating knowledge. The resolution notes that the AAUP statement is wholly congruent with the values and mission of the CSU and that it is incumbent on the CSU to remind the public of our values.

4. **AS-3409-20/APEP/FGA**

Opposition to AB 1930 (Medina) – CSU/UC Admission Policy

This resolution is written in opposition to AB 1930 – "CSU/UC Admission Policy" which proposes to set restrictions on the flexibility of the Board of Trustees to make appropriate changes to admission policy for the CSU.

5. [AS 3410-20/FA](#)

Addition of Dedicated Contingent Faculty Senate Members

While ASCSU continues to firmly believe that increasing the proportion of tenure track faculty in the CSU is critical, we also firmly believe that we need to ensure that our non-tenure track colleagues are included in ASCSU conversations and deliberations. This resolution calls for the establishment of dedicated seats on the ASCSU for full-time contingent faculty.

6. [AS-3411-20/APEP](#)

Advising High School Juniors Intending to Enroll in the CSU to Enroll in a Mathematics-Reinforcing Course in Their Senior Year

This resolution encourages targeted advising in the junior year of High School to ensure all students have authentic access to all majors by advising students to take a quantitative reasoning course in their senior year of High School. Data indicate that completion of such a course increases University student retention and completion rates.

7. [AS 3412-20/FA](#)

Resolution in Support of ORCID [Open Researcher and Contributor ID] for the CSU

ORCID is an international reporting standard that enables researchers and their institutions to be more accurately and easily connected to their research activities. This resolution asks that CSU actively support the integration of ORCID as a mechanism for improving our data about research activities and outcomes in the CSU.

8. [AS-3413-20/APEP](#)

Exploring common pathways for transfer to the CSU and UC

This resolution acknowledges the importance of recognizable and seamless transfer pathways to the CSU for California Community College (CCC) students and asks for review of CSU Transfer Model curricula (TMCs) to look for areas where there is alignment with UC Transfer Pathways, and to make sure this information is well-published to students.

9. AS-3414-20/APEP

Resources to Support CSU Faculty Participation in the Course-Identification Numbering System (C-ID) Process

This resolution asks for an increase in resources for faculty and staff to support the Course-Identification Number (C-ID) process, the mechanism used to develop and approve transfer model curricula and their companion associate degrees for transfer from CCCs to the CSU. It also asks that a listserv of area experts be created to facilitate consultation across the CSU system.

10. AS-3415-20/APEP

Endorsement of Criteria for Chemistry and Physics Model Curricula (MC) for Transfer to Receive the same Admission Advantage as for Transfer Model Curricula

This resolution parallels AS 3382-19/AA/APEP “Endorsement of Criteria for Engineering Model Curricula (MC) for Transfer to Receive the Same Admission Advantage as for Transfer Model Curricula (TMC)” which asked for the same admission advantage at transfer for students completing one of the four Model Curriculum (MC) for Transfer in Engineering as those students who follow a Transfer Model Curriculum (TMC). The American Physical Society (APS) and American Chemical Society (ACS) have created model programs that they consider ‘accredited’. These programs require more than the sixty lower division units allowed for Associate Degrees for Transfer under SB-1440. The UC Transfer Pathways in Chemistry and Physics are well established in the CCCs and meet the accreditation requirements of the APS and ACS. This resolution asks to consider the UC transfer pathways in these two fields as Model Curricula (MCs) and award students who complete these programs the same admission advantage that is allowed for students completing TMCs.

11. AS 3416-20/FA/AA/APEP

Request for Review and Update on Intersegmental Curricular Processes

The Course Identification Numbering System (C-ID) is intended to provide an intersegmental lingua franca for curriculum. This resolution asks that the ASCSU Executive Committee work with the statewide senate executive committees of the CCCs and UC to rethink the processes by which intersegmental work on curriculum (course articulation and Associate Degrees for Transfer or ADTs) is done with an eye toward reshaping those processes to fit our current environment.