

**ASCSU Chair's Report
April 2018
Christine M. Miller**

It has been my privilege to represent the Academic Senate of the California State University between our last interim meeting and the present. I offer the following listing of my activities followed by summary and commentary on key issues that arose during that time.

Meetings and Activities

March

- Board of Trustees meeting in Long Beach
- Alumni Council meeting at CSU Maritime

April

- CFA Rally for CSU funding
- CSU Alumni Reception in Washington, D. C.
- CSU Hill Day in Washington, D. C.
- Campus Senate Chair's Council in Long Beach
- Stakeholder Advocacy meetings in Sacramento
- Advocacy calls with Senator Glazer
- ICAS Legislative Advocacy Day in Sacramento
- ASCSU Legislative Advocacy Day in Sacramento
- General Education Task Force in Long Beach
- Academic Council meeting in San Francisco
- Shared governance meeting in San Francisco

May

- General Education Task Force meeting in Sacramento
- California Assembly Subcommittee 2 meeting in Sacramento
- Senate Select Committee on the Master Plan somewhere in southern California
- ASCSU plenary meetings in Long Beach
- Board of Trustees meeting in Long Beach
- ICAS meeting in Sacramento
- Additional shared governance meetings as needed

Key Issues

Shared Governance

As announced at the March plenary, the Executive Committee has been working with senior administrators in the Chancellor's Office on a draft document that articulates our joint understandings of shared governance and consultation. Progress on that document has proceeded to the point that it has been shared with the Senate and will be discussed at our virtual interim meetings on Friday. Each virtual committee meeting will go into Executive Session, and first-year senators will meet with me, to discuss the draft document and provide feedback. The Executive Committee will then collect that feedback and determine how best to revise the document.

With the concurrence of the Executive Committee, I also had a meeting in Washington, D.C. with Dr. Hans-Joerg Tiede of the American Association of University Professors. We discussed shared governance matters in the CSU, including but not limited to the correspondences between the California Conference of AAUP, ASCSU, AAUP and the Chancellor's Office. This meeting occurred in conjunction with my participation in CSU's Hill Day advocacy. After I met alone for about half an hour with Dr. Tiede, Chancellor White joined us. This joint meeting reinforced the fact that the Academic Senate and the Chancellor's Office are actively engaged in mutually improving the circumstances which led to widespread faculty critique of shared governance in the CSU last Fall. As Senate Chair, I found it valuable to have Chancellor White join the meeting, because I was able to hear his commitment to shared governance conveyed to a third party, and I was gratified to hear him acknowledge the faculty's primacy in curricular matters. All in all, I found the meeting very valuable, affirming, and supportive of the CSU's efforts to improve shared governance in the system.

Advocacy

Senator Krabacher and I have been representing ASCSU at CSU Stakeholder's meetings on budget advocacy held in the CSU Advocacy and State Relations (ASR) offices in Sacramento. Participants are ASCSU, CSSA, CFA, the Alumni Association, and ASR.

Senators Krabacher, Collins and I met with staff from Assembly Member Shirley Weber's office regarding AB 2408, a bill requiring a 3-unit graduation requirement in ethnic studies; ASCSU took an "oppose" position on the bill, and the Executive Committee approved a letter articulating the reasons why (see the letter attached to the email which distributes this report). After meeting with staff, the Executive Committee discussed amendments to the bill which would be acceptable, and worked with the CSU Advocacy and State Relations office to craft language accordingly. Developments on this bill are fluid, and the Executive Committee continues to advocate in accordance with the sense of the Senate on it, while keeping the Fiscal and Governmental Affairs Committee Chair Filling apprised of the situation.

In addition to these state-level advocacy efforts, as mentioned previously, I also participated in federal advocacy as the sole faculty representative to CSU's Hill Day. I was part of the

Chancellor's 4-person delegation, which also included Trustees Norton and Reyes-Salinas. This delegation met with Ranking Member Bobby Scott, the California Democratic Caucus, Chairwoman Virginia Foxx, and Senator Kamala Harris.

Additional advocacy opportunities for me and others include advocacy days organized by ICAS and ASCSU, as well as testimony in front of Assembly Budget Subcommittee 2 on Education Finance and the Senate Select Committee on the Master Plan. I continually seek opportunities to elevate the advocacy profile of ASCSU; so far, I have represented ASCSU's positions on AB 2248, 2477, 2563 and 2785 at the Assembly Higher Education Committee, and I argued for maintaining the momentum of the CSU via full funding at the Assembly Sub 2.

ASCSU Budget

The Executive Committee prioritized its budget request for the next academic year. Once the paperwork is completed, the Committee will review it once again prior to final submission. In addition to sorely needed increases in travel costs such as lodging, this year's request includes augmentations designed to further shared governance (e.g., an in-person April interim meeting which also includes advocacy).

Respectfully submitted,
Christine M. Miller

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April 9, 2018

The Honorable Shirley N. Weber
California State Assembly
State Capitol, Room 3123
Sacramento, CA 95814

RE: **Assembly Bill 2408 (Weber)** California State University: ethnic studies (as amended March 14, 2018)

Position: **Oppose**

Dear Assembly Member Weber,

I regret to inform you that the Academic Senate of the California State University (ASCSU) has taken a position in opposition to AB 2408. The bill would require the completion of one 3-unit course in ethnic studies as a condition of graduating from a CSU campus.

We applaud its effort to elevate the visibility of studies that “play an important role in building an inclusive multicultural democracy” (Section 1-c); however, we note that *each and every* CSU campus already has a diversity requirement mandated somewhere in its curricula, either in general education or as a separate graduation requirement (see attached chart). Additionally, we dispute the notion that revisions to the Chancellor’s Executive Order (EO 1100) will lower the demand for such courses. Each campus had a diversity requirement before the revisions to the Executive Order, and no campus has abandoned that commitment: every student who graduates from the CSU already satisfies “the intent of the Legislature” that they “acquire the knowledge and skills that will help them comprehend the diversity and social justice history of the United States and of the society in which they live to enable them to contribute to that society as responsible and constructive citizens” (Section 2-a).

Moreover, campuses such as San Francisco State and San Jose State infuse studies of cultural, ethnic and social diversity throughout their curriculum as part and parcel of their social justice and equity mission. These campuses and others feature multicultural studies throughout a student’s course work, which demonstrates curricular integration and breadth of engagement in diversity issues in many courses, not just one, as the Assembly bill stipulates.

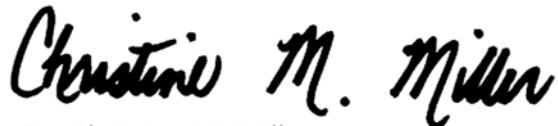
We think such an approach is superior to a potentially reductionist requirement that takes on the appearance of a “one-and-done,” or “check the box” mandate. Given the unit limit restriction in the CSU that requires students to take no more or no less than 120 semester units to graduate, high-unit majors in particular are squeezed to meet accreditation requirements and general education requirements; therefore, an additional graduation requirement mandated by law has the very real potential to actually reduce the amount of ethnic, cultural, and social diversity course work students take, as campuses are forced to dismantle their integrated approach in favor of a single 3-unit mandate.

Finally, and quite significantly, since faculty are stewards of the curriculum, we oppose efforts to legislate it. The State of California employs CSU faculty as part of a public trust, endowing us as professionals to determine what is in the State’s best interest in producing an educated citizenry. We hold that public trust as sacred when it comes to curriculum, and we respectfully assert that laws should not mandate what to teach, and/or how to teach it. Those are faculty decisions, not legislative ones.

Based on this philosophical opposition, then, we fear a precedent will be set, wherein the legislature—for the first time in the history of the CSU and the State of California—encroaches upon the domain of the faculty to determine the curriculum. While perhaps appropriate in primary and secondary education, there are principled reasons why such an approach is to be actively and aggressively avoided in higher education, regardless of the righteousness of the cause.

So, while we are unwavering in our commitment to multicultural studies inclusive of issues of race, gender and sexual identity (Section 2-b), we oppose legislative mandates on curriculum, and we support the approach that each of the twenty-three campuses in the CSU has already taken to infuse such studies into their existing curricula.

Best regards,



Dr. Christine M. Miller
Chair, Academic Senate of the California State University

c: Members of the Assembly Higher Education Committee
Jeanice Warden-Washington, Chief Consultant, Assembly Higher Education Committee

Enclosure

CSU Campus Diversity Requirements		
Campus	What is the Campus Diversity Requirement?	How is it fulfilled?
Bakersfield	<ul style="list-style-type: none"> • [Title]Human Diversity 	Junior Year Diversity Requirement within GE program.
Channel Islands	<ul style="list-style-type: none"> • Multicultural 	Overlay (double counts) with Upper Division GE
Chico	<ul style="list-style-type: none"> • US Diversity • Global Cultures 	As a 6-unit graduation requirement (one course in US Diversity, one in Global Cultures), many courses overlay (double count) with GE.
Dominguez Hills	<ul style="list-style-type: none"> • Cultural Pluralism 	Can be met through GE
East Bay	<ul style="list-style-type: none"> • Cultural groups and women (Revised to Diversity next year) 	Overlay (double counts) with GE
Fullerton	<ul style="list-style-type: none"> • Global Community 	Overlay (double counts) with GE
Fresno State	<ul style="list-style-type: none"> • Multi-cultural • International 	GE requirement
Humboldt	<ul style="list-style-type: none"> • Diversity and Common Ground 	6 semester units of courses
Long Beach	<ul style="list-style-type: none"> • Global issues • Human diversity 	3 units of global issues and 3 units of human diversity within GE
Los Angeles	<ul style="list-style-type: none"> • Diversity • Race and Ethnicity 	Diversity Requirement (6 units)
Maritime Academy	<ul style="list-style-type: none"> • Global Learning/ Stewardship 	3 unit requirement
Monterey Bay	<ul style="list-style-type: none"> • Diversity 	Assessed throughout the curriculum
Northridge	<ul style="list-style-type: none"> • Cross cultural competence 	6 units in Area "F"
Pomona	<ul style="list-style-type: none"> • Ethnicity, cultural competence and diversity 	One course to be taken either in GE, major, minor or electives.
Sacramento	<ul style="list-style-type: none"> • Race & Ethnicity in American Society 	Overlay (double counts) with GE
San Bernardino	<ul style="list-style-type: none"> • Diversity and Inclusiveness • Global Perspectives 	One course in each area
San Diego	<ul style="list-style-type: none"> • Cultural diversity requirement 	Overlay (double counts) with GE
San Francisco	<ul style="list-style-type: none"> • American Ethnic and Racial Minorities • Global Perspectives • Social Justice 	All three categories are required. Can be an overlay (double-count) in either GE or the major.
San Jose	<ul style="list-style-type: none"> • Self, Society and Equality in the U.S 	3 unit requirement in GE
San Luis Obispo	<ul style="list-style-type: none"> • U.S. Cultural Pluralism 	University requirement, can be met through GE Comparative Social Institutions (GE Area D3) Society and the Individual Upper-Division Elective (D5)
San Marcos	<ul style="list-style-type: none"> • Diverse experiences, thoughts, and identities • Diverse communities and environments 	GE Program Student Learning Outcome
Sonoma	<ul style="list-style-type: none"> • Ethnic Studies 	One course within GE
Stanislaus	<ul style="list-style-type: none"> • Multicultural 	Currently a GE requirement. Will be maintained as a requirement to be met through GE course or major course.