

**DRAFT RESOLUTIONS SCHEDULED FOR A SECOND READING
AT THE MARCH MEETING
ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

The following resolutions have not yet been voted upon and are in DRAFT form. They are being distributed for discussion purposes at CSU campuses, and may be changed when they are presented again at the March 19/20 Plenary Session.

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If you have comments on any of these proposed resolutions, please contact either of your ASCSU Senators:

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AS-3157-13/FA (Rev) Recommendation on the Eligibility of Lecturers for Emeritus Status

1. RESOLVED: That the Academic Senate of the California State University (ASCSU), in acknowledgement of the historic and current contributions of non-tenure track employees, express its support for the inclusion of criteria for long-term lecturers in campus faculty emeritus policies; and be it further
2. RESOLVED: That the ASCSU commends the following campuses at which lecturers are able to be recognized with emeritus status: California State Universities Bakersfield, Channel Islands, Chico, Fullerton, Long Beach, Monterey Bay, Sacramento, San Diego, San Jose, San Marcos, Sonoma, Stanislaus, Cal Poly San Luis Obispo and Cal Poly Pomona; and be it further
3. RESOLVED: That the ASCSU distribute this resolution to the:
 - CSU Board of Trustees,
 - CSU Chancellor,
 - CSU campus Presidents,
 - CSU campus Senate Chairs,
 - CSU campus Senate Executive Committees,
 - CSU Provosts/Vice Presidents of Academic Affairs,
 - CSU Emeritus and Retired Faculty Association,
 - CSU Emeritus and Retired Faculty Campus Affiliate Presidents

RATIONALE: AS-3068-12/FA (March, 2012), “Calling for the Review or Creation of Campus Policies on Emeriti Faculty” encourages individual campuses to review policies regarding emeriti faculty, addressing “eligibility/criteria for determining emeritus status”. In 2012, a research report was published by the California Faculty Association tabulated from CSU PIMS Report data, “CSU Instructional Faculty, by Tenure Status, 1990 to 2011 (system-wide)”. According to the findings of this report, the headcount of full-time and part-time lecturers in the CSU system increased from 9,912 to 11,939, representing a full-time equivalent (FTE) increase from 4,438 (in 1990) to 6,021 (in 2011). As a percentage of total faculty (comprising tenured, tenure-track and all full-time plus part-time lecturers), the number of full-time and part-time lecturers in the CSU increased from 46.9% to 54.2% (by headcount) and 28.6% to 38.1% (measured in FTE). Additionally, numerous individual campuses rely on an instructional base of more than 60% of instructors off the tenure-track (as measured by FTE or by headcount).

Regarding the implications of an increasingly contingent faculty for both student learning and faculty careers, the development of campus policies for the integration of lecturer faculty into the life of the institution responds to an effort to achieve equity among academic colleagues. Emeritus status is one step toward parity extended to faculty currently appointed to contingent and non-contingent lecturer positions. Acknowledging that the criterion for granting emeritus status varies from campus to campus, we note that 16 campuses currently have in place, policies that include emeritus status opportunities for non tenure-track employees. A review of these policies indicates that some policies offer specific criteria for awarding emeritus status to lecturers including a) employee’s completion of a minimum of

ten (10) full-time equivalent years of service on campus, including the minimum equivalent of ten (10) full-time equivalent years of accrued service for part-time campus lecturers, and b) favorable consideration for those lecturers who have served honorably and have consistently performed high quality work in the areas of teaching, scholarship, creative activity or service, based on criteria appropriate to the lecturer candidate's work assignment.

References:

- AS-3068-12/FA (March, 2012), "Calling for the Review or Creation of Campus Policies on Emeriti Faculty"
www.calstate.edu/AcadSen/Records/Resolutions/2011-2012/documents/3068.pdf
- **CSU Instructional Faculty, by Tenure Status, 1990 to 2011 (Systemwide)**
<http://www.calfac.org/faculty>

AS-3160-13/EX/FA Selection of Faculty Representatives in Shared Governance

1. RESOLVED: That the Academic Senate of the California State University (ASCSU) encourage all faculty, students, staff, administration, and executives to adhere to the AAUP Statement on Government of Colleges and Universities when identifying faculty representatives to serve in shared governance. It states “...*Faculty representatives should be selected by the faculty according to procedures determined by the faculty*”; and be it further
2. RESOLVED: That the provision of a “slate of nominations” from which faculty representatives will be *selected* by administration or executives is not consistent with the aforementioned AAUP Statement; and be it further
3. RESOLVED: That the ASCSU distribute this resolution to
 - CSU Board of Trustees,
 - CSU Chancellor,
 - CSU campus Presidents,
 - CSU campus Senate Chairs,
 - CSU campus Senate Executive Committees,
 - CSU Provosts/Vice Presidents of Academic Affairs,
 - AAUP President Rudy Fichtenbaum,
 - CFA President Lillian Taiz,
 - CSSA.

RATIONALE: *On the July 2013 Board of Trustees agenda (Item 1, Committee of the Whole), consultation on proposed amendments to the Board of Trustees Policy for the Selection of Presidents was solicited. Existing policy specifies three faculty representatives, including the chair of the campus senate and two faculty representatives selected by the campus faculty. The proposed policy specifies that faculty nominate “no less than four to six faculty members of which three will be selected” by the Chair of the Board and the Chancellor. Although the stated goal of achieving an Advisory Committee that “reflects the full rich diversity of the campus community including, academic, ethnic, racial, gender and identity differences” is laudable, the proposed change is inconsistent with shared governance principles. Direct faculty selection of their representatives, as the policy currently provides, ensures legitimacy in this important process. This is but one example challenging a basic tenet of shared governance: faculty selection of their representatives. Administrative requests for “slates of nominees” to identify faculty representatives have been reported by campus senate chairs this year. Campus faculty leaders are encouraged to review campus practices and procedures for adherence to the right and responsibility of faculty to select their own representatives.*

Attachments:

- *Board of Trustees Agenda Item 1, Committee of the Whole, July 2013. Policy on the Advisory Committee for the Selection of the President (<http://www.calstate.edu/bot/agendas/Jul13/whole.pdf>)*
- *AAUP Statement on Government of [Colleges](http://www.aaup.org/file/statement-on-government.pdf) and Universities (<http://www.aaup.org/file/statement-on-government.pdf>)*

- *Report of the Board of Trustees' Ad Hoc Committee on Governance, Collegiality, and Responsibility in the California State University*
(<http://www.calstate.edu/AcadSen/Records/Resolutions/1999-2000/documents/2491att.pdf>)

AS-3161-14/APEP Meeting Common Core Standards as CSU Admission Requirements

1. RESOLVED: That the Academic Senate of the California State University (ASCSU) urge the California State University (CSU), to adopt the language of the Common Core State Standards (CCSS) as it defines college readiness in its admission and prerequisite requirements; and be it further
2. RESOLVED: That the CSU transition away from terms such as “Algebra II” or “Intermediate Algebra” in descriptions of college readiness for mathematics and adopt language such as “the standards of the Common Core State Standards for Mathematics”; and be it further
3. RESOLVED: That the faculty of the CSU work diligently (through its ASCSU representatives) to cooperatively develop (with the University of California and California Community College faculty) the specific meaning of “college readiness for mathematics” as outlined in the jointly-issued *Statement on Competencies in Mathematics Expected of Entering College Students* (attached); and be it further
4. RESOLVED: That the ASCSU distribute this resolution to the:
 - CSU Board of Trustees,
 - CSU Chancellor,
 - CSU campus Presidents,
 - CSU campus Senate Chairs,
 - CSU Provosts/Vice Presidents of Academic Affairs,
 - Campus articulation officers,
 - Academic Senate for the California Community Colleges,
 - Academic Senate of the University of California.

RATIONALE: *With the commitment of the State of California to the Common Core Standards (<http://www.corestandards.org/>) language concerning the K-12 curriculum will link to these standards rather than the historical structure of the high school curriculum, e.g., intermediate algebra or Algebra II. The University of California (UC) faculty, through its Board of Admissions and Relations with Schools, has committed to this transition. (See attachment.*

The CSU and UC faculty have been careful to define the expectancies for incoming students with competency statements in critical subjects: <http://icas-ca.org/competencies>. The mathematics competency statement (attached) has recently (May 2013) been updated to include the specific topics in the CCSS that relate to college readiness. It is imperative that CSU faculty take the lead in defining “cut scores” in assessment instruments (such as the Smarter Balanced Assessment (<http://www.smarterbalanced.org/>) intended as the instrument for evaluating college readiness. This same diligence will need to be applied as the future versions of the Entry-Level Mathematics, English Placement Test, and Early Assessment Program instruments are developed.

Attachments:

- *BOARS Statement on Basic Math for all Admitted UC Students*
(<http://senate.universityofcalifornia.edu/committees/boars/BOARSStatementonBasicMath.pdf>)
- *Statement on Competencies in Mathematics Expected of Entering College Students* (<http://asccc.org/sites/default/files/ICAS-Statement-Math-Competencies-2013.pdf>)

AS-3162-14/FA Facilitation of Communication Between ASCSU and Faculty

1. RESOLVED: That the Academic Senate of the California State University (ASCSU) reaffirms its commitment to direct and ongoing consultation and communication with the CSU campus senates and faculty; and be it further
2. RESOLVED: That the ASCSU urge campus Academic Senate Chairs and Provosts to facilitate communication between campus faculty and the ASCSU Senators who “represent the entire faculty of a campus, and not the campus academic senate”¹; and be it further
3. RESOLVED: That the ASCSU urge campus Senate Chairs to provide direct contact information for campus senate committees to the ASCSU office for better communication; and be it further
4. RESOLVED: That ASCSU urge campus Senate committees to facilitate prompt dissemination of first reading ASCSU resolutions and meaningful consultation with campus faculty before preparing resolutions for second reading; and be it further
5. RESOLVED: That the ASCSU distribute this resolution to the:
 - CSU campus Senate Chairs,
 - CSU Provosts.

RATIONALE: *The constitution of the ASCSU stipulates that the ASCSU is “the official voice of the faculties of the California State University in matters of system-wide concern.”² To effectively serve the CSU faculty and students, the ASCSU depends on ongoing communication with local campuses as specified by the ASCSU constitution article II, Section 2 (d): “the Academic Senate shall circulate to the senate and the president of each campus such materials as agendas for and minutes of its meetings, committee reports, and information on pending matters.” The communication is effective only if the ASCSU can rely on a regular flow of information to local campuses and collection of feedback from interested faculty. The systematic collection of feedback from local campuses is especially important in improving first reading resolutions and providing information for discussion of final drafts of resolutions.*

At present, the ASCSU senators who “represent the entire faculty of a campus, and not the campus academic senate,”³ are the main vehicles of communication between the ASCSU and local campuses. Since the ASCSU resolutions are first drafted and discussed in ASCSU standing committees, which do not have representatives from every single campus, it is important to establish direct communication between ASCSU standing committees and their campus counterparts for continuous consultation with campuses on issues of system-wide concerns.

¹ The Constitution of the Academic Senate The California State University, Article II, Section 5.

² The Constitution of the Academic Senate The California State University, Article I, Section 1.

³ The Constitution of the Academic Senate The California State University, Article II, Section 5.

AS-3163-14/AA/FGA Concerns Regarding a Community College Baccalaureate Degree Pilot Program (SB 850 - Block)

1. **RESOLVED:** That, consistent with AS-3143-13/AA (attached), the Academic Senate of the California State University (ASCSU) oppose at this time any legislation authorizing California Community Colleges to offer baccalaureate degrees; and be it further
2. **RESOLVED:** That if such legislation is pursued, the ASCSU assert that the following requirements be met:
 - a. the CSU have the right of first refusal to offer such degrees;
 - b. the resources attendant to such degrees be made available *first* to the CSU;
 - c. a comprehensive fiscal analysis by an independent entity be conducted to determine the cost of such degrees, taking into account variances such as geography, degree programs, service area, and population;
 - d. fiscal, library, student services, facilities, program size, and other such resources appropriate to the offering of a baccalaureate degree be in place.; and be it further
3. **RESOLVED:** That the ASCSU distribute this resolution to California Governor Jerry Brown, the Leadership of the Assembly and Senate (Minority, Majority, and the committees associated with higher education), Senators Block, Anderson and Hill, CSU Board of Trustees, CSU Chancellor, Chancellor's Office liaisons, the leadership of the Academic Senate for the California Community Colleges (CCC), CCC Board of Governors, the CCC Office of the President, the Academic Senate of the University of California leadership, and the California State Student Association.

RATIONALE: *The Academic Senate of the California State University (ASCSU) believes that an increase in the number of students attaining baccalaureate degrees will best meet the needs of the State of California. Toward that end, the Master Plan for Higher Education and the Donahoe Higher Education Act endowed the University of California and the California State University systems with the statutory authority to grant baccalaureate degrees, while the California Community Colleges (CCCs) were given authority to grant Associates degrees.*

The ASCSU acknowledges explicitly that independent applied doctoral degrees in Physical Therapy, Nursing Practice, and Educational Leadership are now offered by the CSU, in unique circumstances warranting departure from the Master Plan. These circumstances are critical to stipulate: the University of California was consulted and offered the right of first refusal to offer and/or expand these degrees. In the present circumstances, the current limiting factor in offering or expanding applied baccalaureate degrees is the underfunding of higher education, rather than a deliberate decision by the CSU not to offer or expand such degrees.

The ASCSU holds that distinctions between public institutions of higher education in the State of California should remain clear, adhering as much as possible to the Master Plan. Moreover, just as the collaborative and efficient arrangement between the UC and CSU in the offering of doctoral degrees has resulted in a limited, carefully vetted number of doctoral programs offered by the CSU, any departure from the Master Plan must feature the cultivation of a similar relationship between the CSU and the CCC in the granting of applied baccalaureate degrees.

Therefore, if legislation is pursued, certain requirements should be met so as to cultivate that relationship. Just as occurred in the case of applied doctorates, the CSU should be extended the right of first refusal to offer or expand the degree, and attendant resources should follow the same principle, that is, the CSU should have the right of first refusal of resources as well. Similarly, just as the CSU had to conduct cost analyses for each of its proposed doctorates prior to legislative approval, the ASCSU maintains that it would damage working relationships between the two systems if the California Community Colleges are not held to the same burden to prove that they can offer high quality degrees using a cost-effective funding model. The ASCSU is dismayed that the draft final “Report from the California Community College Baccalaureate Degree Study Group” bases its findings on the “assumption . . . that offering community college baccalaureates would be a cost effective way for the state to prepare the workforce . . .” (p. 4, emphasis added), but “The actual cost of offering a baccalaureate degree was not reviewed by the Study Group. A cost study should be completed as costs may vary due to geography, program, service area, and population” (p. 5). The ASCSU concurs, and believes that any legislation must insist on an objective fiscal analysis to test the assumptions made. Such an approach holds each segment to the same standard, which enhances working relationships between them.

Attachment:

- *AS-3143-13/AA Baccalaureate Degrees Offered by Public Institutions of Higher Education in the State of California*
(<http://www.calstate.edu/acadsen/Records/Resolutions/2013-2014/documents/3143.shtml>)

AS-3164-14/AA/FA In Support of Ethnic Studies

1. RESOLVED: The Academic Senate of the California State University (ASCSU) commend Chancellor White for convening a task force to study Ethnic Studies in the CSU, and for instituting a moratorium on changes to Ethnic Studies programs; and be it further
2. RESOLVED: That the ASCSU urge CSU campuses and the Office of the Chancellor to vigorously support the growth and development of Ethnic Studies (e.g., African American Studies, American Indian Studies, Chicano/a Studies, and Asian American Studies) by providing adequate funding and support; and be it further
3. RESOLVED: That ASCSU encourage campuses to evaluate Ethnic Studies departments and programs on the basis of merit and educational and societal value rather than purely financial considerations; and be it further
4. RESOLVED: The ASCSU commend the California State Legislature for adopting Assembly Concurrent Resolution 71 which expressed support for the continuation of Africana studies departments, programs, and related projects in California's institutions of higher education, and be it further
5. RESOLVED: That the ASCSU distribute this resolution to the:
 - CSU Board of Trustees,
 - CSU Chancellor,
 - CSU campus Presidents,
 - CSU campus Senate Chairs,
 - CSU campus Senate Executive Committees,
 - CSU Provosts/Vice Presidents of Academic Affairs,
 - California Faculty Association,
 - CSSA,
 - Assembly Speaker Perez,
 - **President of the Senate, Lieutenant Governor, Gavin Newsom,**
 - **President pro Tempore, Darrell Steinberg,**
 - Assemblymembers Weber, Bradford, Brown, Hall, Holden, Jones-Sawyer, and Mitchell,
 - Senator Wright,
 - California State Assembly Committee on Higher Education,
 - California State Assembly Select Committee on Human Rights, Diversity and Race Relations,
 - Latino Legislative Caucus,
 - Legislative Black Caucus,
 - Asian Pacific Islander Legislative Caucus.
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RATIONALE: Ethnic Studies departments throughout the CSU have experienced downsizing as faculty have retired and on many of these campuses, no new faculty positions have been provided. This has affected the ability of departments to offer courses which, in turn, has an impact on the enrollment numbers by which academic departments are often judged. The downsizing has also severely limited the academic courses needed by students in these majors.

This resolution expresses support for the scholarly discipline of Ethnic Studies in the CSU. Ethnic Studies is important to the mission of the CSU to “prepare students for an international, multicultural society” and “promote an understanding and appreciation of the peoples, natural environment, cultures, economies, and diversity of the world”. These departments offer students the opportunity to study the historical development and social significance of race and ethnicity in the United States, and provide students the skills and knowledge necessary for success in an increasingly diverse environment. Ethnic Studies departments provide the kind of education that will help our students make important contributions to our country’s understanding of issues of equity and diversity. Ethnic Studies is also part of the ethical responsibility of Universities. In the United States we have a history of maintaining our silence on the history and oppression of minority voices. Without ethnic studies programs, those voices might never be heard. If ethnic studies departments are downsized or eliminated altogether, will the other departments add courses about the specific experiences and scholarship of oppressed ethnic and racial minority groups? Will the other departments have faculty with the expertise to teach such courses? Ethnic studies arose as a counter to the traditional mainstream curriculum. Numerous content analyses of textbooks have found an ongoing marginalization of scholarship by and about African Americans, Latino/as, Native Americans, and Asian Americans. The value of ethnic studies is cross-cutting in that ethnic studies scholarship informs other disciplines in ways which are necessary and compelling. Allowing alternative narratives through scholarship and teaching is central to this university's commitment to diversity. As a university, we have an ethical responsibility to offer ethnic studies insofar as we are committed to be responsive to and reflective of the communities we serve and to the state of California.

Further, Ethnic Studies is an important part of the CSU’s academic history and legacy. The very first Ethnic Studies program in a U.S. university was in the California State University system at San Francisco State University in 1969. Ethnic Studies resulted from a 1968 student strike concerned with “relevant education”: courses and pedagogy that would enable African Americans, American Indians, Asian Americans, and Chicanos/as to learn about the active contemporary and historical roles they have played in U.S. society. Since that time, the scholarly discipline of Ethnic Studies has developed and expanded such that almost every university in the United States has one or more academic departments that focus on the study of a particular historically underrepresented ethnic group or a comparative study of several such groups. The concerns that Ethnic Studies programs addressed have also contributed to the vibrant fields of Women’s Studies, LGBT Studies, Working Class Studies, Disability Studies and other academic disciplines related to social justice concerns.

The CSU student body is the most diverse in the country. Our students need and deserve to have access to academic disciplines that inform and inspire them. Ethnic Studies is one such discipline. A 2011 review of research on the value of ethnic studies published by the National Education Association found that, “there is considerable research evidence that well-designed and well-taught ethnic studies curricula have positive academic and social outcomes for students...both students of color and White students have been found to benefit

from ethnic studies. For underrepresented minority students, Ethnic Studies courses are associated with positive changes student achievement and attitudes towards learning. Recent incidents of discrimination and racism on CSU campuses illuminate the continued need for pedagogies on campuses that address equity and social justice and the relevance of Ethnic Studies in the 21st Century.

Maintaining department status displays campus and CSU commitment to diversity and social justice in faculty and student scholarship and educational offerings. The intent of this resolution is to take a stand against administrative pressure to reduce the status of ethnic studies departments by reducing them to programs and/or combining them into an umbrella department without faculty consent. Anything less, tolerates a decrease in the CSU institutional commitment to diversity and the further marginalization of these disciplines. We are particularly concerned by administrative decisions without faculty input that could result in the diminished status of Ethnic Studies programs throughout the CSU. Given the vital role that Ethnic Studies Departments have in fulfilling the mission of the CSU and preparing students to confront the complex challenges created by social and economic diversity in the 21st century, the CSU as a whole and individual campuses should reaffirm and expand their commitment to maintaining the status and resource base of Ethnic Studies departments. The convening of a system-wide taskforce to study Ethnic Studies in the CSU is a good first step in this direction.