

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-3440-20/FA
September 17-18, 2020
First Reading

MENTAL HEALTH AND WELL BEING ARE CRITICAL TO CSU SUCCESS

- 1 **1. RESOLVED:** That the Academic Senate of the California State University (ASCSU);
2 recognize that mental health and well-being are critical components for the success of
3 the University community and a healthy and safe learning environment; and be it
4 further
- 5 **2. RESOLVED:** That the ASCSU assert that mental health and well-being are also
6 critical to the welfare of the University community; and be it further
- 7 **3. RESOLVED:** That the ASCSU recognize that the increased effort, stress, anxiety,
8 and depression arising from the disruption of living through the COVID-19
9 pandemic and working at the University during the pandemic, greatly increases the
10 need for and demand for mental health services; and be it further
- 11 **4. RESOLVED:** That the ASCSU further assert that the viability and successful delivery
12 of mental health services are critically important for all members of our community;
13 and be it further

14 5. **RESOLVED:** That the ASCSU affirm the inarguable value of consistency of staffing
15 in mental health counseling services and ensuring that such mental health services are
16 available to students, faculty and staff on all campuses as an essential accommodation;
17 and be it further

18 6. **RESOLVED:** That the ASCSU urge the Chancellor and the Board of Trustees to
19 secure sufficient funding to ensure that mental health services are available on all of
20 the campuses; and be it further

21 7. **RESOLVED:** That the ASCSU urge the Chancellor and the Board of Trustees to
22 ensure that staffing levels for mental health services, at a minimum, meet the standard
23 set by the International Association of Counseling Services of one counselor per
24 1,500 students (under ordinary circumstances); and be it further

25 8. **RESOLVED:** That the ASCSU seek and strongly support legislation that would
26 require provision of acceptable levels of mental health services on CSU campuses and
27 also require funding for same; and be it finally

28 9. **RESOLVED:** That the ASCSU distribute this resolution to the:

- 29 • CSU Board of Trustees,
- 30 • CSU Chancellor,
- 31 • CSU campus Presidents,
- 32 • CSU campus Senate Chairs,
- 33 • CSU campus Senate Executive Committees,

- 34 • CSU Provosts/Vice Presidents of Academic Affairs,
- 35 • CSU campus articulation officers,
- 36 • California Faculty Association (CFA),
- 37 • California State Student Association (CSSA), and
- 38 • CSU Emeritus and Retired Faculty & Staff Association (CSU-ERFSA).

39 ***RATIONALE:*** *With two recent resolutions ([AS-3317-18/FA/AA \[Rev\]](#) & [AS-3405-](#)*
40 *[19/FA \[Rev\]](#)), the Academic Senate of the CSU (ASCSU) has recognized the importance of*
41 *supporting the mental health of its students, staff, and faculty and has expressed its concern about*
42 *the systemwide shortfall in providing such care. Even in pre-COVID-19 years, the CSU did not*
43 *retain sufficient mental health staff to meet recognized minimum professional standards of one*
44 *counselor per 1500 students. Clearly there is compelling need to rectify this.*

45 *It is also the case that having culturally competent mental health staff provides appreciable gains in*
46 *effectiveness of services provided. Mental Health: America's Position Statement on Cultural and*
47 *Linguistic Competency notes that "A culturally and linguistically competent system not only*
48 *incorporates skills, attitudes, and policies to ensure that it is effectively addressing the needs of*
49 *people and families with diverse values, beliefs, and sexual orientations, in addition to*
50 *backgrounds that vary by disability, race, ethnicity, religion, language, and socio-economic levels,*
51 *but also works towards incorporating a culturally humble approach that focuses on mutual respect*
52 *and ongoing introspection and learning."¹ Further, the National Alliance on Mental Illness finds*

¹ <https://www.mhanational.org/issues/position-statement-18-cultural-and-linguistic-competency-mental-health-systems>

53 *that “When a mental health professional understands the role that cultural differences play in the*
54 *diagnosis of a condition, and incorporates cultural needs and differences into a person’s care, it*
55 *significantly improves outcomes”²*

56 *With the current additional stress of pursuing our educational mission during the pandemic, there*
57 *is now an increased need to support mental health on our campuses. As reported in a recent [Inside](#)*
58 *[Higher Ed story](#), “Several recent surveys of students suggest their mental well-being has been*
59 *devastated by the pandemic’s social and economic consequences, as well as the continued uncertainty*
60 *about their college education and post-college careers.”³ We urge the Chancellor and Board of*
61 *Trustees to redouble their efforts to offer levels of mental health staffing not simply in line with*
62 *ordinary standards, but to levels commensurate with the need brought on by COVID-19. We*
63 *also strongly urge the state legislature to commit appropriate funding to this effort that is*
64 *foundational to the success of the CSU*

² <https://www.nami.org/Your-Journey/Identity-and-Cultural-Dimensions>

³ <https://www.insidehighered.com/news/2020/09/11/students-great-need-mental-health-support-during-pandemic>

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-3444-20/APEP
September 17-18, 2020
First Reading

**AFFIRMING THE ROLE OF THE BOARD OF TRUSTEES IN ADOPTING RULES,
REGULATIONS AND POLICIES GOVERNING THE CSU
IN THE DONAHOE ACT**

- 1 **1. RESOLVED:** That the ASCSU respects and supports the authority of the Board of
2 Trustees, as provided in the Donahoe Higher Education Act of 1960, to “succeed to
3 the powers, duties and functions with respect to the management, administration and
4 control” of the CSU in support of all students in California; and be it further
- 5 **2. RESOLVED:** That the people of the State of California are sufficiently represented
6 on this board via the membership and the approval process for members since - of
7 the 24 voting members - four are directly elected by the people of the state of
8 California, 16 are nominated by the Governor and approved by the Senate, and 2 are
9 appointed by the Governor; and be it further
- 10 **3. RESOLVED:** That the ASCSU appreciates every possible activity of shared
11 governance with the Board of Trustees in our efforts to increase equitable access and
12 success for underrepresented students and wishes to continue our successful
13 collaborations; and be it further

14 4. **RESOLVED:** That the ASCSU distribute this resolution to the:

- 15 • CSU Board of Trustees,
16 • CSU campus Senate Chairs,
17 • California State Student Association (CSSA),
18 • Intersegmental Committee of Academic Senates (ICAS),
19 • California State Superintendent of Public Instruction.

20 ***RATIONALE:** Setting educational policy in the CSU follows well-developed and proven*
21 *processes through shared governance consistent with the Higher Education Employer-Employee*
22 *Relations Act (HEERA). Having CSU policy set by legislation formed by external bodies*
23 *rather than Board of Trustees deliberation, usurps the authority of the role of the CSU Board of*
24 *Trustees. The Board of Trustees is charged with adopting rules, regulations and policies*
25 *governing the university ([https://www2.calstate.edu/csu-system/board-of-trustees/Meet-the-](https://www2.calstate.edu/csu-system/board-of-trustees/Meet-the-Board-of-Trustees)*
26 *[Board-of-Trustees](https://www2.calstate.edu/csu-system/board-of-trustees/Meet-the-Board-of-Trustees)). The Academic Senate CSU (ASCSU) acknowledges the authority cited*
27 *above. The CSU Board of Trustees, with appropriate consultation, is the party responsible for*
28 *decisions regarding matters related to the educational mission of the CSU which supports all*
29 *students in California.*

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-3445-20/FA
September 17-18, 2020
First Reading

**ADDITION OF DEDICATED SEATS FOR CONTINGENT FACULTY
SENATE MEMBERS**

- 1 **1. RESOLVED:** That the ASCSU establish three (3) Senate seats that are specifically for
2 full-time contingent faculty members who have three-year contracts, bringing the
3 fifty-three (53) Senate seats already designated by the Constitution of the Academic
4 Senate to a total of fifty-six (56); and be it further
- 5 **2. RESOLVED:** That the Executive Committee of the ASCSU determine a schedule of
6 which campuses are eligible at any one time to have a full-time contingent senator;
7 and be it further
- 8 **3. RESOLVED:** That no campus shall have a contingent faculty member occupy one of
9 these designated seats until all campuses have had the opportunity to send a
10 contingent member to the Senate to occupy one of these designated seats; and be it
11 further
- 12 **4. RESOLVED:** That nothing in this resolution shall be deemed to limit contingent
13 faculty members being elected by their campuses to occupy any other seat in the
14 Senate; and be it further

15 **5. RESOLVED:** That Article II, Section 1a of the constitution of the Academic Senate
16 be amended to reflect this addition of new members; and be it further

17 **6. RESOLVED:** That each campus shall determine if it wishes to participate in this
18 program. Should it not wish to participate, the Executive Committee of the ASCSU
19 shall move to the next campus based upon the predetermined schedule they have
20 already devised; and be it further advised

21 **7. RESOLVED:** That the ASCSU distribute this resolution to the:

- 22 • CSU Board of Trustees,
- 23 • CSU Chancellor,
- 24 • CSU campus Presidents,
- 25 • CSU Provosts/Vice Presidents of Academic Affairs,
- 26 • CSU campus Senate Chairs, and the
- 27 • California Faculty Association (CFA).

28 ***RATIONALE:** The CSU employs over 16,000 contingent faculty, librarians, coaches and*
29 *counselors. As of 2018, almost 3000 of them were full-time¹. These full-time contingent faculty,*
30 *librarians, coaches, and counselors have illustrated their commitment over six or more years to the*
31 *mission of the CSU. It is only fitting that their experiences, concerns, and hopes be given an*
32 *official and sanctioned voice in ASCSU discussions and votes.*

¹ <https://www2.calstate.edu/csu-system/faculty-staff/employee-profile/csu-faculty/Pages/full-time-faculty-by-rank-gender-and-ethnicity.aspx>

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-3447-20/FGA
September 17-18, 2020
First Reading

**CALL FOR CONSULTATION ON ACADEMIC IMPLICATIONS OF SYSTEMWIDE
FISCAL DECISIONS**

- 1 **1. RESOLVED:** That the Academic Senate CSU (ASCSU) urge the CSU Board of
2 Trustees (BoT) and the Chancellor's Office (CO) to engage in full collegial decision-
3 making with the ASCSU, among other relevant stakeholders, concerning crucial fiscal
4 and budgetary decisions, especially concerning expected revenue reductions during the
5 current COVID-19 pandemic; and be it further
- 6 **2. RESOLVED:** That the ASCSU reaffirm its role as the official voice of CSU faculty on
7 matters of systemwide concern, and as the primary consultative body on the academic
8 implications of systemwide fiscal decisions (<https://www2.calstate.edu/csusystem/faculty-staff/academic-senate/Pages/about-the-Senate.aspx>); and be it further
- 9
10 **3. RESOLVED:** That the ASCSU urge that any necessary budget cuts be strategic
11 (targeted) and well-thought-out, rather than across-the-board, and that any such cuts
12 take into account the budget flexibility of individual campuses and of divisions within
13 campuses; and be it further
- 14 **4. RESOLVED:** That the ASCSU urge the CO and BoT to recognize that while the
15 current budgetary crisis appears unprecedented, it is not, especially in the light of the
16 not too distant past Great Recession of 2008, and that measures eventually taken to

17 address the current crisis be incorporated into planning longer-term CSU budgets, given
18 the likelihood of future budget crises for the CSU; and be it further

19 **5. RESOLVED:** That the ASCSU urge the BoT to consider, in any fiscal decision-making,
20 the important budgeting principles explored in the California Legislative Analyst's
21 Office (LAO) 2020-21 publication, Labor Agreements to Achieve Budgetary Savings,
22 along with those explored in the document, Strategic Budget Cutting
23 (<https://www.tgci.com/articles/strategic-budget-cutting>); and be it further

24 **6. RESOLVED:** That the ASCSU urge that final budgetary decisions by the CO and BoT
25 be clearly and rationally explained and communicated to all affected parties as soon as
26 possible; and be it further

27 **7. RESOLVED:** That the ASCSU urge the CO and BoT to *explore measures* for
28 *increasing revenue* (i.e., not just cost-cutting measures) for the CSU and for individual
29 campuses, such as: enacting the previously recommended long-term measured tuition
30 increases, reducing system funds devoted to State University Grants (SUG), and
31 increasing revenue from extended education, auxiliary organizations and advancement
32 activities; and be it further

33 **8. RESOLVED:** That the ASCSU distribute this resolution to the:

- 34 • CSU Board of Trustees,
- 35 • CSU Chancellor,
- 36 • CSU campus Presidents,

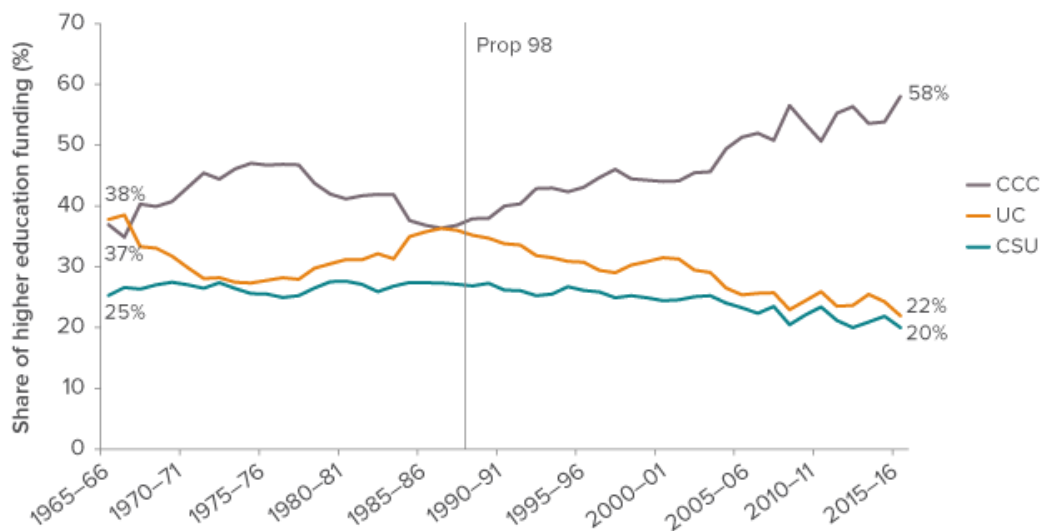
- 37 • CSU campus Senate Chairs,
- 38 • CSU Provosts/Vice Presidents of Academic Affairs,
- 39 • California Faculty Association (CFA),
- 40 • California State Student Association (CSSA),
- 41 • CSU Emeritus and Retired Faculty and Staff Association (CSU-ERFSA),
- 42 • Academic Senate for the California Community Colleges, and the
- 43 • Academic Senate of the University of California.

44 ***RATIONALE:*** *The CSU is often known rightfully as the “People’s University” as*
45 *grounded in the 1960 California Master Plan for Higher Education, which largely professed*
46 *the perspective that “anyone from anywhere in California could, if they worked hard enough, get*
47 *a bachelor’s degree from one of the best universities in the country (and, therefore, in the world),*
48 *almost free of charge.”¹ This ideal most likely has provided California with one of the most*
49 *well-educated electorate and workforce among the 50 states in the United States, and has been*
50 *a major factor in the long-term economic success of California. Recognizing that not all groups*
51 *within California have or do share in this success, the CSU System is to be commended for its*
52 *efforts in reducing inequities. Nonetheless, the Master Plan as enacted is not perfect, especially*
53 *in terms of matching State Revenue with the financial needs of the CSU (and the University of*
54 *California System). As noted by the Public Policy Institute of California, state funding for the*
55 *CSU has declined from about \$11,000 per student in 1976 to less than \$9,000 per student*

¹ Aaron Bady and Mike Konczal, “From Master Plan to No Plan: The Slow Death of Public Higher Education,” *Dissent*, Fall 2012, <http://www.dissentmagazine.org/article/from-master-plan-to-no-plan-the-slow-death-of-public-higher-education>; as cited in notes about the Master Plan in: https://en.wikipedia.org/wiki/California_Master_Plan_for_Higher_Education

56 *in 2016 (<https://www.ppic.org/publication/higher-education-funding-in-california/>). In*
57 *addition, state funds devoted to the UC and CSU systems remain tied to annual State budgets,*
58 *which may fluctuate dramatically from year to year, while State funds devoted to the*
59 *Community College System is set by law as a result of Proposition 98 enacted in 1988. The*
60 *relative funding of the CCCs with respect to the CSU and the UC is pictured in the following*
61 *graph (PPIC, prior link):*

62 *Proposition 98 has increased the share of community college funding*



63
64 **SOURCES:** *California Postsecondary Education Commission. Years 2011-12 to 2015-16*
65 *derived from budgetary data provided by Department of Finance.*

66 **NOTE:** *General Fund expenditures in this chart do not include federal American Recovery and*
67 *Reinvestment Act funds that were used to replace state higher education funding from 2008 to*
68 *2011. General Fund expenditures for other higher education purposes, including Cal Grants,*
69 *are also excluded.*

70 *While California tends to fund higher education at a higher level than many or most states,*
71 *and many of the CSUs rank very high in recent college rankings ([https://money.com/best-](https://money.com/best-colleges/)*
72 *[colleges/](https://money.com/best-colleges/)) based largely on the low cost of the CSUs, **funding for the CSUs remain a***
73 ***serious problem, especially during times of fiscal crisis.** In addition to dramatic*
74 *budget cuts in state funding during fiscal crises, the CSU estimates approximately **\$10***
75 ***Billion in deferred maintenance projects** ([https://www2.calstate.edu/csu-](https://www2.calstate.edu/csu-system/about-the-csu/budget/2019-20-operating-budget/use-of-funds/Pages/academic-facilities-infrastructure.aspx)*
76 *[system/about-the-csu/budget/2019-20-operating-budget/use-of-funds/Pages/academic-](https://www2.calstate.edu/csu-system/about-the-csu/budget/2019-20-operating-budget/use-of-funds/Pages/academic-facilities-infrastructure.aspx)*
77 *[facilities-infrastructure.aspx](https://www2.calstate.edu/csu-system/about-the-csu/budget/2019-20-operating-budget/use-of-funds/Pages/academic-facilities-infrastructure.aspx)). Given the current fiscal crisis, many of the projects identified in*
78 *the well-designed and necessary Five-Year Plan (2021-26) ([https://www2.calstate.edu/csu-](https://www2.calstate.edu/csu-system/doing-business-with-the-csu/capital-planning-design-construction/Documents/Preliminary%20Multi-Year%20Plan%202021-2026.pdf)*
79 *[system/doing-business-with-the-csu/capital-planning-design-](https://www2.calstate.edu/csu-system/doing-business-with-the-csu/capital-planning-design-construction/Documents/Preliminary%20Multi-Year%20Plan%202021-2026.pdf)*
80 *[construction/Documents/Preliminary%20Multi-Year%20Plan%202021-2026.pdf](https://www2.calstate.edu/csu-system/doing-business-with-the-csu/capital-planning-design-construction/Documents/Preliminary%20Multi-Year%20Plan%202021-2026.pdf)) updated*
81 *on 9/10/20 will most likely have to be put on hold indefinitely, even though many of these*
82 *projects “must” be completed.*

83 *Simply the CSU faces a **severe financial crisis now and for 2-4 years into the***
84 ***future**, with very few means for either cutting costs or increasing revenues. Since roughly 2/3*
85 *of the CSU costs are wages and salaries and virtually all employees are covered by Union*
86 *Contracts, cutting costs is extremely difficult and politically hazardous. Even when such cost-*
87 *cutting measures are possible, it is usually the most recent employees with the lower wages who*
88 *are not retained.*

89 *The ASCSU recognizes the complicated challenge that the CSU faces. There are no easy*
90 *answers. Any actual solution will detrimentally affect thousands of people (whether families,*

91 *students, staff, faculty or administration). And while it sounds respectable to say that creative*
92 *thinking will provide useful solutions, the CSU has for too many years done too much with not*
93 *enough resources and too many constraints.*

94 *What can be done? Recognizing the serious challenge, the ASCSU offers no one solution. Instead,*
95 *we offer our assistance in thinking about and considering a broad array of potential measures to*
96 *reduce system-wide costs temporarily, while increasing potential revenue over the longer term. While*
97 *we face this shorter-term challenge together, we suggest that a re-thinking of the CSU System's*
98 *budget, both revenue and costs, is required, and that all reasonable measures must be considered for*
99 *the long-run health of the CSU, its students, faculty, staff and administrators and for the good of*
100 *the people of California. **The considerations below are offered as suggestions, not***
101 ***as final recommendations by the ASCSU.***

102 *Some basic facts are worth noting and/or repeating:*

- 103 *1. The annual budget for the State of California fluctuates at such a high rate that it*
104 *cannot provide a steady stream of revenue for the CSU,*
- 105 *2. The people of California generally do not want to provide more state funds (through*
106 *taxes or debt) to support the CSU or UC systems,*
- 107 *3. The CSU has among the lowest level of student tuition in the nation,*
- 108 *4. The State of California provides a healthy level of State General Funds for the CSU*
109 *over time (as noted in the **table below**, CSU Marginal Cost Enrollment Funding),*

- 110 5. *The CSU will not for the foreseeable future be able to depend upon reserves or*
111 *endowments to fund operations to any significant degree,*
- 112 6. *The bargaining environment with the CSU makes reducing costs difficult and even*
113 *expensive.*

CSU Marginal Cost Enrollment Funding (GF = State General Fund)

Fiscal Year	State GF Share ¹	Tuition	Gross Marginal Cost per FTES	State Percentage Share of Gross Marginal Cost
2009-10	\$7,964	\$2,373	\$10,337	77%
2010-11	\$7,305	\$3,093	\$10,398	70%
2011-12	\$7,338	\$3,181	\$10,519	70%
2012-13	\$6,812	\$3,794	\$10,606	64%
2013-14	\$6,504	\$4,336	\$10,840	60%
2014-15	\$7,101	\$3,954	\$11,055	64%
2015-16	\$7,405	\$3,806	\$11,211	66%
2016-17	\$7,673	\$3,706	\$11,379	67%
2017-18	\$8,041	\$3,702	\$11,743	68%
2018-19	\$8,194	\$3,914	\$12,108	68%

¹ *Shares shown are based on approved marginal cost methodology, but do not reflect actual funding received, which in many years was much less.*

<https://www2.calstate.edu/cs-system/about-the-csu/budget/2018-19-operating-budget/supplemental-documentation/Pages/marginal-cost-enrollment-funding.aspx>

114 *Given the above facts along with the actual fiscal crisis of 2020–23 (estimated) due to the COVID*
115 *pandemic, the ASCSU believe that the long–run health of the CSU demands a re–thinking of the*
116 *budgeting process within the CSU. One element that re–thinking should include evaluating the*
117 *feasibility of:*

- 118 • *increasing tuition over the longer-run, and*
119 • *reducing SUG awards.*

120 *The least-well advantaged students must certainly be provided with sufficient financial support. But*
121 *the general idea that a no-tuition ideal should guide the efforts of the CSU is no longer feasible, no*
122 *matter how noble this ideal may be. That ideal rests largely on the principle that public education is*
123 *a public good. Of course there is much truth to this idea, and the benefits to the State of California*
124 *over the past 70 years from a healthy public education system have been immense, it is obvious that*
125 *the State (the Legislature and the voting public) do not have the will or resources to fund the CSU*
126 *or the UC in the manner that is necessary. More revenue is necessary.*

127 *A public education also provides a relatively immense **private benefit** to individuals who*
128 *complete their degrees at the CSU and who are more fortunate than those who are not able to apply*
129 *to a CSU (or UC), because they lack the necessary requirements for admission (low high school*
130 *grades, etc. A college graduate, on average, has a much higher life income than those who do not*
131 *graduate from high school or complete their education with only a high school diploma. It is thus*
132 *reasonable for college students to pay for a percentage of their own education. The real question*
133 *should not be, how close to zero that percent should be, but what percent or proportion is reasonable.*
134 *In the table above, students paid for about 32% of their education in 2018-19 (though that table*
135 *does not clarify whether all fees are included, and does not include basic expenses such as housing*
136 *and food). We know that many state universities have much higher tuition, such that they tend to*
137 *provide a much smaller proportion than 68%. The CSU should explore what a reasonable long-*

138 *run proportion is – there is no a priori percent that makes most sense. But until state financing*
139 *becomes stronger and more steady, there may be few other feasible options.*

140 *Other considerations which may affect the proportion which students should pay for their own*
141 *education include the following two. First is the fact that SUGs effectively serve as a transfer of*
142 *wealth from CSU student families who don't receive SUG funds, to those who do receive SUGs.*
143 *While similar transfers of wealth have a long and respectable tradition especially within private*
144 *universities, it is arguable that it is much more appropriate for the State of California (all people of*
145 *California), to provide the wealth for that transfer. Since the transfer of wealth depends upon*
146 *education being a public good, the wealth (SUG funds) provided to the underserved should be*
147 *provided by the public, not just by the 300,000 families of those students (i.e., about 60% of the*
148 *total number of CSU families) who do not receive SUGs.*

149 *Second, while many eligible students simply cannot afford college without substantial financial aid*
150 *and those students need full support, it is probably true that having most students (and their*
151 *families) pay for some of their education provides those students with an increased incentive to be*
152 *productive in their educational endeavor. Generally, when individuals have less to lose, their efforts*
153 *may fall short of what is needed to be successful.*

154 *Note that the State's financial support for those less fortunate in the broader society is increasing,*
155 *and that such recent support is fully consistent with California's goal of reducing inequity. Indeed, a*
156 *crucial element of addressing inequities in society is to provide government financial support for early*
157 *childhood education, as enacted by Governor Newsom on June 27, 2019, when the State provided*

158 *about **\$5.5 Billion** in spending for childcare and pre-K education. Presumably, the goal for*
159 *providing such support is to enable more individuals to be in a position to apply to college when they*
160 *complete their high school degree. Of course, that \$5.5B is not now available to the CSU. And this*
161 *is an additional justification for not depending upon the State for future increases in funding for the*
162 *CSU. If not the State, then the only other feasible option for increased funding is students and their*
163 *families. And the CSU should consider this option seriously, along with addressing any means for*
164 *reducing aid provided by SUGs.*

DRAFT

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-3446-20/APEP
September 17-18, 2020
First Reading

**ACCOMMODATING CHANGES TO GE IN
TRANSFER MODEL CURRICULA (TMC)**

- 1 1. **RESOLVED:** That the Academic Senate CSU (ASCSU) recognize that the recently
2 promulgated changes to CSU General Education (GE) requirements to reduce area d
3 by three units and produce a new systemwide area f requirement may impact existing
4 Associate Degrees for Transfer (ADT) and CSU campus determinations of similarity;
5 and be it further
- 6 2. **RESOLVED:** That the ASCSU request the CSU Office of the Chancellor staff to
7 review the existing Transfer Model Curricula (TMCs) for potential issues produced by
8 these changes in CSU GE; and be it further,
- 9 3. **RESOLVED:** That the ASCSU request the Office of the Chancellor to coordinate
10 with the ASCSU to convene CSU Faculty Discipline Review Groups to assess these
11 potential impacts, and, where appropriate, facilitate and support disciplinary group
12 meetings for CSU faculty to meet and also for CSU/California Community Colleges
13 (CCC) programmatic review processes; and be it further,
- 14 4. **RESOLVED:** That the ASCSU distribute this resolution to the:
- 15 • CSU Office of Chancellor,
- 16 • CSU campus Senate Chairs,

- 17 • California State Student Association (CSSA),
- 18 • Intersegmental Committee of Academic Senates (ICAS),
- 19 • California Intersegmental Articulation Council (CIAC).

20 ***RATIONALE:*** *In July 2020 the CSU Board of Trustees changed Title 5 to reduce lower*
21 *division CSU GE Area d from 9 units to 6 units and created a new 3 unit area of GE. The*
22 *impact of these changes has not been fully assessed. This resolution specifically focuses on the*
23 *impact on Associate Degrees for Transfer (ADT).*
24 *These actions will better serve the students of California.*

DRAFT

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-3448-20/APEP
September 17-18, 2020
First Reading

**THE NEED FOR STUDENT TRANSCRIPTS TO DOCUMENT THE GOVERNING
TRANSFER MODEL CURRICULA FOR ASSOCIATE DEGREES FOR TRANSFER**

- 1 **1. RESOLVED:** That the Academic Senate CSU (ASCSU) recognizes that the recently
2 propagated changes to CSU General Education (GE) requirements to reduce area d
3 by three units and produce a new systemwide area f requirement may impact existing
4 Associates Degrees for Transfer (ADT) and campus determinations of similarity; and
5 be it further
- 6 **2. RESOLVED:** That the ASCSU recognize any changes to the Transfer Mode Curricula
7 (TMC) may yield changes to the determination of similarity for a CSU program. In
8 order to accommodate these changes a CSU campus needs to know which version of
9 the TMC the student completed. The ASCSU requests the Office of the Chancellor
10 pursue having the California Community Colleges (CCC) include the catalog year of
11 the ADT on the student’s transcript; and be it further, note the need for “catalog
12 year” to be transcribed for ADT degrees offered by the community colleges in order
13 to allow campus determinations of similarity; and be it further
- 14 **3. RESOLVED:** That the ASCSU distribute this resolution to the:
- 15 • CSU Board of Trustees,
16 • CSU campus Senate Chairs,
17 • California State Student Association (CSSA),

- 18 • Intersegmental Committee of Academic Senates (ICAS),
- 19 • California State Superintendent of Public Instruction

20 ***RATIONALE:*** *As the TMCs change, CSU programs are likely to change their*
21 *determinations of program similarity. Clarification of exactly which CSU programs have been*
22 *deemed similar to which ADTs by campuses, will help our students as they work to reach their*
23 *goals. The issue of needing to track changing versions of TMCs and ADTs has been noted*
24 *previously; the changes to GE that are unfolding exacerbate the need to address this.*