

Report on Academic Senate CSU Plenary Meeting September 14-16, 2017 Kevin Baaske and Heidi Riggio

Summary of Reports to, and Issues before, the Senate

1. ASCSU Chair Miller reported on several items at the plenary.

- A. The Senate Office is moving to the second floor and will be located next to the also relocated California State Student Association offices. We will have significantly more space.
- B. There is nothing to report relative to the naming of a new faculty trustee. The Governor has two nominees (Steve Filling from Stanislaus and Romey Sabalius from San José). Sabalius recently became a US citizen. As of January 1, 2017, citizenship is required.
- C. The Executive Committee has selected the theme "Collective Voice" for the year. We hope for more collaboration and collegiality. We also hope for a stronger culture supportive of effective shared governance. We need to examine behaviors, norms, etc. to try to make shared governance effective. Chair Miller, while grateful for some formal collaborative mechanisms, is quite dissatisfied overall with the process through which EOs 1100 and 1110 were developed and adopted. There are problems with both content (the potential impact on students) and the process.
- D. The Chair's written reports can be found at http://www.calstate.edu/AcadSen/Records/Chairs_Reports/

2. Presentation on EO 1110 and EO 1100 by James Minor (Senior Strategist for Academic Success and Inclusive Excellence, Academic and Student Affairs) **and Christine Mallon** (Assistant Vice Chancellor, Academic Programs and Faculty Development, Academic and Student Affairs).

Dr. Minor began by discussing EO 1110. The impetuses were the Graduation Initiative and public attention on degree completion, etc. There are six priorities associated with efforts to improve student success.

- Academic Preparation (identified as the highest priority)
- Enrollment Management
- Student Engagement and Wellbeing
- Financial Support
- Data-Driven Decision Making
- Administrative Barriers

The system is focusing on several actions in support of these priorities.

- Improving Assessment and Placement (EO 1110)
- Strengthening the Early Start Program—A combination of mandatory pre-baccalaureate (up to 2 units) and baccalaureate coursework will be offered (EO 1110)
- Restructuring Developmental Education (EO 1100)

The Budget Act of 2017 required changes to the way we place students in remedial/developmental courses. With EO 1110 we hope to forestall even more

intrusive legislative language related to placement and remediation. Dr. Minor went on to discuss the particular features of EO 1110. There is evidence that placement exams are not as effective as high school grades in predicting student success. The ELM and EPT have been retired—but other measures have been retained and HS grades added as predictors/placement tools. The system is providing \$10m and other support to facilitate implementation of EO 1110.

Dr. Mallon discussed the process and timeline of the adoption of EO 1100. It was rushed out of necessity. One precipitating event was a student complaint that one CSU campus would not accept a GE course taken on another campus. This caused a reaction from the Governor's Office and legislation being proposed in the legislature. The CA Department of Finance, the US Office of Civil Rights, and US Department of Education made inquiries related to the number of units required, the clarity of requirements, disparate impact of requirements, etc. A review of other states' GE requirements showed that the CSU required seven more units than comparable institutions. Dr. Mallon indicated three objectives sought through Executive Order 1100:

- Improve clarity of GE requirements to internal and external audiences,
- Equity (the same requirements for first-year and transfer students), and
- Facilitating the graduation 2025 initiative.

Both Dr. Minor and Dr. Mallon took an extensive number of questions.

3. Mary Ellen Petrisko (President of WASCUC formerly WASC) reported a new focus on student success that targets learning in addition to completion. The public has some unfortunate and incomplete perceptions about student success. Data is being collected to give us a clearer picture of student equity and to generate more information to serve students better. Dr. Petrisko addressed the CCC baccalaureate degrees (the pilot authorized 15, 10 have been implemented). There is a bill potentially extending/funding the pilot which is currently in suspense. There is some dissatisfaction with ACCJC (the body that accredits 2-year schools). Should we have one regional accreditor (like the rest of the nation) or two? The consensus seems to be that one would be better. We will have more feedback from CCC leadership soon. We need to focus on student learning outcomes. Critical thinking was identified as an area upon which we need to focus more attention. When thinking about student learning, we should focus on what is observable, what is measurable, and what has an effect. Campuses need to pay attention to the needs of students in a particular major. Assessment also need to focus on the global skills that all students need. How do we recognize when students have these competencies? Dr. Petrisko is very desirous of having faculty be even more involved in the accreditation process. We need much better data on the students in our region to inform decision-making. Shared governance is an important issue in accreditation and is looked at more closely when there are perceived problems.

4. Loren Blanchard (EVC of Academic and Student Affairs) addressed a number of issues.

- A. DACA—there is much concern and confusion on the campuses. The CSU is disappointed by the decision by the Trump administration to let DACA lapse. CSU is urging Congress to pass legislation to provide status to these individuals, including the many that attend the CSU. Access to financial aid and other support resources remain open to DACA students across the CSU.

- B. Campus Climate—Colleges and universities are challenged to uphold our values. At the CSU, we are committed to supporting our diverse student body. We value free speech and academic freedom but must prepare to handle controversial speakers in an appropriate manner.
- C. Curricular Changes—We have designated funds to assist campuses in making changes and have a number of work groups at the system level to support the forming and implementation of changes.
- D. We will be having our second annual symposium on student success in LB including national experts. Topics as varied as student success, innovation, food insecurity, equity, etc. will be addressed. Many of the plenary sessions will be lived streamed. Campuses are encouraged to listen in.
- E. CalStateApply—There have been some technological glitches, but it is moving forward.
- F. Quantitative Reasoning—Implementation of some of the task force recommendations are already underway. We are opening a center for quantitative reasoning which will work in conjunction with the ITL. We have already implemented multiple measures for math placement.
- G. EO 1100 and EO 1110—There is urgency in implementation due to a concern for improving student success. Thousands of students who are eligible for admission are deemed not ready for college work. They are disproportionately URM. The message sent may create perceptions that these students are not really wanted on our campuses. Developmental mathematics issues often get in the way of student success. We hope that these changes will help increase student success and close the equity gap. We will mount an effort parallel to QR for English and written communication. We will have a webinar about these orders that will be broadcast to the campuses. There will be the opportunity for asking questions both live and in an on-line follow-up.
- H. Ethnic Studies and GE—The changes are not designed at all to reduce students' cultural competency. We will continue to work with campuses (one at this time which indicated there may be a problem) to ensure that potential adverse impacts on ethnic studies can be avoided. We are looking to the GE Task Force for guidance on this and other issues.
- I. Leadership—The Senate has an irreplaceable role in the development of academic policies. We are currently identifying issues/topics that potentially could result in executive orders to ensure that consultation can begin as soon as possible. The leadership of Chair Miller in intersegmental negotiations was lauded. The CSU Leadership Planning Retreat helped the administration understand Senate perspectives and opened up valuable communications. We hope to continue to partner on future issues.
- J. Senate—Appreciation for the work of the Senate was expressed.
 - a. **Note:** Chair Miller expressed appreciation for EVC Blanchard and AVC Mallon's vociferous defense of the role of discipline faculty in setting academic policy.
- K. EVC Blanchard finished with a review of the efforts undertaken to get responses to the proposed changes (EOs 1100 and 1110) from campuses and individual faculty. Remember, only one campus has brought up an adverse impact that EO 1100 might have on ethnic studies. He has heard the feedback from the Senate and understands our concerns. Concern for student progress, particularly in mathematics, continues to be a motivating factor. The CSU wants to partner with faculty to address the inequities in mathematical preparation and performance. English is already working and has shown a lot of success with stretch courses, etc. even before EO 1110. The CSU doesn't want to change learning outcomes—they are attempting to change the support model to help more students succeed.

“Stretch mathematics” may hold a lot of promise. Potential legislation is not the driving force behind the changes. It is a desire to increase student success.

5. Chancellor Timothy White planned to meet with us on Friday. Due to a death in his family, he indicated to the Chair that his visit would be delayed several hours. The body instructed the Chair to urge the Chancellor to attend to family matters and communicate that we look forward to meeting with him in November.

6. Sheila Thomas (AVC and Dean of Extended Education) Discussed the profiles of students served by the Extended University. She went on to review the history of extended education, governing regulations (e.g., EU should not supplant state-supported instruction), the functioning of the EU staff at the CO, the Commission on Extended University (4 Senators are members), programs and activities (all programs are campus-based and meet the same criteria as other academic programs), the Innovation Grants Program (funds for which campuses can apply), funding (is completely independent from state support), charges, and remittances to colleges and departments (rates are set by individual campuses).

Summary of Resolutions

There were four resolutions **passed** by the ASCSU at the Plenary meeting in September, 2017. Summaries of each are below.

1. In Support of the Preservation and Extension of the Deferred Action for Childhood Arrivals (DACA) Program

Several resolve clauses, in summary:

RESOLVED: That the ASCSU reaffirm its commitment to protecting and strengthening campus and system diversity in all its forms and promoting respect and understanding for all people;

That the ASCSU stand in support of members of the CSU community who are undocumented, including AB 540 and Deferred Action for Childhood Arrivals (DACA) students

That the ASCSU stand in solidarity with campuses and system organizations (the California Faculty Association, California State Student Association, etc.) to better serve and advocate for the needs of undocumented students; and be it further

That the ASCSU urge the CSU campuses to support DACA students' equal access to in-state tuition and support the ability of AB 540 students to enroll and sustain their attendance, including using institutional funds, stipends, and scholarships

That the ASCSU support the Family Education Rights Privacy Act (FERPA) guidelines which supersede the Public Records Act and require that universities and their staff maintain confidentiality of all personally identifiable information in education records, including national origin and immigration status;

That the ASCSU urge CSU campuses not to maintain any documentation related to the citizenship status of students, with particular attention to AB 540/200 affidavits, that is not expressly required by law to be maintained by the university and should oppose any efforts to create a registry based on immigration status or other protected characteristics;

That in the event DACA is rescinded, the ASCSU urge the CSU to ensure affected students continue to receive their financial aid and fellowship stipends and guarantee instate tuition to students previously deemed DACA recipients;

That the ASCSU urge CSU campuses to not enter into agreements or enforcement actions with law enforcement agencies such as Immigration and Customs Enforcement (ICE), Homeland Security, federally deputized local law enforcement, or any other agencies for immigration enforcement regarding arrests, interviews, searches and surveillance unless required to do so by a valid warrant, court order, or emergency health and safety concerns;

That the ASCSU support SB 54 (De León), on the California Values Act, which would prohibit state and local law enforcement agencies, school police, and security departments from using state/agency resources to investigate, interrogate, detain, detect, or arrest a person for immigration purposes;

That the ASCSU support AB 699 (O'Donnell, Chiu, and Kalra), Education Equity: Immigration and Citizenship Status which would prohibit school officials and employees, except as required by state law, from collecting information or documents about the immigration status of students or their family members or allowing an officer or employee of United States Immigration and Customs Enforcement to enter a school site without providing valid identification, a statement of purpose, and receiving approval from the principal or district superintendent;

That the ASCSU support the allocation of \$30 million in funding to assist DACA recipients

in AB 134 and SB 119 (Committee on Budget and Fiscal Review), Budget Act of 2017;

That the ASCSU urge our intersegmental colleagues, community partners, State and national leaders across the business, civic, government, religious and non-profit sectors to join with us in supporting DACA;

That the ASCSU endorse CSU Chancellor Timothy P. White's Statement Regarding DACA and the DACA California Education Leaders Letter

That the ASCSU encourage California U.S. Senators and U.S. Representatives to draft and pass federal legislation that provides DACA protections.

2. Support for AB 19 (2017) Community Colleges: California College Promises

RESOLVED: That the Academic Senate of the California State University (ASCSU) urge Governor Brown to approve AB 19 (2017) Community Colleges: California College Promise, **which shall distribute funding, upon appropriation by the Legislature, to each community college meeting prescribed requirements to be used to, among other things, accomplish specified policy goals and waive fees for one academic year for the first-time students who are enrolled in 12 or more semester units or the equivalent at the college and complete and submit either a Free Application for Federal Student Aid or a California Dream Act application.**

3. On the Development and Implementation of Executive Orders 1100 (Revised) and 1110

RESOLVED: That the Academic Senate of the California State University (ASCSU) object to the severely time-constrained and flawed shared governance process and consultation surrounding Executive Order 1100 (revised) and Executive Order (EO) 1110 and insist that the practice of joint decision-making mandated in HEERA be respected and adhered to;

That the ASCSU urge Chancellor White to immediately put EO 1100 (Revised) and EO 1110 into abeyance and defer their implementation date to, at earliest, Fall 2019;

That the ASCSU request that, before any future implementation, the Chancellor's Office engage in data-driven and genuine consultation with faculty, with the goals of refining both EO 1100 (revised) and EO 1110 and then implementing them on a mutually agreed upon timeline;

That the ASCSU request that the Chancellor's Office work with the campuses to develop an analysis of the costs of wholesale modification of the General Education (GE) and academic preparation portions of the curriculum and share that analysis widely;

That the requested analysis specifically focus on resource allocation mechanisms on the campuses and the potential deleterious effects on student success and programs, such as ethnic and cultural diversity studies, resulting from implementation of EO 1100 (revised) and EO 1110;

That the ASCSU requests that the Chancellor's Office ensure that the multiple measures approach called for by EO 1110 assess foundational quantitative reasoning proficiency;

That the ASCSU urge Chancellor White to reinstate the recently lifted moratorium on changes in Ethnic Studies programs and departments¹ until at least Fall 2019 to ensure that Ethnic Studies programs, departments, and faculty are integral to the fair and regular academic planning process of each campus;

That the ASCSU request that the Chancellor's Office collaborate with the ASCSU in developing a plan for monitoring the efficacy of the changes in General Education and academic preparation curricula, and that the details of this plan be communicated to campus stakeholders early enough to be considered in campus curriculum planning.

4. Commendation for Professor Emeritus Leonard Mathy, First Academic Senate CSU Chair (1963-64); Passed August 6, 2017

WHEREAS, Len Mathy served the students, faculty and administration at California State University Los Angeles (CSULA) as Professor of Economics from 1950-1986; and

While at CSULA, Professor Mathy was the founding Chair of the Department of Economics, and the founding Dean of the School of Letters and Science (even though he was from a department not included in that School); and

Professor Mathy was founding Chair of the CSULA Academic Senate and founding Chair of the Academic Senate CSU (ASCSU); and

In his capacity as Chair of the ASCSU, Professor Mathy fought for effective and timely consultation with faculty, the protection of faculty authority, and demonstrated his dedication to ensuring the independence of faculty in shared governance by helping to defeat a proposal that the Chancellor be chair of the ASCSU; and

After his retirement, Professor Mathy continued his commitment and service to CSU faculty through active involvement in CSU Emeriti activities, including many years of service on the Executive Committee of the CSULA Emeriti Association, appointment as one of a very few Life Honorary Members of that group and representing his CSULA Emeriti colleagues on the State Council of the CSU Emeritus and Retired Faculty Association (ERFA); and

Professor Mathy demonstrated his fortitude and sense of purpose by driving himself to CSULA Emeriti Association and CSU ERFA meetings until he was in his 90s; and

In recognition of his commitment and service, the CSULA Academic Senate bestowed on Professor Mathy the title of 'Pater Senatus' in 2005; therefore be it

RESOLVED: That the ASCSU will remember Professor Leonard Mathy for his long and distinguished record of service to shared governance and the CSU; and be it further

That the ASCSU extend its condolences to Professor Mathy's family upon his passing and wish them fond memories of his life and pride in his service to the CSU; and be it finally

That the ASCSU distribute this Resolution of Commendation to the family of Leonard Mathy, CSU Chancellor White, CSU Los Angeles President William A. Covino, Veena Prabhu, Chair of the CSU Los Angeles Academic Senate, and CSU ERFA (**Approved by Acclamation**).