

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-3304-17/FGA/AA/APEP
September 14-15, 2017

**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; and be it further
- RESOLVED: 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; and be it further
- RESOLVED: 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; and be it further
- RESOLVED: 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; and be it further
- RESOLVED: 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; and be it further
- RESOLVED: 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 (as outlined in the Quantitative Reasoning Task Force Report, page 17, Recommendation IIC); and be it further
- RESOLVED: That the ASCSU urge Chancellor White to reinstate the recently lifted moratorium on changes in Ethnic Studies programs and departments¹ until at least

¹ Excerpt from letter from Chancellor White to CSU Community (<https://www.calstate.edu/AcadAff/ethnicstudiesreport.pdf>): "The second set of recommendations (Recommendations 10.1-10.3) focus on maintaining the moratorium that has been in place for the past 2-1/2 years with respect to changes in ethnic studies programs and departments, particularly faculty reductions. I accept the task force recommendations to maintain the moratorium during AY 2016- 17 for review, discussion and response to the report, and lift the moratorium effective July 2017. I also expect that any campus decisions regarding the status and administrative design of ethnic studies departments and programs will take the report's contents into consideration. But the ethnic studies report should not constrain the regular academic planning process of each campus, rather it should be one factor that informs the planning."

Fall 2019 to ensure that Ethnic Studies programs, departments, and faculty are integral to the fair and regular academic planning process of each campus; and be it further

RESOLVED: 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; and be it further

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, CSU campus articulation officers, California Faculty Association (CFA), California State Student Association (CSSA), CSU Emeritus and Retired Faculty Association (ERFA), California Community College Chancellor, California Community College Academic Senate, CSU Ethnic Studies Council and Chairs, CSU Math Council, CSU English Council, and CSU World Language Council.

***RATIONALE:** CSU faculty and campus constituents have expressed serious concerns about the adequacy of the consultation, the content, and the timeline of revised Executive Order 1100 and newly released Executive Order 1110. The two require vast curricular changes, which bring into question the need for the hasty release of these Executive Orders during the summer break, a time when only a handful of ASCSU faculty representatives were available. The insistence by the Chancellor's Office that the CSU needed to move forward at such a pace suggests that the administration is more attuned to the pressures of outside forces than to the needs of its students and continuing faculty efforts to meet those needs.*

When an Executive Order (EO) is issued, time is needed to understand and interpret the changes and engage in clarifying conversations. Campuses also need time to discuss changes and develop appropriate curricular and pedagogic responses. CSU faculty are experts and researchers in their fields who must be relied upon when the system contemplates major changes in curriculum design. We contend that the revision to EO 1100 and the newly released EO 1110 did not arise from the fulsome shared governance process needed to reflect faculty expertise, and therefore the Senate and the faculty it represents are compelled to reject changes in curricula that do not originate through such a fulsome process.

Changes to basic curriculum policy need thoughtful consideration informed by a nuanced understanding of the rationale and impacts of proposed changes on the quality of education that CSU campuses provide and that our students deserve. In the case of EO 1100 (revised), those impacts include the consequences of acceptance of all online courses, reciprocity of all upper division GE courses, and the implications of allowing all GE courses to be double counted (EO 1100 Section 2.2.6.1).

Further, some of the unintended consequences of a rushed and poorly designed implementation can be illustrated with Ethnic Studies courses which affect students who benefit from exposure to the diverse perspectives that these courses provide. Campuses need time and resources to determine how best to proceed without damaging these courses, the programs that offer them, and the students who benefit from exposure to the diverse perspectives that these courses provide. If these courses are overlaid on GE requirements, switching the overlay may require a new course and/or new learning outcomes and also assumes the needed expertise to teach a cultural competency course. Other content areas also need thoughtful campus attention.

Therefore, implementation of the two Executive Orders must be put into abeyance until at least Fall 2019, and a data-driven, collaborative analysis of the impacts of these Executive Orders must be undertaken in concert with ASCSU and campus senates. Such analysis should focus specifically on cost, resource allocation, and the impact on departments and programs. Moreover, specific attention should be paid to defining foundational proficiency in the use of multiple measures for assessing quantitative reasoning, and to reinstating the moratorium on changes to Ethnic Studies departments and programs. The Chancellor's Office should partner with ASCSU to develop a plan to monitor the efficacy of changes to General Education and to academic preparation.

Approved – September 14-15, 2017