EXECUTIVE SUMMARY OF RESOLUTIONS
ACADEMIC SENATE CSU PLENARY – JANUARY 21-22, 2016
(Extracted and edited from report by Catherine Nelson, SSU Statewide Senator)

The Academic Senate CSU (ASCSU) met at the Chancellor’s Office in Long Beach January 21-22, 2016 and approved the following resolutions. Full text of these resolutions may be found at http://www.calstate.edu/acadsen/Records/Resolutions/2015-2016/index.shtml.

Recognition of California Taxpayers for Their Support in Funding the CSU
AS-3237-15/FGA (Rev) – Approved
This resolution encourages campus Senates, campus Advancement/Philanthropy offices and the Chancellor’s office to find ways to acknowledge the role of taxpayers in funding the CSU.

Role of California State University (CSU) Campus Faculty in the Evaluation of Courses for Transfer
AS-3238-15/AA (Rev) – Approved Unanimously
This resolution stems from concerns raised by campus senate chairs about the implications for course transferability raised by Assembly Bill 386, CSU Fully Online Courses and the advent of upper division General Education courses in California Community College baccalaureate degree programs. It affirms that campus curricula and the satisfactory completion of degree requirements are the purview of local campus faculty. It also encourages campus academic senates to develop policies or review existing policies for transfer of courses that: ensure the primacy of faculty in establishing the criteria for, and evaluation of, the transferability of courses; ensure communication between articulation officers, academic advisors, department chairs and curricular and shared governance bodies; maintain a clear and transparent process to meet degree requirements; facilitate progress toward graduation; and allow for the re-evaluation of articulated courses by faculty.

Inclusion of Non-Tenure-Track Faculty in Campus, College and Departmental Orientation Programs
AS-3239-15/FA (Rev) – Approved Unanimously
This resolution advocates for the inclusion of lecturers in annual and semi-annual faculty orientation days (including these days as part of compensated contractual time). It also encourages that campuses, in the context of faculty orientation, make available to all lecturers and non-tenure-track faculty, information such as teaching resources and other materials relevant to student success, general campus resource information, and specific materials relevant to the rights and benefits and professional opportunities available to CSU lecturers.
Request for Joint Task Force to Develop an Action Plan for Increasing Tenure/Tenure-Track Density in the CSU  
*AS-3240-15/FGA (Rev) – Approved Unanimously*  
This resolution thanks the Board of Trustees, Chancellor, Governor and Legislature for recognizing the need to increase tenure/tenure-density in the CSU and for providing in the 2015-16 budget, baseline funding specifically targeted for the hire of tenure-track faculty. The resolution further calls upon the Chancellor, working with the ASCSU, to establish a joint task force for the purpose of developing a multi-year plan to increase tenure/tenure-track density in the CSU, while maintaining or reducing the student to faculty ratio. It also asks that the California Faculty Association be invited to have members serve on the Task Force.

Acceptance of the ICAS Statement on Preparation in Natural Science Expected of Entering Freshman  
*AS-3242-16/EX – Approved Unanimously*  
The Intersegmental Committee of Academic Senates - ICAS (made up of the executive committees of the statewide academic senates of the University of California, California State University and California Community Colleges) creates competency statements as a means to advise high school students and their families about what kind of intellectual preparation is necessary for success in California higher Education. Competency statements are submitted to the statewide senates of each segment for acceptance or rejection (but not for amendment). This resolution indicates the ASCSU’s acceptance of the ICAS Statement on Competencies in the Natural Sciences Expected of Entering Freshmen, and commends the ICAS task force for their efforts to develop a statement that reflects Next Generation Science Standards and provides a greater focus on student learning outcomes. ICAS competency statements are available at: [http://icas-ca.org/competencies](http://icas-ca.org/competencies).

Commendation for Karen Y. Zamarripa – Assistant Vice Chancellor, CSU Advocacy and State Relations  
*AS-3243-16/FGA – Approved by Acclamation*  
This resolution commends Assistant Vice Chancellor Zamarripa for her advocacy efforts on behalf of the CSU during her 25 years with the system.

Restoring Research, Scholarship, and Creative Activities (RSCA) Funds as a Line Item in the CSU Operations Budget  
*AS-3247-16/FA – Approved*  
In 2009-10, the California State University (CSU) suspended funding for the Research, Scholarship and Creative Activities program. In 2010-11 funds were allocated again, but suspended again in 2011-12. Funds remained suspended until 2014-15, when $2.4 million in funding was re-instated for the program, but not as a permanent line item in the budget. This resolution urges the Chancellor’s Office to restore RSCA funds as a permanent line item in the CSU Operations Budget.
FIRST READING ITEMS (CAMPUS CONSULTATION REQUESTED)

The following items were introduced at the January 21-22, 2016 plenary. They will be acted upon at the March 3-4, 2016 meeting. Please contact the committee chair (listed on page 4) for more information.

A Need for Analysis of the Data Related to Changing Demographics of California State University
AS-3241-16/APEP

Given the increased demands to reduce time to degree completion and close the achievement gap, this resolution calls for a task force to examine and analyze the existing student demographic data and determine the implications for students’ abilities to meet these demands.

Support for Four Years of Mathematics as a Requirement for Admission to the California State University
AS-3244-16/APEP

The CSU currently requires three years of high school math for admission to the CSU. This resolution calls for the CSU to require a fourth year of high school mathematics/quantitative reasoning as a requirement for admission to the CSU. It also calls for a mathematics/quantitative course to be completed as part of the senior (final) year of high school.

Selection of Faculty to Serve on Campus Honorary Degree Committees
AS-3245-16/AA

At its November 2015 meeting, the CSU Board of Trustees approved an Honorary Degree Policy that, among other things, specifies the process for the selection of faculty representatives on campus honorary degree committees. This resolution asserts that faculty representatives serving on campus honorary degree committees should be selected by faculty. It also expresses concern that the Trustees’ policy authorizing campus presidents to select faculty in consultation with faculty, rather than authorizing faculty to select their own representatives, violates AS-3160-13/EX/FA (Rev) Selection of Faculty representatives in Shared Governance and the American Association of University Professors (AAUP) Statement on Government of Colleges and Universities.

Promoting Inclusion Within the CSU Community
AS-3246-16/EX

This resolution affirms the ASCSU’s commitment to promoting an inclusive CSU community, acknowledges the negative consequences of workplace bullying and urges the Chancellor, campus Presidents, Provosts and Vice Presidents of Academic Affairs to continue to expand policies and explore strategies that promote inclusive workplace environments. It also urges campus Senates to engage in conversations that are conducive to promoting inclusivity to promote respect for the dignity of all CSU community members.
For comments or questions:

- **EX** – Contact ASCSU/Committee Chair Steven Filling (email: sfilling@mac.com).
- **FA** – Contact Committee Chair Manzar Foroohar (email: mforooha@calpoly.edu).
- **AA** – Contact Committee Chair Catherine Nelson (email: nelsonca@sonoma.edu).
- **APEP** – Contact Committee Chair Denise Fleming (email: denise.fleming@csueastbay.edu).
- **FGA** – Contact Committee Chair Thomas Krabacher (email: krabacherts@csus.edu).
RECOGNITION OF CALIFORNIA TAXPAYERS FOR THEIR SUPPORT IN FUNDING THE CSU

RESOLVED: That the ASCSU encourage the campus Senates, campus Advancement/Philanthropy Offices, and the Chancellor’s Office to find ways to frequently and visibly acknowledge the critical and fundamental role of the taxpayer in funding the CSU on donor walls, websites, advancement brochures, and other places that also recognize private donor philanthropy; and be it further

RESOLVED: That the ASCSU distribute this resolution to the CSU Board of Trustees, CSU Chancellor, CSU Vice Chancellor of University Relations & Advancement, CSU campus Presidents, CSU campus Senate Chairs, CSU campus Vice Presidents of Advancement/Philanthropy, California Faculty Association (CFA), California State Student Association (CSSA), CSU Emeritus and Retired Faculty Association (CSU-ERFA).

RATIONALE: Funding for the CSU comes from a combination of sources including tuition and fees, gifts and donations, federal funding, and private funding. All of these sources are important, but traditionally the largest source of funding has come from California’s taxpayers. Recognition of the taxpayer funding, however, is rarely acknowledged in meaningful ways on campus.

The percent of State funding for the CSU has fallen recently and it seems likely that funding per pupil will continue to decline. It is very important for California voters to tell California legislators and the Governor how much they desire increased and continued funding for the CSU. There is a general “low tax” sentiment that exists nationally. The public’s desire for lower taxes means, however, that there is less public funding for things that the electorate highly desires. For example, agencies, such as Cal Trans, have begun to educate the public and one sees “your taxpayer dollars hard at work” posted along many roadsides.

The ASCSU believes that this is a “teachable moment” for California citizens, residents, and legislators. Current students and parents of current students may not be aware of the level of State support for the CSU. While alumni and private individual and business donations are often made for “visible” projects like new buildings, less visible but critical items such as professors, classroom maintenance, and teaching supplies are typically paid for by state funding. It is in the long-term economic interest of the State that the public understand its important role in funding public higher education.

ROLE OF CALIFORNIA STATE UNIVERSITY (CSU) CAMPUS FACULTY IN THE EVALUATION OF COURSES FOR TRANSFER

RESOLVED: That the Academic Senate of the California State University (ASCSU) affirm that campus curricula and the determination of satisfactory completion of graduate and undergraduate major/minor and campus General Education program criteria are the purview of local campus faculty; and be it further

RESOLVED: That the ASCSU urge campus senates to develop policies, or review existing policies, for the transfer of courses that accomplish the following:

a. Ensure the primacy of faculty in the development of the criteria for, and the evaluation of, the transferability of courses to and between CSU campuses;
b. Ensure communication among campus articulation officers, academic advisors, department chairs, and curricular and shared governance bodies;
c. Maintain a clear and transparent process to meet degree requirements;
d. Facilitate progress toward graduation;
e. Allow for re-evaluation of articulated courses by faculty; and
f. Are consistent with local campus program goals.

; and be it further

RESOLVED: That the ASCSU urge campuses to maintain the transfer and articulation processes under the auspices of Academic Affairs; and be it further

RESOLVED: That the ASCSU distribute this resolution to CSU Board of Trustees, CSU Chancellor, CSU campus Presidents, CSU campus Senate Chairs, CSU Provosts/Vice Presidents of Academic Affairs, CSU campus articulation officers, Academic Senate for the California Community Colleges, California Community Colleges’ Board of Governors.

RATIONALE: The ASCSU has a long standing history of faculty ownership of the curriculum consistent with Section 3561 (b) of the Higher Education Employee Relations Act (HEERA).* Two recent developments have significant implications for the transfer of courses between CSU campuses and between California Community Colleges (CCC) and CSU campuses. AB 386 requires that every state-supported, fully online course offered by every CSU campus must be made available for enrollment by students at other CSU campuses. AB 386 also requires that such courses be accepted for credit at the student’s home campus on the same basis as they would be for a student matriculated at the host campus. In addition, as part of the development of CCC bachelor degrees, Community
College faculty are in the process of developing an upper division General Education (GE) curriculum.

In response to AB 386, the CSU established the CSU Fully Online Courses program to facilitate access to high demand, high success online courses. The program allows eligible students to enroll in one course per term offered by another CSU campus. Included in the program is a subset of high demand, high success courses intended to expedite graduation (identified by a red ribbon symbol on the website). Academic Affairs Coded Memo AA-2015-03 specifies that articulation officers will evaluate AB 386 courses for transfer, and the subset of high demand/success courses for transfer equivalency, general education placement or elective credit. The Coded Memo indicates that it is the intention of the CSU that articulation will occur with all AB 386 courses. For courses where an exact equivalent does not exist, the Memo states that “Credit should nevertheless be given in a manner which benefits the student,” meaning that “…course credit should be applied at the same level/manner (i.e. upper division vs. lower division, applicable to GE, electives within the major, etc.) when it is evaluated for the student at their home campus.” In practice, when CSU articulation officers have a question about course equivalency, they send the course to the relevant department chair for clarification. On the CSU Fully Online Courses website and campus websites, students are cautioned that they should consult with their advisor prior to enrollment, to determine whether these courses will be accepted toward program requirements at their home campus. (https://www.calstate.edu/AcadAff/codedMemos/AA-2015-03.pdf) No separate process has been established for the evaluation for transfer of CCC upper division GE courses to the CSU, so it is presumed that a process similar to the current articulation of lower division GE courses from the CCCs to the CSU will be used.

The ASCSU shares with the CSU the goal of maintaining an effective process for course transfer. The equivalency of online courses emphasized in AB 386 and the advent of upper division GE courses in the CCC system put added pressure on CSU faculty to ensure the integrity and quality of the curriculum. This is especially true given that campuses meet overall system GE requirements in a variety of ways that contribute to the unique, signature identity of each campus. As part of the ongoing effort to integrate online education into the curriculum in a manner consistent with high academic standards, this resolution urges campus senates to develop policies (for non C-ID courses) related to course transfer that protect faculty control over the curriculum; create ongoing communication among faculty, campus articulation officers and other relevant parties; ensure a clear and transparent articulation process; assure that the transfer process assists students in making progress toward their degree; ensure that faculty review transfer courses up for re-evaluation; and meet the learning goals of the campus.

*See for example:
Reasserting Faculty Control of Curricula Regardless of Delivery Mode (AS-3081-12/FA/AA, Approved Unanimously – May 3-4, 2012).

Principles for Decision Making on Regional and Statewide Program Alignments in the California State University (AS-2648-04/AA, Approved - May 6-7, 2004).


Faculty Control Over Course Capacities and Mode of Instruction Decisions (AS-2892-09/FA, Approved Unanimously – May 7-8, 2009).

INCLUSION OF NON-TENURE-TRACK FACULTY IN CAMPUS, COLLEGE AND
DEPARTMENTAL ORIENTATION PROGRAMS

RESOLVED: That the Academic Senate of the California State University (ASCSU) acknowledge the value of a highly prepared faculty workforce and its positive and direct impact upon student learning and student success; and be it further

RESOLVED: That the ASCSU, in acknowledgement of the high percentages of non-tenure-track faculty on CSU campuses, strongly advocate for the inclusion of lecturers and non-tenure-track faculty in campus-wide, college and department-based orientation days (including the participation in these activities as part of compensated contractual time); and be it further

RESOLVED: That the ASCSU encourage campuses to make available to all lecturers and non-tenure-track faculty, within the context of faculty orientation, information such as teaching resources and other materials relevant to student success, general campus resource information, and materials related to the rights, benefits and professional opportunities available to non-tenure-track faculty; and be it further

RESOLVED: That the ASCSU distribute this resolution to the CSU Chancellor, CSU campus Provosts, CSU campus Presidents, CSU campus Senate Chairs, California Faculty Association (CFA), CSU Emeritus and Retired Faculty Association (CSU ERFA) and System-wide Advisory Committee on Services to Students with Disabilities.

RATIONALE: Given the high percentages of non-tenure-track instructional faculty across all CSU campuses (currently estimated at over 50% by system-wide headcount and slightly under 50% by Full-Time Equivalent [FTE] measurement) and the reasonable assumption that a well-informed and well-prepared faculty is central to the creation of a fertile learning environment, and to student success overall, it is therefore of utmost importance that all CSU faculty, including non-tenure-track lecturers, be given the benefit of a comprehensive orientation to campus resources and facilities. Faculty orientations typically offer information on library resources, tutoring, disability services and ADA compliance, Title IX compliance, counseling and health services for faculty and students, and other resources. Orientations should also provide specific information relevant to benefits, pension, retirement, leaves of absence including sabbatical and other professional development opportunities available to non-tenure-track faculty. Faculty handbooks, where available, and alternative modes of delivery (e.g., orientation webinars) should include information relevant to all ranks of faculty, including lecturers and non-tenure-track faculty.

REQUEST FOR JOINT TASK FORCE TO DEVELOP AN ACTION PLAN FOR INCREASING TENURE/TENURE-TRACK DENSITY IN THE CSU

RESOLVED: That the Academic Senate of the California State University (ASCSU) thank the Board of Trustees, the Chancellor’s Office, the Governor, and the California State Legislature both for recognizing the need to increase tenure/tenure-track density in the California State University (CSU) and providing, in the 2015-2016 budget, baseline funding specifically targeted for the hiring of tenure-track faculty; and be it further

RESOLVED: That the ASCSU recognize that a multi-year initiative will be necessary to restore tenure density to an appropriate level; and be it further

RESOLVED: That the ASCSU urge the Chancellor, working in conjunction with the ASCSU, to establish a joint task force for the purpose of developing a multi-year plan to increase tenured/tenure-track density in the CSU while maintaining or reducing the student to faculty ratio; and be it further

RESOLVED: That the CFA be invited to have representatives serve on the task force; and be it finally

RESOLVED: That the ASCSU distribute this resolution to the CSU Board of Trustees, CSU Chancellor, CSU campus Presidents, CSU campus Provosts/Vice Presidents of Academic Affairs, CSU campus Senate Chairs, California Faculty Association (CFA), CSU-ERFA, California State Student Association (CSSA).

RATIONALE: Tenured/tenure-track density is defined by CSU Academic Resources as “tenure-track FTE divided by total instructional FTE.” An acceptable level of tenure density is important in that, in addition to instruction, tenure/tenure track faculty are responsible for providing curricular leadership and continuity in academic programs, advising and mentoring students, conducting research to expand knowledge and solve problems, serving their community and professions, and carrying out a wide range of committee and shared governance functions central to the operation of a university. Tenured/tenure-track faculty have played critical roles in recent curricular redesign initiatives to reduce time to degree, develop transfer pathways, and improve textbook affordability.

Historically in the CSU, tenure density exceeded 80% until the mid-1990s. As of 1/14/2015, the tenure density of the CSU system had fallen to a nadir of 56.3%. The current tenure density is considered unacceptably low by both the CSU administration and the ASCSU; indeed it has fallen significantly since
“increasing tenure density” was set as a goal in the CSU “Access to Excellence” Strategic Plan. Moreover, in his response to AS-3207-15/FA: “The Call for a Plan to Increase Tenure Density in the California State University” dated May 8, 2015, Associate Vice Chancellor of Academic Affairs, Ron Vogel acknowledged increasing tenured/tenure track faculty in the CSU as a “top priority.”

Several factors influence the system’s tenure density level including, most importantly, annual faculty separations and growth in student enrollment. Increasing tenure density in the CSU requires hiring sufficient faculty to offset the number of faculty separating from the system annually, which has averaged approximately 570 over the past decade. When enrollments are increased to provide access to eligible students, additional faculty hires are required. Currently, about 175 additional faculty hires are needed to hold tenure density constant when student enrollment is increased 1%. Beyond addressing faculty separations and enrollment growth, approximately 175 additional faculty hires are currently needed for each 1% increase in tenure density.

To illustrate, the chart below provides a current estimate of faculty hiring levels needed to reach various tenure density levels, taking into account both annual faculty separations and student enrollment growth at various levels. Given the complexity and immensity of the task to rebuild the faculty of the CSU, the ASCSU requests that a joint task force be formed to develop a multi-year faculty hiring plan and a set of metrics to assess progress annually.

Faculty Hires Needed

- 570 to replace average annual separations
- 175 for each 1% increase in FTES (full-time equivalent student) enrollment
- 175 for each 1% increase in TD (tenure density)

Estimated Faculty Hires Needed in the CSU to Address Student Enrollment Growth and Maintain or Increase Tenure Density
RESOLVED: That the Academic Senate of the California State University (ASCSU) accept the Statement on Competencies in the Natural Sciences Expected of Entering Freshmen as revised (2015) and approved by the Intersegmental Committee of Academic Senates (ICAS); and be it further

RESOLVED: That the ASCSU commend the task force members, who were drawn from the faculty of the California Community Colleges, the California State University, and the University of California for their efforts to develop a statement which reflects Next Generation Science Standards and which provides a greater focus on learning outcomes; and be it further

RESOLVED: That the ASCSU distribute this resolution to ICAS, CSU Board of Trustees, CSU campus Presidents, CSU campus Senate Chairs, CSU Provosts/Vice Presidents of Academic Affairs, CSU Deans of Colleges of Education, CSU Deans of College of Natural Sciences, CSU Admissions Advisory Council, and California State Superintendent of Public Instruction.

RATIONALE: Through its competency Statements, ICAS seeks to advise California high school students and their families what kind of intellectual preparation is necessary for success in California higher education, no matter which segment a student may elect to attend. “Statement on Competencies in the Natural Sciences Expected of Entering Freshmen” (http://www.calstate.edu/AcadSen/Records/Reports/NaturalSciences_ICAS.pdf) was recently revised and approved by ICAS. Why does ICAS create these statements? The Statement is particularly noteworthy because it reflects Next Generation Science Standards and provides a greater focus on learning outcomes than the previous Statement. The work of the task force merits recognition, and the cooperative undertaking to reach agreement among all three public higher education segments regarding student competencies in the natural sciences is laudable.

COMMENDATION FOR KAREN Y. ZAMARRIPA – ASSISTANT VICE CHANCELLOR, CSU ADVOCACY AND STATE RELATIONS

WHEREAS, Karen Y. Zamarripa has, for more than three decades, worked in the area of legislative advocacy, state budget issues, K-12 and higher education policy; and

WHEREAS, Karen Zamarripa is a California State University (CSU) alum, having earned her Master’s Degree in Public Policy and Administration from Sacramento State (which named her Alumna of the Year in 2002); and

WHEREAS, Karen Zamarripa has been part of the CSU community since 1991, where in recent years she has served as Assistant Vice Chancellor for Advocacy and State Relations; and

WHEREAS, In this role Karen Zamarripa has worked tirelessly to advance the interests of California higher education in general and of the CSU in particular, both in the Capitol and by building an active coalition of advocates from among the numerous interest groups with a stake in the CSU; and

WHEREAS, These efforts are best exemplified by her organization of the CSU Budget Advocacy Initiatives in recent years that, by dint of hard work, masterful leadership, and lots of red socks, culminated in a $100 million augmentation of the 2015-2016 CSU state support budget; and

WHEREAS, In 2014, Karen Zamarripa worked tirelessly on behalf of the faculty of the CSU to achieve passage of AB 2324 (Williams), a.k.a. the “Faculty Trustee Bill,” that helps ensure a continuous presence of a faculty trustee on the CSU Board of Trustees; and

WHEREAS, Karen Zamarripa was the recipient of the Marvin D. “Swede” Johnson Award, which is a national recognition of outstanding leadership and achievements in advocacy for higher education; and

WHEREAS, Through these and many other efforts, Karen Y. Zamarripa has built and leaves behind a CSU advocacy community with a strong, shared sense of purpose, that promises to continue well into the future; therefore be it

RESOLVED: That the Academic Senate of the California State University extend its heartfelt thanks to Assistant Vice Chancellor Karen Y. Zamarripa for both her unflagging advocacy in Sacramento on behalf of the California State University and the guidance she has regularly provided to the Academic Senate in its own advocacy efforts; and be it further
RESOLVED: That, for the reasons stated above, the Academic Senate declare Karen Y. Zamarripa an “Official Friend of the California State University Academic Senate” and urge her “not to be a stranger”; and be it further

RESOLVED: The Academic Senate urge Karen Y. Zamarripa to be sure to indulge her interests in golf and travel to exotic places, and wishes her the best of success in all her future endeavors.

RESTORING RESEARCH, SCHOLARSHIP, AND CREATIVE ACTIVITIES (RSCA) FUNDS AS A LINE ITEM IN THE CSU OPERATIONS BUDGET

RESOLVED: That the Academic Senate of the California State University (ASCSU) urge the Chancellor’s Office to restore Research, Scholarship, and Creative Activities (RSCA) funds as a permanent line item in the CSU Operations Budget; and be it further

RESOLVED: That the ASCSU distribute this resolution to CSU Board of Trustees, CSU Chancellor, CSU campus Presidents, CSU campus Senate Chairs, CSU Provosts/Vice Presidents of Academic Affairs, California Faculty Association.

RATIONALE: The RSCA program was initiated in response to a 1987 draft report issued by the Commission for the Review of the Master Plan for Higher Education. The report “The Master Plan Renewed” (http://www.ucop.edu/acadinit/mastplan/MPComm1987.pdf) recommended: “Research, scholarship and creativity in support of the undergraduate and graduate instructional mission is authorized in The California State University, and shall be supported by the State.” The Commission recognized that faculty research results in better teaching by faculty and better learning by students.

The language of the report was reflected in the CA Education Code 66010.4, which reads in part:

(b) The California State University shall offer undergraduate and graduate instruction through the master's degree in the liberal arts and sciences and professional education, including teacher education. Presently established two-year programs in agriculture are authorized, but other two-year programs shall be permitted only when mutually agreed upon by the Trustees of the California State University and the Board of Governors of the California Community Colleges. The doctoral degree may be awarded jointly with the University of California, as provided in subdivision (c) and pursuant to Section 66904. The doctoral degree may also be awarded jointly with one or more independent institutions of higher education, provided that the proposed doctoral program is approved by the California Postsecondary Education Commission. Research, scholarship, and creative activity in support of its undergraduate and graduate instructional mission is authorized in the California State University and shall be supported by the state. The primary mission of the California State University is undergraduate and graduate instruction through the master's degree.
The 1987-1988 Master Plan Renewed Resolution No. 2, estimated 14.5 million based on the assumption that ten percent of faculty received one third release time for research. In 1988-1989, the CSU requested $7.5 million to create an RSCA program, but was allocated $2.5 million and this level remained constant through 2008-2009.

Until 2008-09, RSCA funds were a line item in the CSU Operations Budget, but in 2009-2010 the program was suspended (due to the financial crisis) and the funds were removed as a line item in the budget. In 2010-11, funds were allocated again due to the $305 million General Fund Budget Restoration. In 2011-2012, the RSCA program was suspended again, due to a $650 million Permanent CSU General Fund Reduction, and remained suspended over 2012-2013 and 2013-2014. In March 2014-2015, funds were restored at $2.4 million, funded by carry over from Academic Affairs general funds matched 1:1 by the Chancellor. In 2015-2016, the Chancellor funded the RSCA program at $2.5 million.

There remains, however, no dedicated allocation of funds to RSCA as a line item in the CSU Operations Budget. The program is therefore subject to the fluctuations in the state general funding and the competitive priorities of the system in directing its allocation. Because there is no placeholder, the funds are currently reliant on residuals at the end of the fiscal year and there are always competing priorities. At a meeting of the CSU Academic Council of Provosts in mid-March, 2015, there was unanimous agreement that RSCA funding should once again be a line item in the CSU Operations Budget.

In his response to ASCSU resolution AS-3173-14/FA (Rev) Eligibility Status for Research, Scholarship, and Creative Activity Awards [http://www.calstate.edu/AcadSen/Records/Resolutions/co_response/documents/C O_Responses_June2014.pdf], Associate Vice-Chancellor Ron Vogel stated:

We join the ASCSU in recognizing the importance of research, scholarly, and creative activity for the faculty and students in the CSU. The value of these activities spread far beyond our institutions and positively impacts the state, region, nation, and international communities.

CSU faculty generate $600 million in external funding (outside of RSCA). The improvement in the fiscal situation in the state creates an appropriate time to make RSCA funding once again a line item in the CSU Operations Budget.