



**Academic Senate of the California State University (ASCSU)**  
401 Golden Shore, Suite 243, Long Beach, California 90802-4210  
<http://www.calstate.edu/csuo-system/faculty-staff/academic-senate>

**Elizabeth A Boyd, Chair**  
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May 4, 2026

Dr. Mildred García, CSU Chancellor  
The California State University, Office of the Chancellor  
401 Golden Shore, Room 641  
Long Beach, CA 90802-4210

Dear Chancellor García:

Enclosed are the resolutions approved by the Academic Senate of the California State University (ASCSU) on April 30 - May 1, 2026 at its final plenary meeting of the academic year. The documents are sent to you for response and action.

We would like to especially draw your attention to [AS-3785-25/APEP](#) A Request that the California State University Board of Trustees "Return to Committee" the Action on the Bachelor of Education Degree (Ed. Policy item 2, May 2026), [AS-3795-25/AA](#) Regarding CSU Board of Trustees Ed. Policy Item 2 (May 2026), [AS-3791-25/FA](#) Support for California State University Bakersfield Faculty and Call to Halt Proposed Cuts, [AS-3787-25/AA](#) Discussion Paper – CSU 2040: Frameworks for the Future of the California State University, and [AS-3783-25/APEP](#) Opposition to AB-2236 (Berman) Postsecondary Education: Articulation Agreements.

Sincerely,

Elizabeth A. Boyd  
Chair, Academic Senate of the California State University (ASCSU)

#### Attachments

Distribution list:  
CSU Board of Trustees  
CSU Chancellor's Office Representatives  
CSU Presidents  
CSU Provosts/Vice Presidents of Academic Affairs  
Chairs, Campus Academic Senates  
California State Student Association  
CSU Alumni Council  
California Faculty Association  
Academic Senate of the California State University (ASCSU)

**Executive Summaries of Resolutions  
Academic Senate of the California State University (ASCSU)  
April 30-May 1, 2026, Plenary meeting**

The ASCSU approved the following resolutions. Copies of these resolutions can be found at <https://www.calstate.edu/csu-system/faculty-staff/academic-senate/Pages/Resolutions.aspx> and via the links included below.

[AS-3767-25/AA/APEP CSU-CSU Articulation of Major Courses](#)

Requests that the California State University Office of the Chancellor, in cooperation with the ASCSU, encourage articulation officers, advisors, and faculty at CSU campuses to prioritize developing CSU-CSU articulation.

[AS-3781-25/APEP Approval Process for Transfer Model Curricula](#)

Intersegmental curriculum committee actions on approvals should be deliberate, endorsed by membership of the CCC and CSU faculty, and provide sufficient time and resources for deliberation. The ASCSU requests that an out-of-cycle review of programs approved by an email vote in June 2025 (African American Studies, American Indian Studies, and Asian American Studies) take place starting in Fall 2026.

[AS-3782-25/AA Update to Academic Senate of the California State University Bylaws: Responsibilities of the Academic Affairs Committee](#)

Updates ASCSU Bylaws on the responsibilities of the Academic Affairs committee in response to recent changes in general education and the ability of different segments in California higher education to confer various degrees.

[AS-3783-25/APEP Opposition to AB-2236 \(Berman\) Postsecondary Education: Articulation Agreements](#)

Expresses ASCSU's opposition to AB-2236 (Berman) Postsecondary Education: Articulation Agreements based on resources, curricular concerns, loss of intersegmentally developed curriculum, conflicts with existing law, and inappropriate constraints of requiring rigid systemwide curricular implementation.

[AS-3784-25/FA/AA Support for California State University's International Programs by Funding Faculty Positions](#)

Affirms that faculty are essential to CSU's international education programs and calls for renewed investment in faculty roles within CSU International Programs. Urges the Chancellor's Office to collaborate with faculty bodies, expand and institutionalize faculty participation, and provide stable funding for these efforts. Responds to the elimination of faculty-led Resident Director positions, arguing that increased faculty involvement strengthens student support and academic quality abroad, and emphasizes that restoring and expanding faculty engagement would improve student outcomes, program quality, and equity.

[AS-3785-25/APEP A Request that the California State University Board of Trustees "Return to Committee" the Action on the Bachelor of Education Degree \(Ed. Policy item 2, May 2026\)](#)

Supports innovative degree pathways but urges the CSU Board of Trustees to defer action on the proposed Bachelor of Education (B.Ed.) until a comprehensive systemwide plan is developed. This plan should address financial aid implications, degree applicability to post-baccalaureate programs, coordination across campuses, and unit requirements. Also calls for leveraging existing Liberal Studies programs, ensuring faculty and stakeholder involvement, and providing institutional support to guide the development and implementation of B.Ed. programs.

[AS-3786-25/FA Support for Math Council’s Resolution on the Use of MathJobs.org in the Hiring of Academic Faculty in the Areas of Mathematics and Statistics](#)

The ASCSU affirms the importance of broad and accessible academic job advertising and recognizes MathJobs.org as the primary platform for advertising doctoral-level positions in mathematics and statistics. The resolution urges the CSU Chancellor’s Office to coordinate with the American Mathematical Society to allow departments to use MathJobs.org integrated within the CSU’s Common Human Resources System.

[AS-3787-25/AA Discussion Paper – CSU 2040: Frameworks for the Future of the California State University](#)

Endorses a discussion paper to complement *CSU Forward*, the *Student Success Framework* and the *Strategic Enrollment Management Framework* which explores opportunities and possibilities for the future of the CSU. After providing an overview of the purpose and value of the university, assessing the main drivers of changes to higher education, and reflecting on meanings of student success, the paper encourages a focus on active learning to ensure student success across the CSU. The ASCSU is confident and optimistic that this vision and version of the CSU will help our students and therefore the state of California succeed.

[AS-3789-25/JEDI Support for Replacing Academic-Related “Probation” Language with “Notice” Systemwide](#)

Recommends that the CSU adopt systemwide terminology replacing academic-related “probation” language in policy and websites with “notice” or similar asset-based language, affirms that such a change does not alter academic standards, and encourages systemwide action that supports this student-centered approach consistent with the CSU Student Success Framework.

[AS-3790-25/FGA/Exec/JEDI Holding an Academic Senate of the California State University Plenary in Sacramento to Support Systemwide Legislative Advocacy](#)

Requests that the Executive Committee of the Academic Senate work with the ASCSU Legislative Specialists and the leadership of the Fiscal and Governmental Affairs Committee to devise a plan for a Sacramento Plenary that would allow ASCSU Senators to engage in targeted and generalized advocacy efforts and relationship building with members of the Legislature, their staff, and legislative committee staff members.

[AS-3791-25/FA Support for California State University Bakersfield Faculty and Call to Halt Proposed Cuts](#)

Expresses strong support for faculty at CSU Bakersfield facing potential layoffs and calls on CSU leadership to halt or rescind these actions. Argues that layoffs are unjustified given increased state

funding and warns they would harm instruction, student access, and academic programs. Urges transparent, long-term budget planning with faculty involvement, systemwide coordination of resources, and the development of alternatives to layoffs that protect the university's educational mission.

[AS-3794-25/JEDI California State University Office of the Chancellor Commendation and Recommendation for Equity Review of Naming Revocation](#)

Commends the CSU Office of the Chancellor for its recent action removing the name of an honoree whose conduct was inconsistent with the CSU naming policy and recommends the establishment of a regular, transparent, and equity-centered process to ensure similar current and historic cases are addressed consistently and without delay across the CSU system.

[AS-3795-25/AA Regarding CSU Board of Trustees Ed. Policy Item 2 \(May 2026\)](#)

The ASCSU supports the creation of degrees focusing on education, professional studies, and applied studies, but requests that only degrees requiring 120 units be called bachelor's degrees. Any degree in these areas requiring fewer than 120 units should be given a different designation at the discretion of the CSU campus and the CSU Board of Trustees.

[AS-3797-25/AA Call for Greater Faculty Involvement in the Generative AI Subcommittee on Teaching, Learning, and Research and in the Selection of Systemwide GenAI Tools and Platforms](#)

The ASCSU requests that the membership of the GenAI Subcommittee on Teaching, Learning, and Research be expanded to include roughly equal numbers of faculty (who should be drawn from a variety of disciplines), students, and administrators. The ASCSU should also be kept informed of discussions with potential vendors of GenAI platforms as they relate to teaching, learning, and research, and be able to provide feedback to proposed vendor solutions.

[AS-3800-25/APEP Using Intersegmentally-Approved C-ID Descriptors for Associate Degrees for Transfer](#)

C-ID descriptors are the only intersegmentally approved descriptors that may be used in Associate Degrees for Transfer (ADT). Common Course Numbering templates meet this requirement only if they include 100% of the intersegmentally-approved C-ID descriptor content as the majority of the course.

**Academic Senate  
of the  
California State University**

**CSU-CSU Articulation of Major Courses**

- 1. RESOLVED:** That the Academic Senate of the California State University (ASCSU) request that the California State University Office of the Chancellor, in cooperation with the ASCSU, encourage articulation officers, advisors, and faculty at CSU campuses to prioritize developing CSU-CSU articulations (within the Transfer Evaluation System) for major courses, including providing training on Transfer Evaluation System; and be it
  
- 2. RESOLVED:** That the ASCSU distribute this resolution to:
  - Vice Chancellor for Academic Affairs
  - CSU Provosts/Vice Presidents of Academic Affairs
  - CSU campus articulation officers

**Rationale**

Currently, given the relative paucity of CSU-CSU articulations present in the Transfer Evaluation System, determining whether a particular course taken at one campus meets the requirements for a program at another campus requires faculty at the receiving campus to conduct their own independent research to establish that course's suitability. Action to strengthen program-based articulation for each major program would facilitate, via greater inter-campus transfer, greater utilization of CSU Fully Online offerings (with a side benefit of supporting low enrollment campuses) and greater clarity in understanding graduation requirements for CSU-CSU transfer. Such actions will both provide important

transparency, facilitate clarity in understanding graduation requirements, lower time to degree, and reduce duplication of faculty workload.

**Resolution summary**

Requests that the California State University Office of the Chancellor, in cooperation with the ASCSU, encourage articulation officers, advisors, and faculty at CSU campuses to prioritize developing CSU-CSU articulation.

**Academic Senate  
of the  
California State University**

**Approval Process for Transfer Model Curricula**

- 1. RESOLVED:** That the Academic Senate of the California State University (ASCSU) request that the Intersegmental Curriculum Council (ICC), adopt the following processes when reviewing and approving Transfer Model Curricula (TMCs):
  - a. Each TMC must be posted as an agenda item for a scheduled meeting of the ICC;
  - b. The ICC minutes must record the vote and any changes that are made to the presented TMC during the meeting at which it is approved;
  - c. Approval of a TMC must require majority support of the named voting members of both the ASCCC and ASCSU representatives; and be it
  
- 2. RESOLVED:** That the ASCSU request an out-of-cycle review for the three programs approved by an email vote in June 2025 (African American Studies, American Indian Studies, and Asian American Studies) to take place starting in Fall 2026; and be it
  
- 3. RESOLVED:** That the ASCSU distribute this resolution to:

California Community Colleges Chancellor's Office  
Academic Senate for California Community Colleges  
Articulation Officers (via the CIAC listserv)  
CSU Emeritus and Retired Faculty and Staff Association

### **Rationale**

A Transfer Model Curriculum (TMC) in the California Community College (CCC) system is a foundational, statewide template used to develop Associate Degrees for Transfer (ADTs). The TMC outlines a specific set of lower-division courses (minimum 18 semester units) that prepare students for transfer into a particular major at a California State University (CSU).

The last step in the [approval of a Transfer Model Curriculum](#) (TMC) is a vote by the Intersegmental Faculty Curriculum Council (IFCC), a subcommittee of the Intersegmental Curriculum Committee (ICC). The IFCC consists of three faculty appointed by the ASCSU and four faculty (one of whom is the ICC Chair, and who only votes in the event of a tie) appointed by the ASCCC. Currently, when a quorum has been reached, decisions are determined by a majority of those IFCC members casting votes.

Some context for understanding how the IFCC operates.

- The ICC is an intersegmental consultation body whose membership includes faculty from the CCC, CSU, UC, AICCU and HBCU; CCC and CSU articulation officers; Chancellor's Office liaisons from the CCC and CSU; and ASCCC and C-ID staff. Its purpose is to review and recommend policies, criteria, and processes for developing, reviewing, revising, and deleting intersegmental curriculum and it meets on an as-needed basis.

Usually, approval of TMCs takes place at an ICC meeting where only IFCC members are voting.

- IFCC approval is not a pro forma matter. Although TMCs are generally unanimously approved by the IFCC, the faculty council has insisted on occasion that clarifying language be added to some TMCs that may lead to STEM Associate Degrees for Transfer (ADTs) requiring more than 60 units and withheld its approval until that language was added.
- ICC keeps official minutes that are approved at subsequent meetings, but these are not published on the C-ID website.
- On April 20, 2020, the Intersegmental Curriculum Workgroup (ICW), as the ICC was then called, adopted a special rule:

#### ICW's Ability to Endorse/Validate Incomplete Faculty Discipline Review Group (FDRG) Recommendations

At present, when an FDRG is not complete, it is not able to make a recommendation to ICW for consideration. Under specified circumstances (e.g., specified time period has passed, urgent need to act, no representatives from CCC or CSU for at least one year), the ICW can endorse/validate a recommendation from an incomplete FDRG, allowing the ICW to consider the recommendation and complete the approval process. ICW approval

of this endorsement/validation requires 2/3 affirmative vote of the voting members of ICW, and majority support of the voting members of both the ASCCC and ASCSU representatives.

The process followed in Summer 2025:

- In June 2025, there was a call to TMCs for programs in African American Studies, American Indian Studies and Asian American Studies. However, this meeting was not scheduled because the academic year had closed. The two ASCSU members serving on the ICC in 2024-25 who were re-appointed for 2025-26 expected that TMCs would continue to be reviewed in 2025-26 when the ICC Chairperson convenes the council, but this did not occur. (The third ASCSU representative in 2024-25 left the ASCSU at the end of that academic year and was replaced for 2025-26.)
- One of the two continuing ASCSU representatives voted no on approving the TMCs (based on the absence of a meeting and robust discussion, and also an understanding that the 2024-25 academic year had concluded and the 2025-26 ASCSU representatives to the ICC would not be named until the end of the summer) and the other did not vote due to being in FERP, which precluded doing additional work beyond the end of the academic year.

- At the first ICC meeting of the 2025-26 academic year (January 21, 2026), the continuing CSU faculty inquired as to why the TMCs for these programs were not on the agenda, and were informed that they had been approved by the IFCC (the voting faculty members of the ICC) via an email vote over the summer.
- The two ASCSU representatives who were continuing terms on the ICC from the previous year asked how this could have happened. They were informed that the TMCs had been forwarded to the community colleges and to the CSU on the basis of 3 faculty (2 CCC and 1 CSU) having voted in favor via email; at the time of the email vote, the term of the third ASCSU representative from 2024-25 (the one who voted in favor of adopting the TMCs) had concluded, and that rep was no longer a member of the ASCSU.
- There was no announcement to the ICC (for example, a record of the approval vote in the minutes) of the TMCs having been approved and published.
- These TMC templates were published on September 1, 2025 to allow community colleges to use in aligning their degrees and for CSU campuses to review for the purpose of determining similarity.

### **Resolution summary**

Intersegmental curriculum committee actions on approvals should be deliberate, endorsed by membership of the CCC and CSU faculty, and provide sufficient time and resources for deliberation. The ASCSU requests that an out-of-cycle review of programs approved by an email vote in June 2025 (African American Studies, American Indian Studies, and Asian American Studies) take place starting in Fall 2026.

**Academic Senate  
of the  
California State University**

**Update to Academic Senate of the California State University Bylaws:  
Responsibilities of the Academic Affairs Committee**

- 1. RESOLVED:** That the Academic Senate of the California State University (ASCSU) update the [ASCSU Bylaws](#) to modify Bylaw 4.d.1 to read:

The committee shall make recommendations to the Academic Senate on matters of statewide concern, including but not limited to, the following areas:

- I. areas of system-wide concern:
  - a. academic planning
  - b. requirements for retention and graduation of students
  - c. program review
  - d. student services that impact the academic mission
  - e. policies concerning system- and campus-based fees
  - f. international programs
  
- II. academic policies and programs:
  - a. general education (specifically the GE program as a whole, CSU GE Breadth, and upper-division GE)
  - b. dual enrollment and concurrent enrollment
  - c. Chancellor's Office's policies related to academic affairs
  - d. program creation and discontinuation

- e. activities between and among campuses, including consortia  
programs
- f. continuing and professional education, campus-based study abroad,  
and student exchange
- g. accreditation
- h. credit by examination or evaluation
- i. credit for prior learning
- j. doctoral programs (except education doctorates)
- k. honorary degrees

III. quality and standards:

- a. academic standards
- b. academic integrity and discipline
- c. criteria for state approval of specific curricula, programs, and  
degrees
- d. minimum standards and conditions for the awarding of certificates
- e. grading standards and symbols

IV. academic student support:

- a. academic support programs such as tutoring
- b. faculty and staff advising
- c. co-curricular activities such as internships, service learning, and  
learning communities

V. research and technology:

- a. modes of instruction including face-to-face, online, hybrid, distance education
- b. uses of generative artificial intelligence by faculty and students
- c. library development

VI. and other matters as may be brought before the committee by the Executive Committee of the ASCSU.

In all areas, the Academic Affairs committee shall adhere to the principle of disciplinary deference. The Academic Affairs committee shall consult with the Academic Preparation and Education Preparation committee on overlapping matters such as general education (as pathway and program), doctorates, and dual enrollment.

; and be it,

**2. RESOLVED:** That the ASCSU distribute this resolution to:

CSU Chancellor  
CSU campus Senate Chairs

#### **Rationale**

In addition to it being a good practice to review the applicability of committee charges periodically, the specific impetus for the present changes in the responsibilities of the Academic Affairs Committee revolve around (1) recent changes to the GE program within and outside the CSU and (2) shifts regarding the authorities of California Community Colleges, California State Universities, and Universities of California to confer different degrees (AA, BA/BS, MA/MS, professional doctorate, PhD). Colloquially, the Academic

Affairs Committee is responsible for all academic matters that affect students once they are in the CSU (as opposed to Academic Preparation and Educational Programs, which is responsible for matters affecting students before they matriculate at the CSU).

The previous bylaw section reads:

Bylaw 4 (d) 1

(2) The Academic Affairs Committee

The committee shall make recommendations to the Academic Senate on matters of statewide concern, including but not limited to, the following areas:

- (a) system-wide aspects of academic planning;
- (b) general and liberal arts education;
- (c) criteria for state approval of specific curricula, programs, or degrees;
- (d) advising;
- (e) accreditation;
- (f) system-wide requirements for retention and graduation of students;
- (g) system-wide policies concerning system- and campus-based fees;
- (h) co-curricular activities;
- (i) credit by evaluation and/or examination;
- (j) minimum standards and conditions for the award of certificates to students;
- (k) academic standards;
- (l) technology-mediated instruction;
- (m) grading standards and symbols;
- (n) system-wide aspects of program review;

- (o) student discipline;
- (p) program creation and discontinuation;
- (q) doctoral programs;
- (r) academic support programs;
- (s) library development;
- (t) research related to educational programs;
- (u) system-wide aspects of student services;
- (v) policies governing the awarding of honorary degrees;
- (w) matters relevant to statewide and international programs;
- (x) research, planning, formation, allocation, and delivery of programs outside traditional campus service areas;
- (y) extended education, campus-based study abroad, student exchange, and activities between and among campuses; and
- (z) such other matters as may be brought before it by the Executive Committee or the Academic Senate CSU.

#### **Resolution summary**

Updates ASCSU Bylaws on the responsibilities of the Academic Affairs committee in response to recent changes in general education and the ability of different segments in California higher education to confer various degrees.

**Academic Senate  
of the  
California State University**

**Opposition to AB-2236 (Berman) Postsecondary Education: Articulation  
Agreements**

**1. RESOLVED:** That Academic Senate of the California State University (ASCSU)

oppose AB 2236 in its current form due to:

- a. the lack of financial support to fund collaborative efforts through the Intersegmental Committee of the Academic Senates (ICAS)
- b. the inability of the three segments of public higher education in California to meet the requirements of AB 2236, while simultaneously meeting the requirements of AB 928 that mandate a singular transfer curriculum
- c. the erosion of campus autonomy in curricular decisions for the California State University (CSU) and the California Community Colleges (CCC)
- d. the insufficient specificity in articulation standards that may slow time to degree when CCC courses are inappropriately articulated with prerequisites at the CSU
- e. the requirement in AB 2236 that the Common Course Numbering (CCN) system become the **only** articulation agreement for articulation of general education and transfer pathway courses taken in the CCC by Spring 2028

- f. the premature statutory codification of frameworks that remain under development

; and be it

**2. RESOLVED:** That the ASCSU support transfer reform efforts that:

- a. Preserve faculty primacy over curriculum and articulation
- b. Ensure descriptors used for equivalency determinations are discipline-specific and academically robust
- c. Clarify the scope of applicability to avoid program-level mandates
- d. Respect segmental governance structures and constitutional autonomy
- e. Provide transparent alignment between C-ID, Common Course Numbering, and other intersegmental agreements before imposing statutory requirements

; and be it

**3. RESOLVED:** That the ASCSU request that the CSU Chancellor urge policymakers to fund the support of collaborative, evidence-based transfer reform that strengthens academic quality, and student mobility without compromising segmental autonomy or academic rigor; and be it

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

CSU Board of Trustees  
CSU Chancellor  
Assemblymember Berman  
Assemblymember Fong  
Senator Perez  
Speaker Rivas  
Senate President pro Tempore Limon

Governor Newsom

### **Rationale**

Legislation endeavoring to “make it easy” rarely does so. The current bill imposes constraints that are not possible to meet based on previous legislation. The current bill seeks to have a many-to-one articulation developed that will meet the requirements for lower division general education transferability as well as ensuring sufficient scope and depth to meet program-specific requirements post-transfer. One likely consequence is to have an exceptionally narrow set of requirements that, in practice, will either be ignored leading to inequities in preparation and coverage or in a highly prescribed curriculum reducing the ability of our community college colleagues to develop innovative programs to achieve shared goals.

AB 2236 would require the California Community College’s Common Course Numbering system to be the only articulation agreement used for all community college general education and transfer pathway courses beginning with the Spring term of 2028. While the 70% content alignment limit that AB 2236 would impose might suffice for the purpose of satisfying general education requirements with some specificity in the descriptors, it will likely be insufficient for technical major-preparation coursework. We also note that the only approved course descriptors used for Associate Degrees for Transfer are the intersegmentally-approved C-ID descriptors which would, under this bill, potentially be replaced by the CCC-developed CCN descriptors. To this point, the CCN descriptors do not fully align with the intersegmentally required course content.

**Resolution summary**

Expresses ASCSU's opposition to AB-2236 (Berman) Postsecondary Education:

Articulation Agreements based on resources, curricular concerns, loss of intersegmentally developed curriculum, conflicts with existing law, and inappropriate constraints of requiring rigid systemwide curricular implementation.

**Academic Senate  
of the  
California State University**

**Support for California State University's International Programs by Funding  
Faculty Positions**

- 1. RESOLVED:** That the Academic Senate of the California State University (ASCSU) affirm that CSU faculty have been and must remain essential partners in faculty-led international education opportunities, committed to student success and global citizenship; and be it
- 2. RESOLVED:** That the ASCSU encourage the CSU Chancellor's Office to collaborate with the Academic Council on International Programs to ensure meaningful faculty participation in the academic planning, administration, and assessment of CSU International Programs; and be it
- 3. RESOLVED:** That the ASCSU urge the CSU Chancellor's Office, in the spirit of systemness and in recognition of the transformative nature of international experiences for students, to provide adequate and ongoing funding to support embedded faculty engagement opportunities within CSU International Programs; and be it
- 4. RESOLVED:** That the ASCSU call upon the CSU Chancellor's Office to prioritize, expand, and institutionalize opportunities for CSU faculty collaboration and engagement in international education; and be it
- 5. 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  
CSU International Programs  
Academic Council on International Programs  
CSU campus articulation officers  
California Faculty Association  
California State Student Association  
CSU Emeritus and Retired Faculty & Staff Association

### **Rationale**

The Academic Senate of the California State University (ASCSU) affirms international education as a core component of the CSU's academic mission and its commitment to student success and global citizenship. International education has proven to be amongst the most transformative experiences for students. For decades, the California State University Chancellor's Office through the California State University International Programs has supported this mission by providing structured opportunities for CSU faculty engagement, most notably through faculty-staffed Resident Director positions. These positions strengthened academic integration between CSU campuses and international sites while ensuring that students abroad received mentorship and oversight grounded in CSU academic standards.

Over the past decade, however, successive budget reductions have led CSU International Programs to steadily eliminate Resident Director positions, most recently in Spain and France, leaving only one remaining faculty-staffed Resident Director position in Italy, which will soon be terminated. Resident Directors were selected from the CSU faculty by the Academic Council on International Programs and served for an

academic year in residence at the program location. Their responsibilities have included welcoming and orienting students to the host city and country, providing academic mentoring, serving as a primary point of contact for student needs and emergencies, and liaising with host institutions to ensure academic coordination and student support. The loss of these positions has weakened CSU support for its students who are studying abroad.

The reduction of Resident Director positions has substantially diminished opportunities for faculty participation in CSU International Programs and limited faculty involvement in CSU students' international education. This contraction has occurred during a period in which the CSU has continued to emphasize high-impact educational practices (including international education) as central to student success, retention, and timely degree completion. National research and system-level data consistently demonstrate that faculty involvement in study abroad enhances academic coherence, strengthens mentoring relationships, and improves program assessment. These benefits are particularly significant for first-generation and historically underrepresented students, who comprise a substantial proportion of CSU study abroad participants.

The CSU possesses extensive faculty expertise and academic capacity that remain largely untapped within CSU International Programs, despite their potential to enhance program quality, academic oversight, and student learning abroad. Meaningful faculty engagement in international education supports academic rigor, curricular coherence, faculty development, and institutional accountability. Faculty participation in CSU

International Programs would directly improve student outcomes, as CSU faculty are deeply familiar with CSU student needs, curricular pathways, and equity priorities.

Given the demonstrated benefits of faculty engagement and the scale of expertise across the CSU system, sustained and expanded faculty participation in international programs requires stable and adequate funding from the CSU Chancellor's Office.

Targeted reinvestment in faculty engagement represents a cost-effective strategy for strengthening program quality, improving student outcomes, and advancing systemwide accountability in CSU international education.

The ASCSU recognizes and applauds establishment of short-term (~3 week) faculty summer programs. While these new opportunities are very welcome, they should only be the first step in the intentional development of a robust range of options for faculty to work with CSU International Programs.

### **Resolution Summary**

Affirms that faculty are essential to CSU's international education programs and calls for renewed investment in faculty roles within CSU International Programs. Urges the Chancellor's Office to collaborate with faculty bodies, expand and institutionalize faculty participation, and provide stable funding for these efforts. Responds to the elimination of faculty-led Resident Director positions, arguing that increased faculty involvement strengthens student support and academic quality abroad, and emphasizes that

restoring and expanding faculty engagement would improve student outcomes, program  
quality, and equity.

**Academic Senate  
of the  
California State University**

**A Request that the California State University Board of Trustees “Return to Committee” the Action on the Bachelor of Education Degree (Ed. Policy item 2, May 2026)**

1. **RESOLVED:** That the Academic Senate of the California State University (ASCSU) affirm its support for the development of innovative degree pathways for CSU students; and be it
  
2. **RESOLVED:** That the ASCSU request that the Board of Trustees not act on the Title 5 recommendations with respect to the Bachelor of Education (B.Ed.) at this time; rather, that the item be returned to committee until such time as a systemwide plan that addresses the following has been developed to assess:
  - a. The impact of limitations on Pell and federal financial aid eligibility for teacher credential programs when a campus has chosen to offer a B.Ed.
  - b. The applicability of a proposed B.Ed. towards entry into post-baccalaureate programs, including teacher preparation
  - c. The facilitation of systemwide coordination in the development of applicable new degree programs, such as had been developed with other new degrees in Title 5 (cf., [AS-2773-06/FGA/AA](#) *Resource Needs for High-Quality, Independent Ed.D. Programs in the California State University (CSU)* and [AS-2716-05/TEKR/AA](#) *Faculty Participation in the Development of Applied Doctoral Degree Programs*)
  - d. The impact of offering B.Ed. of less than 120 units

; and be it

**3. RESOLVED:** That the ASCSU request that the Chancellor's Office systemwide plan incorporate the recommendation of the CSU Liberal Studies Council, in particular to:

- a. Leverage current resources that draw on existing programs to provide a cohesive systemwide strategy
- b. Establish that current Liberal Studies and related programs be consulted on the creation and possible transitioning of existing programs

; and be it

**4. RESOLVED:** That the ASCSU strongly urge the CSU Office of the Chancellor to provide funding in support of the development of degree programs and support collaborations between campuses in the development of curricula to include:

- a. Assigned time
- b. Curriculum development grants
- c. Incentives for collaboration across campuses

; and be it

**5. RESOLVED:** That the ASCSU recommend, following previous practice as in [AS-2716-05/TEKR/AA](#) *Faculty Participation in the Development of Applied Doctoral Degree Programs*, the development of an ad hoc committee to ensure the participation of, and contributions from faculty and administrators with expertise in liberal studies, child development, educator preparation, and

knowledge of national professional and accreditation standards of quality in education programs, during the systemwide implementation plan; and be it

**6. RESOLVED:** That the ASCSU additionally urge individual campuses to draw on the disciplinary expertise of CSU faculty that enable PK-3 and multiple subject matter preparation programs in the development of Bachelor of Education

Programs; and be it

**7. RESOLVED:** That the ASCSU strongly urge the CSU Office of the Chancellor to engage in continued consultation with the ASCSU and campus stakeholders; and

be it

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

CSU Chancellor

CSU Vice Chancellor Gonzales

CSU Provosts and Vice Presidents of Academic Affairs

CSU AVC Foster

CSU Assistant Director Sanchez

CSU Director Chapman

California State Student Association

CSU Emeritus and Retired Faculty & Staff Association

CSU Liberal Studies Council

### **Rationale**

The agenda for the May 2026 Education Policies Committee of the Board of Trustees includes an action item which would allow the CSU to offer and/or reintroduce several new degree titles to the CSU. One of these is the Bachelor of Education.

As the CSU does not have a bachelor degree in education, it is imperative, in a time of financial instability and rapid curricular innovation, that faculty with disciplinary

expertise from Liberal Studies programs, Child Development programs, and related subject matter programs are included in development and review of B.Ed. programs if they are to be offered. This interdisciplinary collaboration will ensure academic rigor, appropriate subject matter preparation, and draw on existing resources from the many outstanding liberal studies and child development programs that create teaching pathways into PK-3 Credential and Multiple Subject Credential programs across the CSU.

The recommendation of the CSU Liberal Studies Council (April 28, 2026) states:

“The existing Liberal Studies degree programs across our campuses provide outstanding subject matter preparation for future teachers in California. The overwhelming majority of Liberal Studies programs within the CSU have worked to ensure content preparation that is approved by the California Commission on Teacher Credentialing, waiving students from the need to pass entrance examinations for subject matter (CSET). These programs have created equitable and inclusive pathways that produce a well prepared and diverse group of future teachers. The proposed changes in Title 5 should come with a streamlined plan that gives campuses the option to rename existing BA Liberal Studies programs within the CSU as Bachelor’s of Education, mirroring the national practice of BEd programs preparing future teachers at the elementary education level. The current process to create, rename, and adopt new degree programs is time and resource-intensive, and the Chancellor’s Office should offer a plan for how new

degree programs like the BEd would be streamlined within the system.” (Liberal

Studies Council Letter, April 28, 2026)

### **Resolution summary**

Supports innovative degree pathways but urges the CSU Board of Trustees to defer action on the proposed Bachelor of Education (B.Ed.) until a comprehensive systemwide plan is developed. This plan should address financial aid implications, degree applicability to post-baccalaureate programs, coordination across campuses, and unit requirements. Also calls for leveraging existing Liberal Studies programs, ensuring faculty and stakeholder involvement, and providing institutional support to guide the development and implementation of B.Ed. programs.

**Academic Senate  
of the  
California State University**

**Support for Math Council's Resolution on the Use of MathJobs.org in the Hiring of  
Academic Faculty in the Areas of Mathematics and Statistics**

- 1. RESOLVED:** That the Academic Senate of the California State University (ASCSU) assert the importance of ensuring that every job advertisement is readily accessible to a broad and diverse pool of applicants, and recognize the centrality of MathJobs.org as the primary clearinghouse for academic jobs requiring a doctorate in the fields of Mathematics and Statistics; and be it
- 2. RESOLVED:** That the ASCSU recognize that MathJobs.org shifts the burden of discovering job opportunities, including those at the CSU, from the applicant to the infrastructure, enabling applicants to efficiently explore and apply to a wide range of positions in the field of mathematics; and that MathJobs.org provides a secure and convenient environment for recommendation letter writers to submit confidential letters of recommendation, ensuring the privacy of these documents when the candidate has waived their right to review; and be it
- 3. RESOLVED:** That the ASCSU urge the Chancellor's Office to provide a formal exemption or a technical bridge that allows departments to utilize MathJobs.org alongside the Common Human Resource System (CHRS), as has been done successfully with several Human Resources systems, including The University of Connecticut and The Institute for Advanced Studies at Princeton as MathJobs.org

has extensive infrastructure in its backend to facilitate the secure transfer of hiring information to administrative systems; and be it

4. **RESOLVED:** That the ASCSU request the Chancellor's Office of Information Technology coordinate with the American Mathematical Society to implement existing backend infrastructure for the secure transfer of applicant data to CHRS; and be it
5. **RESOLVED:** That the ASCSU affirm that this resolution serves as an endorsement of the existing resolution put forward by the Mathematics Council, supporting its recommendations regarding the use of MathJobs.org in the hiring of academic faculty in Mathematics and Statistics; and be it
6. **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
- CSU Mathematics Council
- CSU Mathematics and Statistics Departments
- California Faculty Association
- CSU Emeritus and Retired Faculty & Staff Association

### **Rationale**

MathJobs.org has served as the preeminent platform for doctoral-level hiring in Mathematics and Statistics since its inception in 2001. Sponsored by the American Mathematical Society, it has become the most trusted and widely used hiring clearinghouse in the field. Its role in streamlining the job search process for applicants

and hiring departments alike is invaluable, particularly for ensuring equitable access to job listings across the spectrum of academic institutions, including the California State University system.

MathJobs.org has the ability to centralize job opportunities in a user-friendly and efficient manner, much like the "Common Application" used by undergraduate students applying to colleges. Applicants can easily upload crucial documents, such as CVs and research statements, while tailoring specific elements to individual job requirements, including cover letters and diversity statements. This not only reduces administrative burden for applicants but also for the hiring committees. Additionally, MathJobs.org's secure platform for confidential recommendation letters ensures privacy and trust between applicants, letter writers, and hiring committees.

The integration of MathJobs.org with the CSU's Common Human Resources System, as proposed in the resolution, is critical to maintaining and expanding the CSU's ability to recruit the most talented candidates. MathJobs.org and Academic Jobs Online have been successfully integrated with several HR systems, including the University of Connecticut and The Institute for Advanced Studies at Princeton. In fact, MathJobs.org has extensive infrastructure in its backend to facilitate the transfer of hiring and EEOI data to administrative systems. The American Mathematical Society is committed to providing an affordable and effective hiring option for the mathematics and academic community more broadly, and they have expressed enthusiasm to work with the CSU system to satisfy their needs as they relate to MathJobs.org.

Given the competitive nature of hiring in Mathematics and Statistics, it is essential that the CSU system continue to use trusted, efficient, and secure platforms like MathJobs.org to reach the widest possible range of qualified candidates. The proposed collaboration between the CSU Chancellor's Office and the American Mathematical Society is a necessary step to ensure that CSU departments can continue to engage with the most qualified candidates in a streamlined and effective way.

#### **Resolution summary**

The ASCSU affirms the importance of broad and accessible academic job advertising and recognizes MathJobs.org as the primary platform for advertising doctoral-level positions in mathematics and statistics. The resolution urges the CSU Chancellor's Office to coordinate with the American Mathematical Society to allow departments to use MathJobs.org integrated within the CSU's Common Human Resources System.

**CSU Mathematics Council Resolution Regarding the use of MathJobs.org in the hiring of academic faculty in the areas of Mathematics and Statistics**

**November 1, 2024**

**Whereas,** MathJobs.org is the default hiring clearinghouse for jobs requiring a Ph.D. in the fields of Mathematics and Statistics, ensuring that every job advertisement is easily accessible to a broad and diverse pool of applicants; and

**Whereas,** since 2001 MathJobs.org has been sponsored by the American Mathematical Society and has provided a secure and trusted platform for both applicants and employers; and

**Whereas,** MathJobs.org shifts the burden of discovering job opportunities, including those at the California State University (CSU), from the applicant to the infrastructure, enabling applicants to efficiently explore and apply to a wide range of positions in the field of mathematics; and

**Whereas,** MathJobs.org's infrastructure for submitting applications is similar to the "Common Application" for students applying to college, allowing for the efficient uploading of key documents such as CVs and research statements while tailoring job-specific elements such as cover letters, teaching philosophy, or diversity statements; and

**Whereas,** MathJobs.org provides a secure and convenient environment for recommendation letter writers to submit confidential letters of recommendation, ensuring the privacy of these documents when the candidate has waived their right to review; and

**Whereas,** MathJobs.org is recognized by the Mathematics and Statistics Departments of the CSU as the single most important tool to ensure that assistant and associate professor positions in Mathematics and Statistics at the CSU system attract a large and diverse pool of applicants, and

**Whereas,** under CSU Chancellor's Office policy, every CSU academic job search must utilize the Common Human Resource System (CHRS); and

**Whereas,** MathJobs.org has been successfully integrated with several HR systems, including The University of Connecticut and The Institute for Advanced Studies at Princeton, and MathJobs.org has extensive infrastructure in its backend to facilitate the secure transfer of hiring and EOI information to administrative systems; and

**Whereas,** The American Mathematical Society is committed to providing an affordable and effective hiring option for the mathematics and academic community more broadly,

and is prepared to work with CSU system to satisfy their needs in as they relate to mathjobs.org;

**Therefore, be it**

**Resolved,** that the CSU Mathematics Council calls on the CSU Chancellor's Office to work in collaboration with the American Mathematical Society to ensure that MathJobs.org can be integrated with CHRS, enabling every CSU campus to continue to attract and recruit highly qualified and diverse candidates in the fields of Mathematics and Statistics through MathJobs.org's trusted and established infrastructure.

**Resolved:** That the CSU Mathematics Council distribute this resolution to:

The Academic Senate of the California State University

The Academic Senate of the University of California

The Chancellor of the California State University

The President of the University of California

Departments of Mathematics and Statistics of the University of California

**Academic Senate  
of the  
California State University**

**Discussion Paper – CSU 2040:  
Frameworks for the Future of the California State University**

- 1. RESOLVED:** That the Academic Senate of the California State University (ASCSU) endorse the attached discussion paper titled *CSU 2040: Frameworks for the Future of the California State University* as a complement to the strategic plan *CSU Forward* and the *Student Success Framework* as well as the *Strategic Enrollment Management Framework* in order to move forward conversations about the future of the CSU, especially with regard to pedagogical improvements and measurements thereof; and be it
- 2. RESOLVED:** That the ASCSU request that the Office of the Chancellor engage with *CSU 2040* to continue conversations about the future of the CSU; and be it
- 3. RESOLVED:** That the ASCSU Communications Specialist use the content of the attached discussion paper titled *CSU 2040* to produce shorter (1-2-page) briefs for various constituencies such as the Board of Trustees, the press, the California legislature, California communities, California school districts, and any other appropriate groups; and be it
- 4. 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 State Student Association

### **Rationale**

The attached discussion paper complements *CSU Forward*, the *Student Success Framework*, and the *Strategic Enrollment Management Framework*, and explores opportunities and possibilities for the CSU's future.

### **Resolution summary**

Endorses a discussion paper to complement *CSU Forward*, the *Student Success Framework* and the *Strategic Enrollment Management Framework* which explores opportunities and possibilities for the future of the CSU. After providing an overview of the purpose and value of the university, assessing the main drivers of changes to higher education, and reflecting on meanings of student success, the paper encourages a focus on active learning to ensure student success across the CSU. The ASCSU is confident and optimistic that this vision and version of the CSU will help our students and therefore the state of California succeed.



**Academic Senate of the California State University (ASCSU)**

401 Golden Shore, Suite 243, Long Beach, California 90802-4210

<http://www.calstate.edu/csu-system/faculty-staff/academic-senate>

**Elizabeth A Boyd, Chair**

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**CSU 2040:  
Frameworks for the Future  
of the California State University  
May 2026**

In this discussion paper, intended as a complement to *CSU Forward*, the *Student Success Framework*, and the *Strategic Enrollment Management Framework*, the ASCSU explores opportunities and possibilities for the future of the CSU. We also build on our *Faculty Survey on Student Success* from May 2025.

The paper begins with an overview of the purpose and value of the university and continues with an assessment of the main pressures on higher education in the next 10-15 years. This is followed by reflections on the meanings of student success, particularly with reference to the university beyond the undergraduate student and to lifelong learning. The document then proposes active learning (including varying incarnations as applied learning, experiential learning, problem-based learning, inquiry-based learning, etc.) as the lodestar for what makes the CSU special and successful. Finally, some metrics are offered to assess how the CSU is achieving its goals.

The paper is titled *Frameworks* because it does not support a one-size-fits-all approach, but rather advocates for a multifaceted view of the university. It is characterized as a discussion paper since it is intended as a starting point for a conversation about the future of higher education in the CSU (rather than the end point). It does not set out *one* path forward, but rather explores *various* possibilities depending a) on social, political, and economic developments and b) the varying practices and needs in different academic disciplines, at different levels of higher education, etc. It maintains inclusive excellence and social mobility as organizing principles that shape the value and purpose of the university, definitions of student success, culturally informed active pedagogy, and equitable assessments. The ASCSU is confident and optimistic that this vision and version of the CSU will help our students and therefore the state of California succeed.

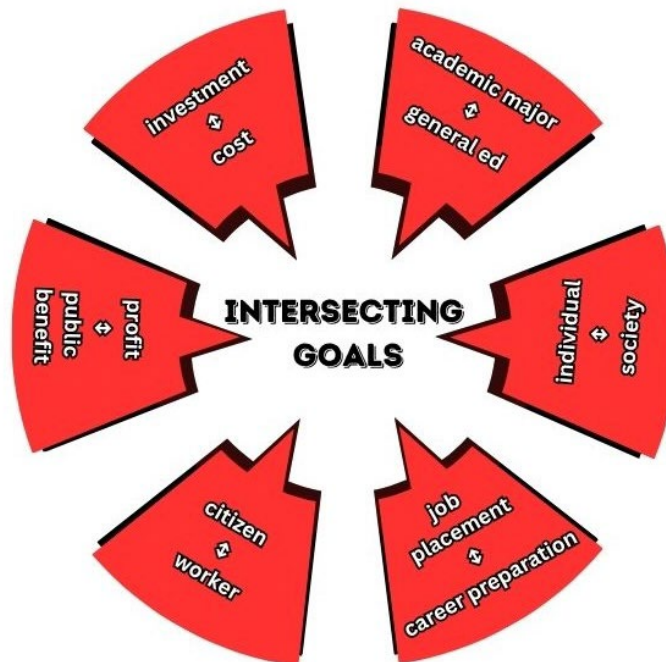
### **The Framework of the University**

The university has never been a static institution, but always an evolving one, continuously reshaped by changes in society and the interests of its stakeholders. For instance, the university was once the preserve of a tiny (monastic and/or wealthy) elite but is now accessible to much larger populations. The stakeholders of the university (whether as attendees or as interested parties) include students and their families, faculty and staff, government funders, private

donors, accrediting agencies, employers, and the public. Historically marginalized communities such as communities of color, indigenous communities, immigrant communities, and working-class communities are all important stakeholders. The interests of all of these stakeholders range from access to education, academic freedom, accountability for funding, and production of a skilled workforce, to contributions to culture and knowledge (Altbach 2016). Despite sometimes distinct and sometimes intersecting interests, and despite varying stakeholders, the university maintains its central role as society’s most enduring institution of higher learning.

Thus, the university embraces intersecting goals as far as whom it serves and to what ends. These intersection goals should always be articulated and are ultimately impossible to reconcile fully. Below, they are formulated as questions—questions that can never be answered, since both options are legitimate and important—and displayed as an infographic. Instead, the challenge for the CSU is to encompass this variety of purposes and outcomes and accomplish all intersection goals simultaneously to the best of our abilities.

- Whom does the university serve, the **individual** or **society**?
- Should the university be considered a **cost** or an **investment**?
- Should education aim for **immediate job placement** or **long-term career preparation**?
- What is the ultimate goal of the university, **financial profit** (for the state) or **public benefit**?
- What does the university produce, a **worker** or a **citizen**?
- Should the university focus more on the **academic major** or on **general education** (durable skills)?



In California, the three segments of public higher education (Community Colleges of California, California State University, and University of California) address these intersecting goals in different ways, and the California State University (CSU) offers a unique version of higher education to serve the people of California. For instance, the CSU is unique in that its teachers are also scholars, so they are steeped in the latest academic developments while also knowing how to reach the kinds of students it enrolls. The CSU is particularly invested in making its faculty more diverse and focusing on inclusive pedagogy and cultural responsive teaching and scholarship.

### The Individual

One purpose of the university is to offer academic, professional, and personal benefits for the student—though it needs to be stressed that individuals never simply purchase these benefits, but earn them through their work. The university provides the structure and resources, but individuals have to invest their own time to activate those resources. In simpler words, the university *teaches*, but only the individual can *learn*.

Students acquire knowledge, mostly through their major, that can be knowledge for its own sake or knowledge that can be instrumentalized for a job and career. An important purpose of the university is to prepare students for their first job immediately after graduation as well as their long-term career, for instance through certification in certain professions. A university education may be expensive (though comparatively less so in the CSU), but it also leads to significant advantages in lifetime earnings (Social Security Administration 2015).

Students learn soft or durable skills, mostly in general education, that have immense value for their profession and career and can also be useful in their personal lives. For this reason, general education is another important purpose of the university. The exclusive fixation on preparing students for jobs is too narrow since the job landscape is changing so quickly—this one focus does not fit all students and careers. Some estimates suggest that by 2040, more than 70% of jobs in the U.S. labor force will require a college degree or other credentials or postsecondary training, and workers can expect that 40% of their existing skill sets will be transformed or become outdated by 2030 (World Economic Forum 2025). Thus, an important purpose of the university is to look *beyond* the first job placement to career choices and changes. The CSU offers a strong general education program, particularly in the upper division, that connects with the students' majors, but also exposes them to ideas and concepts that they might only later connect to their lives and careers. In general education, students develop critical consciousness and intercultural competence, and they are trained to participate in our democracy.

Finally, students are encouraged to hone mindsets, attitudes, and qualities such as integrity, dependability, solidarity, critical awareness, and ethical responsibility. These help them become better citizens because they know more about how society works, but also turn them into lifelong learners who think of knowledge and skills as more than instrumental and develop a lifelong curiosity about themselves, their community, and the world. This is the opposite of indoctrination: it is the opening of the mind to new ideas and possibilities.

## Society

On the level of society, the purpose of the university is to deliver parallel benefits. More educated workers improve the economy, so the university should not be thought of just as a cost or expense—to the individual or to society—but as an investment. This was recognized in the late twentieth century as the US economy developed into a “knowledge economy” (Powell/Snellman 2004) and enrollment in universities across the US exceeded 20 million students (National Center for Education Statistics, 2019, p.227).

In the first decades of the twenty-first century, critics have claimed that universities are too expensive and therefore leave students in debt, indoctrinate students to certain worldviews, and fail to prepare graduates for the workforce. But actually, higher education is quite cost-effective. The lifetime earnings of a full-time full-year worker with a high school diploma are \$1.6 million, while workers with an associate’s degree earn \$2 million. Bachelor’s degree holders earn a median of \$2.8 million during their career, master’s degree holders earn a median of \$3.2 million over their lifetimes, while doctoral degree holders earn \$4 million and professional degree holders earn \$4.7 million (Georgetown University 2021). More indirectly, college graduates design, create, serve, and sustain many businesses and professional services. Additionally, society benefits because there is a strong relationship between college education and reduction of criminal behaviors and violence (Machin/Sandi 2025).

One of the most important values of a university education—and this is particularly true for the CSU—is social mobility, which improves the lives of all Californians and contributes to a more just, equal, and equitable society. The CSU is already a leader in social mobility in one sense: eight of the CSUs are in the top 20 universities in the US in the [Social Mobility Index](#), which “measures the extent to which a college or university educates economically disadvantaged students (with family incomes below the national median) at lower tuition and graduates them into well-paying jobs.” But social mobility is not the same as economic mobility; it is not (just) about earning a higher salary, but about improving social status. The [CSU](#) recognizes this complexity and focuses on increasing students’ opportunities in society, improving health care, narrowing equity gaps, making generational impact, etc. Similarly, university-educated citizens make for a better democracy because they can think critically, and more informed citizens with more curiosity are better members of their local, regional, and national communities as well as the global community. Graduates of the CSU will address systemic inequities and contribute to the structural transformation of our society.

## **Pressures on the Framework**

Broadly, three pressures will probably shape higher education over the next 15-20 years as the university tries to achieve these purposes: a decline in demand for higher education (which is a function of both demographics and job replacements by artificial intelligence); a general decline in trust in higher education and in perceptions of its economic value; and increasing

government involvement at the federal and state levels in managing public higher education (against a backdrop of ongoing budget pressure). In addition, there are structural pressures that affect CSU students in particular, such as racial and economic inequality, basic needs insecurity, and uneven digital access.

### Potential Decline in Demand for Higher Education

The post-2008 drop in birth rates is projected to reduce the number of college-age students beginning in the mid-2020s, leading to a national enrollment decline of roughly 10–15 % by the mid-2030s. This phenomenon is often called the “demographic cliff” (Walker 2019; Lane/Falkenstern/Bransberger 2024). This trend may be more pronounced in California than in other states (Lafortune/Prunty 2023; State of California Department of Finance 2025).

In addition to the demographic cliff, generative artificial intelligence (AI) may well disrupt the employment landscape by reconfiguring or replacing jobs. Although the Bureau of Labor Statistics is optimistic, projecting an *overall* increase in employment over the next decade (U.S. Bureau of Labor Statistics 2024), evidence is mounting that white-collar entry-level jobs are most likely to be impacted by AI (McKinsey Survey 2025) and that AI will increase labor productivity in cognitive and non-routine tasks (Kinder 2024; Noy/Zhang 2023; Bick/Blandin/Deming 2025). AI is still in an “era of ferment” (Tushman/Anderson 1986), and there is considerable uncertainty regarding its impact. For instance, there is debate as to whether AI makes work more efficient (‘augmentation’) or eliminates jobs entirely (‘replacement’), although increased efficiency might lead to fewer people needed to do the same work.

While there have often been sizable shifts in the kinds of jobs the economy provided, AI has already seen unprecedented rates of user adoption (Perez 2025), and there is a good chance that the transformation AI will bring about will be unprecedented (Rapoport/Micancic/Talabi 2024). Arguably, the net effect might be a decline in demand for knowledge workers and hence for new university graduates—though the effect could also be an increased demand for university graduates with the critical thinking skills to assess the products of AI.

### Trust in, and Economic Value of, Higher Education

Even though data suggest that for the most part college is still “worth it” (Abel/Deitz, “Is College Still Worth It?”, 2025; Abel/Deitz, “When College Might Not Be Worth It,” 2025), public trust in US higher education has declined steadily over the past two decades, mirroring a broader erosion of confidence in major institutions such as government, media, and business (Gallup 2025; Rainie/Keeter/Perrin 2019; Pew Research Center 2017). While universities remain respected for their contributions to research and innovation, growing segments of the public now view them as expensive, inefficient, politically biased, and insufficiently accountable. Skepticism has grown about whether higher education delivers adequate value, with public opinion shifting toward seeing college primarily as a private investment (Fry/Braga/Parker 2024; Jones 2024). This has pushed some institutions to focus on career-oriented programs at the

expense of liberal arts education and civic learning (Devereaux 2023). In addition to the rising cost of tuition, the *overall* cost of attendance, which includes housing, transportation, student fees, learning supplies, etc., has been identified as a barrier to accessing higher education (California State Auditor 2025).

### Government Involvement

In recent years, governments at both the state and federal levels have taken a keener interest in higher education. The year 2025 saw the dismantling of the federal Department of Education (Mervosh/Bender 2025; Goldstein/Bender 2025), the withholding of research grant funding to institutions by federal agencies in order to exert pressure to change curriculum and university policies (Otterman/Stack 2025; Badger/Bhatia/Singer 2025), and the suspension of federal grants to Hispanic-Serving and Minority-Serving Institutions (Alonso 2025). A new Workforce PELL Grant program may reduce funding for students wanting to follow a traditional four-year degree program, while at the same time adding to the shift towards more vocationally oriented programs (U.S. Department of Education 2025). A proposed earnings test would block federal funding for students pursuing programs where the earnings of graduates do not meet narrowly defined financial parameters (Knott 2026). Tightened federal financial aid eligibility rules may also reduce funding flowing to students, and by extension to universities, as enrollment declines. Proposed cuts to the PELL program, which serves low-income families, could be substantial, with a 15% reduction in funding for PELL grants in 2026 and a reduction in the maximum award of \$1,685 (a 22% reduction over the 2024-25 level) (U.S. Department of Education 2026).

In California, where all three segments of public higher education are largely funded through taxes, federal grants, and private payments toward tuition, legislative involvement has increased substantially. Several years ago, the California legislature for the first time dictated CSU curriculum by mandating an Ethnic Studies requirement. More recently, the State Assembly Committee on Higher Education held three oversight and seven [legislative bill hearings in 2023](#)—while it had only held two oversight hearings and no legislative bill hearings in 2021. The public policy think tank Public Policy Institute of California (PPIC) and the advocacy groups [Campaign for College Opportunity](#) and [California Competes](#) have argued that there is a need for an oversight body to coordinate the three segments of public higher education (Warren 2019).

The California Postsecondary Education Commission, which authorized the California Master Plan for Higher Education in the 1960s, was defunded by the state legislature in 2011. In the 2025 legislative session, the legislature passed, and the governor signed, a two-bill package, [AB1098](#) and [SB638](#), establishing the California Interagency Education Council within the state Government Operations Agency for “purposes of evaluating and addressing the changing nature of work and the economy, integrating and aligning education and employment systems, maximizing funding impact, supporting adult skill development, aligning regional education and workforce needs, and serving as a forum for discussing the impacts of intersegmental and cross-sector policy issues” (AB1098).

At the CSU, dwindling state funding and declining regional enrollment have led to program closures and pooling administrative resources at some campuses (Vaziri 2025). At the

UC and the CSU, tuition represents a larger proportion of university funding than it did 15 years ago, but declining enrollment and state budget deficits will present an ongoing challenge (Cook/Jackson/Ugo 2024).

## **Frameworks of Student Success and Lifelong Learning**

In the face of these pressures, the CSU should hold fast to its mission of student success, as explored in the *Faculty Survey on Student Success*. In the strategic plan *CSU Forward*, the second core commitment, titled “Delivering Student Success,” reads:

Students are at the center of every decision we make. We focus relentlessly on the actions, policies and investments needed for students to thrive academically, professionally, and personally. (17)

As articulated elsewhere in *CSU Forward*, one of the indicators of student success is: “Combined graduation and employment outcomes that demonstrate life-changing impact” (5). The *Student Success Framework* of the CSU builds on these commitments and offers a process plan:

Student Success in the CSU is achieved through...

- Providing personalized and collective experiences within a supportive community that prioritizes flexible and impactful learning opportunities, self-discovery and holistic growth.
- Equipping students to achieve academic excellence, career success and economic mobility through accessible, inclusive and experiential learning environments.
- Developing curricular and co-curricular pathways for each student to graduate and excel in their career and/or further study and preparing them to thrive as engaged leaders and members of society.
- Fostering lifelong relationships with students and graduates by cultivating meaningful experiences with their university, alumni and communities.

In the Strategy Details of the *Student Success Framework*, similar items are formulated as outcomes (largely based on the *Faculty Survey*):

- Students develop self-confidence, agency, knowledge and skills that help them succeed academically, prepare for successful careers, become empowered individuals and pursue the public good as engaged citizens.
- Students experience meaningful connections and interactions with faculty to improve their understanding of how to succeed academically.
- Students engage in a culture of learning that values and promotes intellectual curiosity, professionalism and critical and rigorous thinking.
- Students engage critically with emerging technologies to explore and understand the pedagogical practices, possibilities and pitfalls of technology for their own learning.

These commitments, plans, and outcomes surrounding student success are important especially in that they look beyond the immediate economic impact for the individual and take a more holistic view of success, encompassing professional development, critical thinking, and social engagement within a broader culture of learning. The commitments, plans, and outcomes should be elaborated in a number of ways, most importantly in terms of teaching and learning (see next section). In addition, they should be specified and expanded around levels of education and around lifelong learning.

### Levels of Education

The CSU already serves an admirable variety of diverse student populations. While undergraduate students are in the majority, however, there are also significant numbers of certificate, credential, graduate, doctoral, and other students. Increasingly, non-traditional learners such as returning students, older students, and working parents require more workable, accessible, and adaptable learning options. These students sometimes need special support through flexible scheduling, childcare support, and expanded advising.

Previous discussions of student success have understandably tended to focus primarily on undergrads, but most CSUs are called “Mixed Undergraduate/Graduate—Master’s” in their [Carnegie Classification](#), so it is important to consider other students. Certificates and other credentials may lead students to pursue post-baccalaureate degrees while expedited degrees in graduate education, aka 4+1 masters degrees, allow students to earn advanced degrees in as little as five years. Judicious assessment of prior learning might encourage students to pursue further education. The CSUs offer practice-oriented graduate study with faculty mentorship and required culminating experiences that focus on workforce and professional development and prepare students for leadership roles and doctoral study in their fields. Within the CSU, doctoral programs are applied doctorates (such as the Ed.D. and the Doctor of Nursing Practice), and they are tied to regional and state needs. Through the Chancellor’s Doctoral Incentive Program, the CSU supports students who commit to return to teaching and service in the CSU in their doctoral studies outside the CSU.

### Lifelong Learning

Historically, education has been ‘front-loaded.’ School starts at six and continues to eighteen; adding another four (or more) years for a baccalaureate degree means young adults will have completed sixteen years of education before they embark on a career. Unfortunately, that is often where their formal educational journey ends. As the demands of the workplace change more rapidly, knowledge in many domains is becoming outdated or redundant more quickly, which is sometimes referred to as the shortening ‘half-life’ of knowledge. Extending the length of ‘front-loaded’ education increases debt and reduces pay-back time and does nothing to address the waning ‘half-life’ problem.

Instead, student success means their involvement in lifelong learning. This in turn requires instilling in students of the CSU a culture of learning, i.e., a mindset to continue to learn

throughout their adult lives. In this culture, students understand university expectations, apply themselves, show motivation and engagement (including attendance), develop good study still and habits, and accept responsibility for their own contribution to student success—which does not mean putting all the burden on them (ASCSU 2025). Practically, as the ‘half-life’ of knowledge acquired at the university shortens, ‘up-skilling’ will be increasingly common and frequent, and students who pursue such studies at the CSU should be considered successful. More generally, students might return to expand their knowledge in any field: often, mid-career professionals are finally in a place where they can explore other fields out of pure curiosity rather than with a utilitarian goal.

## **Frameworks of CSU Pedagogy through 2040**

### Active Learning

The most important pedagogical imperative that will ensure these student success outcomes in the CSU going forward is active learning (ASCSU 2025; Doolittle/Wojdak/Walters 2023). An active learning pedagogy is the best response to challenges such as doubts about the value of higher education and disengagement of students and the public, and it is how the CSU can address increasing reliance on technology (especially AI) and create engaged citizens from its diverse range of students.

Active learning means using “instructional activities involving students in doing things and thinking about what they are doing” (Bonwell/Eison 1991, p.19). Active learning focuses on developing students’ soft (or durable) skills rather than simply conveying facts—it sees learning as processing ideas rather than soaking up information. It can be instantiated for instance as culturally sustaining teaching, community-engaged learning, and critical pedagogy. Active learning gives students agency in the learning process by having them discuss, write about, and/or apply information they have previously read in a way that encourages constructing knowledge and using higher-order thinking. It is inclusive, builds community, supports diverse learning needs, and promotes academic and personal growth (ASCSU 2025). Through active learning, students absorb not just information but ways to process it, and at the same time they think about why the material they are learning is important. In active learning, students also explore their own attitudes and values. In accordance with best practices as described in current pedagogical scholarship, it encourages engagement and questioning, acknowledges effort, incentivizes attendance, builds real-world connections, emphasizes a positive classroom culture, creates community, and fosters a sense of community (ASCSU 2025).

Active learning is a response to doubts about the value of higher education because students actively reflect on the importance of what they are learning, and because they learn how to learn. Even if the information they acquire in their original time at university is superseded as the demands of the workplace change, they will know how to engage with new material. With the internet and especially with AI, acquiring information is no longer a challenge, but thinking through that information critically is taught through active learning. Active learning

can be used in any major; there are studies demonstrating its efficacy in the humanities, social sciences, STEM disciplines, etc. (Freeman 2014; Kozantis 2023; Theobald 2022). General education could be seen as a special laboratory for active learning, since in these courses instruction often focuses on the process or theory more than the knowledge or result anyway. Active learning is already wide-spread in the CSU in experiential learning, particularly internships—not just as job training, but as a what to explore career paths.

Active learning can re-engage students who are currently disengaged for a variety of reasons, including economic struggles, distractions by social media, reliance on AI, etc. In other words, it can help break down many of the barriers to learning that CSU faculty identified in the *Faculty Survey* (ASCSU 2025). It has a social component that is not present in the frontal classroom, especially in smaller classes that faculty identified as ways to promote student success. Active learning can reduce the gender gap and the achievement gap, and it even contributes to student well-being (Ribeiro-Silva 2022). There is some evidence that it contravenes academic dishonesty, which is particularly important in the age of AI (Du Rocher 2020). The joy that comes with active learning contributes to students becoming lifelong learners. Conversely, instructors need to be properly trained, and class sizes need to be small enough, to allow for personalized pathways or ‘mass customization’ for students.

### Curricular Offerings

In addition to active learning, increasing the variety of curricular offerings of the CSU—structured differently in terms of time and delivery—will help respond to pressures on higher education. This will require flexibility on the parts of the faculty and administration. The university’s hours of operation might have to change, including offering instruction year-round. Along with the traditional four-year degree (often stretched to six years because of the lived realities of CSU students), the CSU should explore flexible models such as shorter-term offerings, stackable credentials, micro-credentials, off-campus branches and laboratories, certificates offering a direct path to employment, and three-year options. This is not to say that all of these options *should* be instituted or that all programs have to innovate for the sake of innovation (rather than improvement), but rather that they should be rigorously examined in terms of what learning and benefits they yield for students. Collaboration and cooperation among campuses, businesses, and local governments, with an acknowledgement of return on investment, might also yield favorable outcomes.

### Physical Spaces

Emphasis on active learning and changes in curricular offerings might require reconfiguring the physical and online spaces of higher education in the CSU. A typical classroom at university today is often portrayed (even in CSU promotional materials) as an auditorium with fixed and raked chairs, a professor at the front of the room, and a chalkboard or whiteboard (or maybe a computer screen) spanning left to right at the front of the room. Students sit, taking notes, in silo seats that force their focus to the front of the space, eyes on a person talking *at* them, not *with* them. In contrast, smaller spaces (and classes) that enable interaction are necessary for

active learning—and they are productive because students no longer simply want to be talked at. Research supports the idea that natural light promotes [cognitive functions](#), so physical spaces should be configured accordingly.

The CSU has already recognized the importance of creating innovative classroom spaces both through new building projects and its proposal for the state to fund deferred maintenance of physical spaces. It has requested \$1.1 billion to address critical facility and infrastructure projects in its [2026-27 Operating Budget Plan](#); however, this only would fund 13% of the deferred maintenance system-wide, which is currently estimated to total [\\$7.7 billion](#). The construction of new classroom and learning spaces that are on the forefront of design stands as part of the long-term solution.

### Online Spaces

The CSU is also already in the process of improving its online education in hybrid, hyflex, synchronous online, and asynchronous online modalities. In 2018, [CSU Fully Online](#) was launched as an attempt to bring campus efforts across the system together as one and to give students options that may help them to piece together more online offerings to reach their degree goals. With better online education the CSU might be stronger competition for institutions such as [Arizona State University Online](#). Developments in online instruction, especially the increased implementation of modalities that respond to the challenges posed by AI, are another, most fiscally achievable, component of how the classroom will continue to change in the coming years.

Active learning in physical as well as online spaces can foster growth, ideas, community building, and other opportunity for students—as long as digital inequity is taken into account. Sustainable community spaces represent the learning environment that our students and faculty need to engage in human-to-human learning in the physical and online spaces that mirror global work environments of interacting with those virtually and in co-working spaces. It will be imperative to establish the CSU as a place where physical and online learning spaces support emotional and psychological knowledge and growth.

### **Frameworks for Measuring Student Success**

If student success encompasses students thriving academically, professionally, and personally, and if student success can be achieved through active learning in physical and online spaces as well as reimagined curricular offerings, those forms of success should be measured. In those measurements, a focus on academic rigor and a culture of learning is important (ASCSU 2025) Since the CSU is trying to produce civically engaged individuals, we should find out if our graduates are indeed engaged. Similarly, if the classroom and the pedagogy of the future focus on active learning, important factors contributing to active learning should be measured. In some cases, benchmarks need to be established, and then measurements should be conducted periodically—often enough to gather meaningful information and with enough time to effect

change in between. After each assessment, a feedback loop should be established in order to determine what has improved, what has not changed, and how the metrics can be improved.

Metrics might include:

- Academic success might be measured through a variety of grade point averages. Since that measure is always suspect due to grade inflation, other more independent measurements such as GRE scores, credentialing of students, and other nationally standardized assessments might be explored. Standardized tests are controversial, but nationally they are making a [comeback](#) because evidence about their biases and effects on equity is being reevaluated.
- Professional success might be measured in terms of students entering careers in their fields. But more importantly, the CSU should examine what professions former students are engaged in 10 or 20 years after graduation. Measurements might investigate whether graduates work in the fields they studied or in other fields. If they are now in other fields, the measurement should explore *what skills* learned in the CSU they are still using and *how* they shifted their career paths. In other words, measurements need to capture the distinction between knowledge learned at the CSU and skills acquired at the CSU. This kind of information might be collected in surveys sent to all graduates.
- Personal success, including civic engagement, might be established through surveys of graduates that ask about community engagement, volunteering, etc. Success metrics should also track equity indicators such as closing opportunity gaps. It might be possible to measure something as simple as what percentage of former students regularly participate in local, state, or national elections and problem-solving or become advocates and leaders in their communities. Building on the previous point, the CSU should measure whether graduates are *satisfied* with their lives and careers, i.e., whether the CSU helped produce the emotional and psychological mindsets to set students on their way to meaningful and fulfilling lives. Part of this could be discovering whether graduates are actually engaged in life-long learning.
- There is a body of literature on measuring active learning that could be mined to determine the best methods of assessing active learning (Arruda/Renato Silva 2021; Brame 2019; Young/Mitchell-Yellin/Randall 2025). Other factors related to active learning such as student-faculty ratios, tenure-track density, physical and digital facilities, or high-impact practices could be investigated. Any results should be disaggregated according to face-to-face vs. online learning. The goal would be for the metrics to improve from one period assessment to the next.

Some of these measurements are qualitative, and others are quantitative. The CSU must avoid falling into the trap of only accepting quantitative measurements since measuring things like career satisfaction and civic engagement purely in numbers does not capture their complexity. At the same time, it should be clear that it is extremely difficult to disentangle the contribution of higher education to any of these measures from other factors such as family background, the

economy, the specific professions, and pure luck. Any quantitative assessment would be an enormous undertaking, but it is possible to construct questionnaires that would show correlating patterns.

With buy-in from the Chancellor's Office and the faculty, carefully constructed and measured assessments in teaching and learning could yield results that would improve the CSU and make it the model for higher education in the US for decades to come. If investment in the future is targeted accordingly, the CSU in 2040 will continue to provide opportunities, encourage students, advance knowledge and research, prepare citizens, and serve communities.

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**Academic Senate  
of the  
California State University**

**Support for Replacing Academic-Related  
“Probation” Language with “Notice” Systemwide**

- 1. RESOLVED:** That the Academic Senate of the California State University (ASCSU) commend campuses across the CSU who have made policy language changes away from academic “probation” and adopted “notice” or other similar asset-based language in reference to student academic standing; and be it
- 2. RESOLVED:** That the ASCSU acknowledge research indicating that the carceral language of academic “probation” carries punitive and stigmatizing connotations that may negatively affect students’ sense of belonging and persistence, and that such effects disproportionately impact first-generation, Pell-eligible, and/or racially minoritized students, thereby undermining the CSU’s commitment to equity and student success; and be it
- 3. RESOLVED:** That the ASCSU recognize the value of aligning CSU academic standing terminology with evolving practice across the broader California public higher education system to promote consistency, reduce confusion for students moving across segments, and support student persistence; and be it
- 4. RESOLVED:** That the ASCSU recommend that the CSU adopt systemwide terminology replacing terms such as “academic probation” and “academic-administrative probation” with “academic notice,” “academic-administrative notice,” or similar asset-based language, that reflects a

supportive, student-centered approach consistent with the CSU Student Success Framework; and be it

5. **RESOLVED:** That the ASCSU affirm that such a terminology change does not alter existing academic standards, grade point average thresholds, or disqualification criteria, but instead aligns institutional language with evidence-based practices designed to promote persistence and degree completion; and be it
6. **RESOLVED:** That the ASCSU encourage the CSU Chancellor's Office to provide systemwide guidance to support campuses in implementing this terminology shift in a manner consistent with shared governance and student success goals; and be it
7. **RESOLVED:** That the ASCSU encourage the CSU Chancellor's Office to work with legislators to remove the language of "probation" from state education-related documents; and be it
8. **RESOLVED:** That the ASCSU distribute this resolutions to:
  - CSU Board of Trustees
  - CSU Chancellor
  - Vice Chancellor for Strategic Enrollment Management and Student Success
  - Vice Chancellor for Academic Affairs
  - CSU Campus Presidents
  - CSU Campus Senate Chairs
  - CSU Provosts/Vice Presidents of Academic Affairs
  - CSU Vice Presidents of Student Affairs
  - California Faculty Association
  - California State Student Association
  - CSU Emeritus and Retired Faculty & Staff Association

### **Rationale**

As shown in Table 1, almost all CSU campuses have shifted from using carceral language such as “probation” to “notice” or other asset-based language in their policies and procedures related to academic standing, though some have not followed through with aligning public facing website language with these changes. This resolution encourages full adoption, CO directions for review of institutional documents that may carry remnant language, and action on the part of a few campuses that may not have yet made these changes.

**Table 1**

<b>Campus Name</b>	<b>Language and URL</b>
Bakersfield	<a href="#">Academic notice</a>
Channel Islands	<a href="#">Academic notice</a>
Chico	<a href="#">Academic notice</a>
Dominguez Hills	<a href="#">Scholastic notice</a>
East Bay	<a href="#">Academic alert</a>
Fresno	Academic Probation (Warning)
Fullerton	<a href="#">Academic notice</a>
Humboldt	<a href="#">Academic notice</a>
Los Angeles	<a href="#">Academic notice</a>
Long Beach	<a href="#">Academic warning</a>
Northridge	<a href="#">Academic notice</a>
Pomona	<a href="#">Academic notice</a>
Sacramento	Probation (in progress of change)

San Bernardino	<a href="#">Academic notice</a>
San Diego	<a href="#">Academic notice</a>
San Francisco	<a href="#">Academic notice</a>
San José	<a href="#">Academic notice</a>
San Marcos	<a href="#">Academic notice</a>
Stanislaus	<a href="#">Academic notice</a>

Academic probation is a formal academic standing assigned when a student’s GPA falls below institutional standards. It serves two purposes: to signal that a student is academically at risk and encourage engagement with advising and other support services, and to provide formal notice that continued low performance may result in academic disqualification or dismissal. However, a growing body of research questions whether the current language and framing of “academic probation” are serving the intended purpose of catalyzing engagement with support services and improving retention.

Recent analyses suggest that the terminology and communication practices surrounding “academic probation” can negatively impact students’ sense of belonging, motivation, and engagement with support systems (Boretz, 2021). Recent analyses within the CSU and nationally suggest that students placed on academic probation are disproportionately drawn from historically excluded communities (Boretz, 2021; Shields, Bishop, & Mazawi, 2005 ). Beyond these concerns, empirical evidence further demonstrates that placement on academic probation is associated with significant

reductions in four-year graduation rates (California Competes, 2024). In a large-scale regression discontinuity study, students who fell just below the probation cutoff (differing from otherwise similar peers by a very small margin) experienced roughly a 40 percent reduction in the likelihood of on-time graduation compared to similar students just above the cutoff (Bowman & Jang, 2022). That is, a tiny difference in GPA at the cutoff can translate into a large divergence in completion outcomes, consistent with the probationary assignment, and the institutional response it triggers, being consequential.

With the University of California having adopted “academic notice” across its campuses and the California Community Colleges advancing proposed Title 5 revisions to replace “probation” with “academic or progress notice,” momentum for this terminology shift is evident across California’s public higher education systems. Numerous CSU campuses have similarly adopted alternative terminology through shared governance processes. The CSU is poised to join this intersegmental movement toward evidence-based, asset-oriented language that promotes persistence, belonging, and degree completion. Aligning CSU terminology with that of the UC and CCC systems would promote greater coherence across segments. As students increasingly move between systems, consistent and supportive language regarding academic standing can reduce administrative barriers, support smoother transitions across the public education systems, and reflect a shared statewide commitment to student-centered practices.

**Resolution summary**

Recommends that the CSU adopt systemwide terminology replacing academic-related “probation” language in policy and websites with “notice” or similar asset-based language, affirms that such a change does not alter academic standards, and encourages systemwide action that supports this student-centered approach consistent with the CSU Student Success Framework.

**Academic Senate  
of the  
California State University**

**Holding an Academic Senate of the California State University Plenary in  
Sacramento to Support Systemwide Legislative Advocacy**

- 1. RESOLVED:** That the Academic Senate of the California State University (ASCSU) enact a plan proposed by the Womxn's Caucus directing that in the future one of the ASCSU Plenary meetings be held in Sacramento, California, each year in order to facilitate direct engagement with members of the California State Legislature; and be it
- 2. RESOLVED:** That the ASCSU prioritize, as part of this Sacramento plenary, coordinated advocacy with state legislators and their staff in support of CSU system funding, student access and success, faculty working conditions, and the long-term sustainability of public higher education in California; and be it
- 3. RESOLVED:** That the ASCSU encourage participation by senators in organized meetings, briefings, and visits with legislators as part of a designated advocacy day during the plenary, and support the development of training and preparation to ensure effective and informed engagement with legislators and their staff; and be it
- 4. RESOLVED:** That the ASCSU support collaboration with legislative caucuses, including the California Legislative Women's Caucus, and other relevant stakeholders to strengthen relationships that advance the mission of the CSU and the interests of its faculty and students; and be it

- 5. RESOLVED:** That the ASCSU support the organization of a reception or social event in Sacramento in conjunction with the plenary, including recognition of a legislator whose leadership has significantly advanced higher education, equity, or related public priorities aligned with CSU values; and be it
- 6. RESOLVED:** That the ASCSU direct its Executive Committee, in consultation with relevant caucuses and committees, to develop a feasible plan for scheduling, programming, and logistics that allows for both effective advocacy and the completion of essential Senate business; and be it
- 7. RESOLVED:** That the ASCSU distribute this resolution to:

Governor Gavin Newsom  
Lieutenant Governor Eleni Kounalakis  
Senate Pro Tem Monique Limón  
Senate Majority Floor Leader Angelique Ashby  
Senate Minority Leader Brian Jones  
Assembly Majority Leader Cecilia Aguiar-Curry  
Assembly Minority Leader Heath Flora  
Assembly Speaker Robert Rivas  
California State Women's Caucus  
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 campus articulation officers  
California Faculty Association  
California State Student Association  
CSU Emeritus and Retired Faculty & Staff Association  
CSU Alumni Council  
Academic Senate for the California Community Colleges  
Academic Senate of the University of California  
California Community Colleges' Board of Governors  
University of California Board of Regents  
California State University Employees Union (CSUEU)

Teamsters Local 2010  
UAW – Academic Student Employees  
American Association of University Professors (AAUP)

### **Rationale**

The California State University depends on sustained and adequate public investment to fulfill its mission as the nation's largest four-year public university system. While the ASCSU has historically conducted its business at the Chancellor's Office, current conditions underscore the importance of strengthening direct engagement with the California State Legislature, which ultimately determines CSU funding and policy priorities.

This proposal emerged from discussions within the ASCSU Womxn's Caucus, reflecting a broader interest among faculty in expanding the Senate's advocacy presence and building stronger relationships with state policymakers. Holding a plenary meeting in Sacramento will create meaningful opportunities for faculty leaders to advocate directly with legislators and their staff regarding CSU needs, including funding, access, student success, and faculty working conditions. Coordinated advocacy at the system level is essential to ensuring that state support reflects the true cost and public value of higher education in California. In addition, convening in Sacramento will allow the ASCSU to build stronger relationships with legislative caucuses, including the California Legislative Women's Caucus, and to recognize public leadership that advances higher education and equity. Such engagement aligns with the ASCSU's broader commitment to shared governance, transparency, and the long-term sustainability of the CSU.

**Resolution summary**

Requests that the Executive Committee of the Academic Senate work with the ASCSU Legislative Specialists and the leadership of the Fiscal and Governmental Affairs Committee to devise a plan for a Sacramento Plenary that would allow ASCSU Senators to engage in targeted and generalized advocacy efforts and relationship building with members of the Legislature, their staff, and legislative committee staff members.

**Academic Senate  
of the  
California State University**

**Support for California State University Bakersfield Faculty and Call to Halt  
Proposed Cuts**

- 1. RESOLVED:** That the Academic Senate of the California State University (ASCSU) express its strong support for faculty at CSU Bakersfield, who have received notices of potential layoff or involuntary reductions in faculty appointments (both tenure-track and contingent faculty), and affirm that faculty are central to the instructional mission, student success, and long-term viability of the university; and be it
- 2. RESOLVED:** That the ASCSU call upon the CSU Chancellor's Office and Board of Trustees to halt or rescind potential layoff actions at CSU Bakersfield, particularly in light of the Governor's 2026–27 budget proposal, which provides funding at or above the CSU's request and includes backfill of prior-year shortfalls; and be it
- 3. RESOLVED:** That the ASCSU insist that CSU leadership ensure that campus-level fiscal decisions align with its mission to provide accessible, affordable, high-quality education to California's diverse communities, and do not disproportionately harm instruction, academic programs, or student access; and be it
- 4. RESOLVED:** That the ASCSU call upon the Chancellor's Office and Board of Trustees to exercise systemwide responsibility for enrollment management and

resource allocation in ways that sustain the viability of all campuses and uphold the collective mission of the CSU as a unified public university system; and be it

- 5. RESOLVED:** That the ASCSU reaffirm the principles articulated in ASCSU Resolution [AS-3746-25/FA](#), including the need for transparent, multi-year budget planning, meaningful faculty participation in fiscal decision-making, and the prioritization of long-term educational quality over short-term cost-cutting measures; and be it
- 6. RESOLVED:** That the ASCSU call for immediate and meaningful consultation with CSU Bakersfield faculty governance bodies to develop sustainable alternatives to layoffs that protect the academic mission and serve the needs of students and the region, and the CSU and state as a whole; and be it
- 7. RESOLVED:** That the ASCSU distribute this resolution to:
- Governor Gavin Newsom
  - Lieutenant Governor Eleni Kounalakis
  - Senate Pro Tem Monique Limón
  - Assembly Speaker
  - Senate Education Committee Chair
  - Senate Budget and Fiscal Review Subcommittee 1 Chair
  - Assembly Budget Committee Chair
  - Assembly Budget Subcommittee 3 Chair
  - Senator Melissa Hurtado, 16th Senate District
  - Senator Shannon Grove, 12th Senate District
  - Assemblymember Stan Ellis, 32nd Assembly District
  - Assemblymember Tom Lackey, 34th Assembly District
  - Assemblymember Jasmeet Bains, 35th Assembly District
  - 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 campus articulation officers  
California Faculty Association  
California State Student Association  
CSU Emeritus and Retired Faculty & Staff Association  
CSU Alumni Council  
CSU Employees Union  
Teamsters Local 2010  
UAW – Academic Student Employees  
American Association of University Professors

### **Rationale**

Recent notices of potential faculty layoffs at California State University Bakersfield, raise serious concerns about the use of austerity measures that directly undermine the academic core mission of the university. These actions are difficult to justify given the Governor's 2026–27 budget proposal, which provides funding at or above CSU system requests and includes backfill for prior-year shortfalls.

ASCSU Resolution [AS-3746-25/FA](#) emphasizes that budget decisions must prioritize student success, preserve academic integrity, and be developed through transparent, multi-year planning with meaningful faculty participation. It further calls for cost-cutting measures to be evaluated based on their long-term impacts on educational quality and student outcomes, rather than short-term financial savings.

Proceeding with layoffs under these conditions risks avoidable harm to students, academic programs, and regional access to higher education. As the nation's largest four-year public university system, the CSU must ensure that fiscal decisions align with its mission to provide accessible, affordable, high-quality education to California's diverse communities.

The CSU operates as a single, integrated public university system whose effectiveness depends on coordinated enrollment management and equitable allocation of resources across its campuses. Actions taken at individual campuses, including layoffs that reduce instructional capacity, have systemwide consequences for student access, regional equity, and the CSU's ability to fulfill its mission. Upholding the principle of "systemness" requires that fiscal decisions be made with attention to their cumulative impact on the entire CSU, not solely on individual campus budgets.

This resolution affirms support for affected faculty and calls for a recalibration of fiscal priorities through transparent, collaborative processes that protect instructional capacity and uphold the academic mission.

### **Resolution Summary**

Expresses strong support for faculty at CSU Bakersfield facing potential layoffs and calls on CSU leadership to halt or rescind these actions. Argues that layoffs are unjustified given increased state funding and warns they would harm instruction, student access, and academic programs. Urges transparent, long-term budget planning with faculty involvement, systemwide coordination of resources, and the development of alternatives to layoffs that protect the university's educational mission.

**Academic Senate  
of the  
California State University**

**California State University Office of the Chancellor Commendation  
and Recommendation for Equity Review of Naming Revocation**

- 1. RESOLVED:** That the Academic Senate of the California State University (ASCSU) applaud the CSU Office of the Chancellor for the recent decisive actions to act on the CSU Renaming Policy Guidelines and Procedures to remove names from facilities of an honoree who was found to have engaged in conduct inconsistent with CSU naming policy and CSU Code of Conduct; and be it
- 2. RESOLVED:** That the ASCSU strongly urge the CSU Office of the Chancellor to establish a regular and transparent review process for named facilities across the CSU; and be it
- 3. RESOLVED:** That such review processes include clear equity criteria applied in assessing historic naming and renaming; and be it
- 4. 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
  - California State Student Association
  - CSU Emeritus and Retired Faculty & Staff Association

**Rationale**

The ASCSU acknowledges the recent rapid and strong actions taken by the CSU Chancellor's Office and across the system. At the same time, the revocation clause of

the CSU naming policy needs to be engaged more fully with a strong equity lens. See

also [AS-3540-22/Ex](#) *Requirements for Shared Governance Process to Support*

*Systemwide California State University (CSU) Naming.*

### **Resolution summary**

Commends the CSU Office of the Chancellor for its recent action removing the name of an honoree whose conduct was inconsistent with the CSU naming policy and recommends the establishment of a regular, transparent, and equity-centered process to ensure similar current and historic cases are addressed consistently and without delay across the CSU system.

**Academic Senate  
of the  
California State University**

**Regarding CSU Board of Trustees Ed. Policy Item 2 (May 2026)**

- 1. RESOLVED:** That the Academic Senate of the California State University (ASCSU) support the letter submitted to the Board of Trustees and Chancellor's Office by the ASCSU Academic Affairs Committee regarding the proposed changes to Title 5 on 23 April 2026, the substance of which is reflected in the rationale; and be it
- 2. RESOLVED:** That the ASCSU support the creation of degrees focusing on education, professional studies, and applied studies; and be it
- 3. RESOLVED:** That the ASCSU request that only those newly created degrees that require 120 units be called bachelor's degrees (Bachelor of Education; Bachelor of Professional Studies; and Bachelor of Applied Studies), while any degree requiring fewer than 120 units be given a different name at the discretion of the CSU campus and the CSU Board of Trustees; and be it
- 4. RESOLVED:** That the ASCSU request that, to that end, the language of Title 5 § Sections 40503, 40504, and 40508 be changed as detailed in the rationale; and be it
- 5. RESOLVED:** That the ASCSU propose that the Office of the Chancellor limit the implementation of degrees with fewer than 120 units to pilot programs, all of which would sunset after 10 years unless assessment demonstrates their efficacy; and be it

**6. 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 State Student Association

**Rationale**

Responds to the *Academic Programs Policy Updates and Recommended Amendments to Title 5 Regarding Undergraduate Degrees* as presented to the Board of Trustees of the CSU March 9-11, 2026, and more specifically the response to the section titled *Proposed Changes to Title 5 Administrative Code Regarding Undergraduate Degrees* (pp. 2-3). This section proposes adding three distinct baccalaureate degree formats: a Bachelor of Education (BEd), a Bachelor of Professional Studies (BPS), and a Bachelor of Applied Studies (BAS).

Support

The ASCSU acknowledges sound arguments regarding all three degrees. We contextualize them in the call in [CSU Forward](#) for “new adaptive, personalized learning programs designed for students who need or want flexible, career-integrated options” (p. 10). We agree that it is important to increase the supply of teachers in the state of California, and the BEd might help alleviate the teacher shortage in certain areas of that profession. The BPS in turn offers a path to giving prospective students what is colloquially known as ‘credit for prior learning.’ The degree might open pathways for students who have previously earned professional certification, gained work experience,

and/or served in the military—and therefore might attract an entirely new demographic to the CSU. The BAS for its part provides a similar opportunity for prospective students more specifically from applied, technical, or vocational fields.

The ASCSU agrees that such degrees would encourage the kind of interdisciplinarity that is necessary to prepare our students for today's workforce. They would offer a flexibility in curricular models that meets perceived student needs, and they would promote innovation in program design and delivery. The new degrees might create stronger undergraduate-to-graduate pipelines and expand access to graduate education for the people of California. They would be consistent with the CSU being proactive and getting ahead of possible changes in the California Master Plan for Higher Education.

The new degrees would separate the more vocational programs from the traditional BAs and BSs.

The ASCSU also supports these degrees because we are concerned that the CCCs might claim this ground and further encroach on the mission of the CSU without the decades-long experience and the success that the CSU brings to these areas. Because of its unique integration of research and teaching, the CSU is particularly well equipped to offer these types of degrees.

### Concerns

While the ASCSU supports the creation of degrees in education, professional studies, and applied studies, there is one important part of the proposed changes to Title 5 to which we take exception: no degree with fewer than 120 units should be called a

bachelor's degree of any kind. In other words, the ASCSU specifically objects to the proposed § Section No. 40502 – Bachelor of Education Degree (d) and § Section No. 40504 – Bachelor of Applied Studies Degree (d), where bachelor's degrees of fewer than 120 units are permitted. These concerns are heightened by the absence of prior system-wide faculty consultation on the academic implications of these structural changes.

To be clear, this does not mean that the ASCSU objects to *degrees* of fewer than 120 units—just to the *designation* of such degrees as bachelor's degrees. While the proposed changes to Title 5 are clear that these are new types of bachelor's degrees with different full names, they would inevitably colloquially be referred to as 'bachelor's.' In other words, a graduate (especially several years after the fact) would simply say something like, 'I earned my bachelor's at CSULB' without specifying what type of bachelor's.

In the assessment of the ASCSU, this conflation would damage the value and reputation of the BAs and BSs earned in the CSU. A student who worked hard to earn a degree with 120 units would be lumped in with a student who merely took 90 units, so the traditional BAs and BSs would be devalued. Frankly, students might feel insulted that their hard-earned (in terms of money and in terms of academic work) BAs and BSs are treated the same as degrees with fewer units.

Describing the reduced-unit degree as a bachelor's degree would inevitably promote confusion among students and employers about the value of a college degree. A student

might not be aware that a bachelor's degree with fewer than 120 units is not seen as equivalent to a 120-unit bachelor's degree by a wide range of employers and graduate programs. Students in their fourth year who are pursuing 120-unit degrees in their major might question why they are bearing the cost of attendance and opportunity costs if they think the degrees are functionally equivalent. This might lead them to stop out, only to realize later that they must return to achieve a traditional BA or BS to be successful in their chosen field. To present such confusion, degrees with fewer than 120 units might be called "Advanced Associate" degrees, professional degrees, or some similar designation.

### Considerations

The argument in favor of bachelor's degrees with fewer than 120 units mostly rests on one argument and is mostly promoted by one organization. The organization is [College in 3](#), which has grown rapidly in recent years. It is, however, *one* organization, and there seems little to no interest in US academia for three-year degrees (which are often simplistically conflated with 90-unit degrees or other degrees with fewer than 120 units—see Bradley) beyond this one organization—though of course some are being developed (Marcus).

*College in 3* boasts almost 60 members today—compared to about 1,000 members of the American Association of Colleges and Universities (AAC&U) and over 5,000 institutions of higher education in the US overall. Almost every article in the popular and academic press supporting three-year degrees is either authored by a member of

*College in 3* or relies heavily on quotations from members of the organization (Green).

*College in 3* argues that degrees with fewer than 120 units complement rather than replace traditional bachelor's degrees, but as long as the degrees have the same name, they will in our assessment be considered the same by the public (if not within academia). More neutral assessments explore both advantages and drawbacks of such degrees, often with question marks in their titles (Alonso, Carlson, Lindsay).

One of the main arguments in favor of degrees with fewer than 120 units is that many other countries across the world have such degrees—but this argument is misleading at best and uninformed at worst. The most important counterargument is that degrees in higher education do not occur in a vacuum, but within an educational ecosystem (AACRAO, esp. Part 2). In most of Europe, for instance, the Bologna framework has allowed for three-year bachelor's degrees for over 25 years—but that degree follows a much more rigorous high school education than available in the US, and in the European system academic specialization occurs much earlier, often even before students enter university. Basically, European students study *only* what in the US would be called their 'major,' so the comparison is deeply flawed. The same is true in Australia and many Commonwealth countries. In some countries, three-year degrees qualify students only for certain jobs, while four-year degrees offer them many more opportunities—and the degrees are considered more like our associate's degree from a community college vs. our BA or BS from a CSU. Moving to bachelor's degrees with fewer than 120 units would represent a departure from the US model without the corresponding redesign of the rest

of the educational ecosystem, which makes shorter degrees feasible elsewhere. Again, the ASCSU does not object to such degrees in general, but specifically to calling them bachelor's degrees.

In addition, there is considerable pedagogical concern about what excellence (inclusive and otherwise) three-year degrees can actually accomplish. Degrees of fewer than 120 units cannot always create the competencies the CSU promises and deprive students of the chance to explore digital fluency in a quickly changing world (Davidson). Such degrees ignore the fact that true learning is simply not 'efficient,' and they rob students of the time to develop into mature, responsible adults (Marcy). There is also concern that proponents of these degrees completely misunderstand developments in the current job market (Brophy, Massenkoff/McCrory).

Calling any degree with fewer than 120 units a bachelor's degree might also endanger students' future educational prospects. There is no information on whether graduate schools would accept a BEd, BPS, or BAS as sufficient preparation for graduate school of any kind, whether that be nursing, social work, criminology, psychology, or any of our myriad programs. Even *College in 3* acknowledges that it remains unclear whether students with lower-unit degrees would qualify for graduate school of any kind—so, once again, calling these degrees bachelor's degrees would be highly misleading.

Particularly accredited and licensure-based graduate programs such as counseling, social work, teacher education, and nursing might suffer unintended consequences, both in terms of preparing students for accreditation or licensing and in terms of faculty

workload in developing and implementing structural changes. There is concern that degrees with fewer than 120 units will increase variability in student preparation for graduate degrees and necessitate additional burdens on graduate programs to remediate gaps created by inconsistent necessary academic foundations.

Furthermore, as the CSU moves towards a stronger research focus, with many campuses designated Research 2 (high research spending and doctorate production) or even Research 1 (very high research spending and doctorate production), any watering down of degrees might endanger these classifications. Until this situation is clarified, the ASCSU objects to the designation of any degree with fewer than 120 units as a bachelor's degree within the CSU system.

### Solution

For these reasons (and while some of the questions below are explored), the ASCSU suggests that the language of Title 5 should clarify that

- any appropriate degree with at least 120 units could be called a Bachelor of Education, a Bachelor of Professional Studies, or a Bachelor of Applied Studies, while
- any appropriate degree with fewer than 120 units must receive a different designation such as Advanced Associate's Degree, Professional Certificate, Applied Certificate, etc.

An easy way to remedy this situation would be to delete the proposed § Section No.

40503 – Bachelor of Education Degree (d) and § Section No. 40504 – Bachelor of Applied Studies Degree (d). In addition, in the proposed § Section No. 40508 – The Bachelor’s Degree: Total Units, the sentence “No Bachelor of Applied Studies or Bachelor of Education degree program shall require fewer than 90 semester units” should be deleted. Instead, the language might read something like:

“Any degree with fewer than 120 units shall not be designated a Bachelor’s Degree, but shall be given a different designation as suggested by the CSU campus and approved by the Board of Trustees.”

### Questions

These are questions that should be discussed—or better yet resolved—before changes in Title 5 are implemented. The questions might be answered by the Board of Trustees, the Chancellor’s Office of the CSU, subject matter experts, career offices, etc.

- Has the Board of Trustees considered that these new degrees might inadvertently (re-)create an inequitable two-tiered system? Students with fewer resources and poorer preparation might be forced to opt for the shorter degrees, while students with financial support and family histories of education might stick with the traditional degrees. In other words, would the new system, rather than creating new opportunities, simply recreate the inequities in our current educational system?

- Before any of these proposed changes are adopted, the Board of Trustees might want to consider the workload involved in developing new programs. To our knowledge, the CSU Chancellor's Office has not indicated that faculty would receive compensation for the extensive labor involved in developing new programs. Would the Board of Trustees support creating a significantly endowed fund specifically earmarked for this kind of program development, e.g., to give faculty reassigned time to develop programs? Resources earmarked for campuses to work collaboratively for consortium programming to facilitate and expanded scale and reach of new programs, including the three new formats proposed in the Title 5 revisions, would be particularly valuable.
- It is not clear from the proposed changes to Title 5 whether there could be degrees in the same area (more or less) with 90 vs. 120 units *at the same CSU*. In other words, could CSU Northridge (for instance) have (for instance) *both* a Bachelor of Education with an Option in Social Sciences (or something like that) with 90 units *and* a Bachelor of Arts in History with a Single-Subject Credential in Social Sciences with 120 units? This might create havoc.
- Specifically regarding the BEd, is the intention of the proposed changes to Title 5 that this type of degree be offered only in Colleges of Education, or could it be offered in any college? In our current system of single-subject credentialing, many CSUs have faculty in other colleges who specialize in education, e.g., math

education, science education, languages other than English (LOTE) education, etc.

Could the colleges where these faculty are based also develop BEds?

- Would the BEd confer multiple subject credentials, or single subject credentials as well? How would the CSU distinguish integrated programs and/or Liberal Studies programs from the BEd?
- Has the Board of Trustees investigated the effect of degrees with fewer than 120 units on Pell eligibility, WASC accreditation, and salaries of CSU graduates? For instance, in many K-12 school districts across California that salary of teachers depends on the total number of units in their education. Currently, the floor for salaries is usually a BA (without specification of number of units), but if there are degrees with fewer than 120 units, there is a good chance that teachers with such degrees would earn less than students who have earned degrees with 120 units. At the very least, students should be made aware of this issue.
- Has the Board of Trustees considered introducing new degrees with fewer than 120 units in concert with a clear assessment plan or even a sunset clause? In other words, is the CSU ensuring that these degrees actually benefit our students—and that they will be discontinued if they do not?

For these reasons, once again the ASCSU supports the development of these three new types of degrees, but we object to any degree with fewer than 120 units being called a bachelor's degree.

## Sources

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### **Resolution Summary**

The ASCSU supports the creation of degrees focusing on education, professional studies, and applied studies, but requests that only degrees requiring 120 units be called bachelor's degrees. Any degree in these areas requiring fewer than 120 units should be given a different designation at the discretion of the CSU campus and the CSU Board of Trustees.

**Academic Senate  
of the  
California State University**

**Call for Greater Faculty Involvement in the Generative AI Subcommittee on Teaching, Learning, and Research and in the Selection of Systemwide GenAI Tools and Platforms**

**1. RESOLVED:** That the Academic Senate of the California State University

(ASCSU) request

- that the membership of the GenAI Subcommittee on Teaching, Learning, and Research be expanded to include roughly equal numbers of faculty, students, and administrators
- that those additional faculty and student representatives be drawn from different disciplines
- that the faculty and student representatives be given the opportunity to provide meaningful feedback

; and be it

**2. RESOLVED:** That the ASCSU request that the Chancellor's Office, in preparation

for and during its discussions with potential vendors of GenAI platforms and tools

- engage with the ASCSU regarding the content of those discussions as they relate to teaching, learning and research

- solicit feedback on proposed vendor solutions<sup>1</sup> (to the extent possible) from the ASCSU and where possible from discipline-based councils; and  
be it

**3. RESOLVED:** That the ASCSU distribute this resolution to:

CSU Board of Trustees  
CSU Workforce Acceleration Board  
CSU Chancellor  
CSU campus Presidents  
CSU campus Senate Chairs  
CSU Provosts/Vice Presidents of Academic Affairs  
California State Student Association (CSSA)  
CSU Emeritus and Retired Faculty & Staff Association (CSU-ERFSA)

**Rationale**

In [AS-3360-19/AA Call for the Establishment of a Working Group on the Impact of Artificial Intelligence \(AI\) on Higher Education](#), the Academic Senate of the CSU called for the establishment of “a working group that includes CO staff, CSU faculty, students and staff, subject matter experts, and other relevant constituencies to ... propose possible actionable recommendations.” After the widespread public adoption of OpenAI’s Large Language Model, ChatGPT, the call was renewed in 2023 ([AS-3610-23/AA/FA Renewing the Call for a Working Group on Artificial Intelligence \(AI\) in Higher Education](#)). In 2024, the GenAI Advisory Committee was formed, and since then it has facilitated important conversations around the use of GenAI. That year the ASCSU requested greater representation from faculty members from different

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<sup>1</sup> It is understood that negotiations with potential vendors may be kept confidential; but anonymized summaries of vendor proposals as they relate to the use of their tools in teaching, learning and research are essential if faculty are to provide informed commentary and feedback on proposals.

disciplines on the CSU Generative AI Committee subcommittee on teaching and learning ([AS-3697-24/AA, Request for Additional Faculty Membership on the Chancellor's Office CSU Generative AI Committee](#)).

The ASCSU reiterates that request in this resolution because we continue to believe that any policies, recommendations, or guidance that emerge from the subcommittee's work need to be informed by greater diversity of disciplinary input than is currently the case. Concurrently, we note that there are fewer students and faculty members on the GenAI Subcommittee on Teaching, Learning, and Research than administrators. Given the need for diverse disciplinary input in conversations about teaching, learning, and research, the Senate believes that faculty and students should be more strongly represented on this subcommittee and include faculty from disciplines that are less invested in AI teaching, learning, and research. We therefore ask that faculty and students have representation in greater numbers on this important committee.

Second, we request greater involvement of faculty in the selection of systemwide GenAI tools and platforms. GenAI LLMs are evolving rapidly and not always in ways that align with our educational mission. This is understandable: the commercial entities that sell GenAI solutions have different overarching goals than the CSU and, as has been recently documented, that may lead to a degradation in performance with respect to the University's purpose and goals. However, as we consider renewing our agreement with OpenAI for the use of ChatGPT, faculty should be updated as to the proposals being

considered, and feedback from faculty should be conveyed to the parties involved in the selection process.

We understand that negotiations with potential vendors may have to be kept confidential, but anonymized summaries of vendor proposals as they relate to the use of their tools in teaching, learning, and research are essential if faculty are to provide informed commentary and feedback on proposals.

### **Resolution summary**

The ASCSU requests that the membership of the GenAI Subcommittee on Teaching, Learning, and Research be expanded to include roughly equal numbers of faculty (who should be drawn from a variety of disciplines), students, and administrators. The ASCSU should also be kept informed of discussions with potential vendors of GenAI platforms as they relate to teaching, learning, and research, and be able to provide feedback to proposed vendor solutions.

**Academic Senate  
of the  
California State University**

**Using Intersegmentally-Approved C-ID Descriptors for Associate Degrees for Transfer**

- 1. RESOLVED:** That the Academic Senate of the California State University (ASCSU) assert that courses used for Associate Degrees for Transfer must conform to the content of intersegmentally-approved C-ID descriptors where such descriptors exist; and be it
  
- 2. RESOLVED:** That the ASCSU distribute this resolution to:

CSU Chancellor  
California State Student Association  
CSU Emeritus and Retired Faculty & Staff Association  
Academic Senate for the California Community Colleges  
Assemblymember Berman  
Assemblymember Fong  
Senator Perez  
Speaker Rivas  
Senate President Pro-Tem Limon  
Governor Newson

**Rationale**

Any core course descriptor used for Associate Degrees for Transfer (ADT) must have intersegmental approval by disciplinary experts. C-ID descriptors are the only intersegmentally approved course descriptors for use in ADTs. While many of the California Community College Common Course Numbering templates (CCN) received some intersegmental input, these templates meet the requirement for use in ADTs only if they incorporate 100% of the approved C-ID descriptor content as the majority of the course.

The current CCN templates are not consistently aligned with or equivalent to C-ID descriptors. The ASCSU, as the constitutionally authorized representative of CSU faculty in curricular matters, has not approved CCN templates as substitutes for C-ID descriptors. Many CCN templates do not include all the required elements in the corresponding C-ID descriptors and do not ensure that course content is primarily focused on those elements, often omitting required content for tangential topics.

In many cases, the absence of required C-ID elements allows for broader variation in course content under a nominally “common” course number. This underscores the importance of C-ID descriptors within the SB 1440 driven transfer process: the C-ID required content provides assurance to receiving institutions regarding preparation provided by the course. Without such assurance, the CSU cannot be confident of appropriate content coverage and, in order to support student success, may need to require content that should have been completed prior to transfer, as the only alternative is allowing underprepared transfer students to flounder.

#### **Resolution summary**

C-ID descriptors are the only intersegmentally approved descriptors that may be used in an Associate Degrees for Transfer (ADT). Common Course Numbering templates meet this requirement only if they include 100% of the intersegmentally-approved C-ID descriptor content as the majority of the course.