ASCSU Plenary, September 8-9, 2022

**Jolene Koester, Interim CSU Chancellor; Wenda Fong, CSU Board of Trustees Chair, and Jack B. Clark CSU Board of Trustees Vice Chair**

**CSU/State (Governor’s) Compact** The compact stipulates 5% increase to the CSU each year for the next five years.

There are six metrics to demonstrate the establishing of, reporting on, and making positive progress towards the following:

(i) increasing access to the CSU,

(ii) improving student success and equity gap reduction (examples: Pell grant vs non-Pell success; disability success, first time freshmen;

(iii) increasing affordability of CSU education,

(iv) increasing intersegmental collaboration,

(v) support workforce preparation and high demand career prep,

(vi) increase access to online course offerings (triple offerings from sister campuses).

Some are more defined than others, some are aspirational, and some are well-established:

It is good for planning--- a long-term CSU request---and provides a base for interaction with the legislature regarding budget.

**EVC Sylvia Alva Five Questions**:

1. Can students find their way here?

a. Pertains to Cal-GETC

b. Loss of minimum eligibility tools (ACT/SAT)

c. Dual-admissions

d. Enrollment Management

e. Uneven demand

f. Geographic constraints on students

(Comment: graduate pathways could be clearer)

2. Can students learn here?

a. Equity priorities (GI 2025)

b. Academic preparation (are students prepared to excel; how can we support those who are less well prepared?

c. Reducing DFW rates

d. Early start – how can we better use summer before and after their first year?

f. Doctorate of Public Health – legislation is on the governor’s desk despite introduction in an abbreviated legislative session.

3. Are students invited to participate in their own learning?

a. Clear curricular maps

b. Experiential maps (beyond the degree, co-curricular content, internships;

4. Do students feel like they belong on their campus/in their program?

a. Focus on racial and ethnic differences in levels of engagement, sub-group differences b. Look directly at system issues that create barriers and impediments to engagement.

(Comment: Include in High-Impact Practices (such as research engagement w/ supervision)

(Comment: Student affairs typically play a large role in belongingness and engagement with the campus.)

5. How are people and the system serving them doing?

a. Faculty & Staff health

b. Title IX group

c. Strengths and gaps in support for both students and employees

d. How is the system itself doing?

The Compact is viewed as a fiscal floor; CA legislature may see metrics as “deliverables”

**Title IX**: **“Institutional Response Group,” Cozen O’Conner**

**Gina Maisto Smith - Chair; Leslie Gomez - Vice Chair**

Both legal (criminal justice) and auxiliary support services (outreach, psychological services) are required to appropriately serve value-based institutions. Policies and practices have to go beyond the legal dynamics; mind, body, and spirit need to be addressed.

“The Cozen Institutional Response Group has a commitment to unvarnished feedback to their client institutions.”

Framing the conversation:

1. We don’t know what we don’t know (humility: centers and refreshes)

2. Flip the lens (empathy: recognizing who is being served)

3. Embrace the tension (accountability: speaking truth, finding the words that will be heard)

4. Together we are better than the sum of our parts (there is a need to have an umbrella view/ crosswalks of understanding around harassment and discrimination)

Context

1. Regulatory framework (civil, criminal, institutional)

2. Dynamics of trauma and sexual and gender-based violence

3. Each complainant is unique and each case involves a variety of choices concerning agency and autonomy at various levels of action/process.

4. There is a care-compliance continuum (à wrap-around care)

5. Timeline: March report to BoT

**First Reading Resolutions**

10.1 On the Intersegmental Committee of Academic Senates (ICAS) Cal-GETC Proposal: Feedback AS-3565-22/APEP (Subsequently approved)

10.2 Considering the Campus Impacts of AB 928 AS-3566-22/AA/FA

10.3 Support for evaluating the CSU Course Equity Portal AS-3577-22/FA/JEDI

10.4 Clarifying AB 927 in the Event of an Intersegmental Impasse AS-3567-22/FGA/AA

 10.5 The Role of Faculty in Protecting Fair Faculty Workload in the CSU AS-3568-22/FA

10.6 On the Intersegmental Committee of Academic Senates Cal-GETC Proposal: Action AS-3569-22/APEP

10.7 Requesting Extension of WSCUC Authorization of Remote Teaching AS-3570-22/FA

10.8 Engaging Intersegmental Discussions Regarding College Preparatory Coursework in Mathematics (Area C) AS-3571-22/APEP

10.9 Proclaiming the Personhood and Rights of Women AS-3572-22/FA AS-3568-22/FA

 10.10 To Adopt Gender Inclusive-Language and Titles at the California State University (CSU) AS-3573-22/AA

10.11 Reaffirming the Role of Campus Senates in the California State University (CSU) AS-3574-22/FA

10.12 Provision of Free Condoms to Students on California State University (CSU) Campuses AS-3575-22/FA

10.13 Request for Ongoing Accommodations and Flexibility in the Time of COVID-19 AS-3576-22/FA

Questions about **Student Fees**: Percentage used for Athletics?

**AB 928**

AB 928 requires the Intersegmental Committee of the Academic Senates of the University of California, the California State University, and the California Community Colleges, on or before May 31, 2023, **to establish a singular lower division general education pathway** that meets the academic requirements necessary for transfer admission to the California State University and the University of California.

If the committee is unable to come to agreement on or before May 31, 2023, the respective administrative bodies of those segments are required to establish a singular lower division general education pathway that meets the academic requirements necessary for transfer admission to the California State University and the University of California by December 31, 2023.

The Intersegmental Committee of Academic Senates (ICAS) unanimously **approved** the Singular General Education Pathway required by AB 928.

(ICAS is a group of Academic Senate leaders from each of the three segments of public higher education in California: CCC, CSU, and UC. It meets jointly to address matters of academic importance to all three segments. The ASCSU is officially represented on ICAS.)

The ICAS pathway is a clear and transparent singular general education transfer pa​thway from the CCC to the CSU and U.C. that keeps the total number of course units to 34 while maintaining many key curricular elements important to CSU faculty.

To ensure effective communication and transparency, CSU Statewide Senators seek feedback from constituents and ask “each Campus Senate to submit feedback to the ASCSU by October 24, 2022, that takes one of the following three positions regarding the ICAS Cal-GETC proposal

a.     Support the ICAS Cal-GETC proposal

b.    Recommend specific changes that satisfy the requirements of AB 928, with rationale, or

c.     Unable to come to a consensus”

AB 928 the singular lower division general education pathway, commencing with the fall term of the 2025–26 academic year, to be the only lower division general education pathway used to determine eligibility and sufficient academic preparation for transfer into both segments, and to not lengthen the time-to-degree or include more units than those required under the Intersegmental General Education Transfer Curriculum on July 1, 2021.