

Academic Senate CSU (ASCSU)
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ASCSU Plenary Minutes
September 8-9, 2022
Office of the Chancellor (Remote)

Thursday, September 8, 2022 - 8:00 a.m. TO 4:00 p.m.

Thursday, September 8, 2022 - 4:00 p.m. TO 5:00 p.m. *Election of the CSU Faculty
Trustee Recommending Committee Nominations*

Thursday, September 8, 2022 - 5:15 p.m. to 6:30 p.m. *Senate Social – Executive
Committee Hosting*

Friday, September 9, 2022 - 8:00 a.m. to 3:00 p.m.

ROLL CALL

Senators Present: David J. Barsky, Kris Bezdecny, Betsy Boyd, Stephanie Burkhalter, Nola Butler-Byrd, Robert Keith Collins, Eniko Csomay, Julia Curry, Steven Filling, Rick Ford, Nancy Gerber, Carolyn Gibbs, Mark Groen, Tracy Dawn Hamilton, Christine Isakson, Kelly Janousek, Michael Jenkins, Santhi Kavuri-Bauer (CSU: San Francisco substitute), Kristi Kanel, Eileen Klink, Gary Laver, Ryne Leuzinger, Mark Martinez, Janet Millar, Michael Milligan, Dana Nakano, Elain Newman, Sarah Nielson (CSU: East Bay substitute), Tom Norman, Cezar Ornatowski, Michelle Ramon Pellicia, Monica Pereira, Steven Rein, Heidi Riggio, Simon Rodan, Susan Schlievert, Jerald G. Schutte, Richard Senghas, Jason Shepard, Beth A. Steffel, Elizabeth Sussman, Adam Swenson, William Tsai, Gwen Urey, Kritin Ann Van Gaasbeck, Mark Van Selst, Greg Wood, Meiling Wu

Senators Absent: Julie Glass (resigned from the Senate), Tasha Howe (resigned from the Senate), Boris Ricks, Praveen Soni, Laura Talamante, Nicholas Von Glahn (CSU: Pomona substitute), Scott Waltz

Invited Guests/Presenters (chronologically): Romey Sabalius (Faculty Trustee), Jolene Koester (Interim CSU Chancellor), Wenda Fong (CSU Board of Trustees, Chair), Jack B. Clark (CSU Board of Trustees, Vice Chair), Sylvia Alva (Executive Vice Chancellor of Academic and Student Affairs), Charles Tombs (California Faculty Association, President), Gina Maisto Smith (Institutional Response Group, Cozen O’Conner - Chair); Leslie Gomez (Institutional Response Group, Cozen O’Conner - Vice Chair), Sue McCarthy (Systemwide Title IX Senior Director), Laura Anson (Senior Director for EO/DHR/Whistleblower compliance), Dixie Samaniego (California State Student Association [CSSA], Vice President of Systemwide Affairs)

CALL TO ORDER AND WELCOME

With a quorum being present, the meeting was called to order and Chair Steffel welcomed the body.

APPROVAL OF THE AGENDA

Approved (Later amended to add new 10.3 and renumber to allow AS-3577-22, first reading/waiver).

APPROVAL OF THE MAY 19-20, 2022 MINUTES

[Approved](#)

ANNOUNCEMENTS

Discussion of the California heat wave

PRESENTATIONS/INTRODUCTIONS

Introduction of newly elected senators, re-elected senators, and one meeting and/or one semester replacement/substitute senators.

REPORTS

[Chair](#)

There is no decision on the format of the November Plenary Meeting at this time (there was a request from APEP to act “as if” it were to be in person re: booking hotels etc. via ASCSU staff efforts)

Standing committees

- [Academic Affairs \(AA\)](#)
 - No questions
- [Academic Preparation and Educational Programs \(APEP\)](#)
 - No questions
- [Faculty Affairs \(FA\)](#)
 - No questions
- [Fiscal and Governmental Affairs \(FGA\)](#)
 - JEDI liaison was effective
- [Justice, Equity, Diversity, and Inclusion \(JEDI\)](#)
 - Q: Student outcome measures (how far beyond graduation do we look at success)?
 - Q: Additional agenda item “Support for evaluating the CSU Course Equity Portal” needs to be added to the agenda (revision to agenda).

Other committees, committee liaisons and specialists

- [Legislative Specialists](#) (Legislative update)
 - Bills that are “engrossed” have signed by both houses; “chapters” when signed by the governor; some engrossed bills are held (cf., AB 1602 on faculty/staff mortgage support) in appropriations.
 - Q: one bill would require mental health referral numbers on student IDs (emergency numbers)
- [General Education Advisory Committee \(GEAC\)](#)
 - No questions
- **CSU Faculty Trustee – Romey Sabalius**
 - Welcome to new senators, self-introduction (2nd year of 3rd term at Faculty Trustee).
 - Description of the role of Faculty Trustee
 - Written report available on the senate website
 - Trustee time (was an online intervention – replaced by in-person interaction for the future)
 - Q: CSU/State Compact? A: It is good news for the CSU; the compact stipulates 5% increase to the CSU each year for the next five years (good for planning, this has been a long-term CSU request). There are some conditionals in the compact; it provides a good base for interaction with the legislature regarding budget.
 - Comment: the reporting requirements will likely add additional guidance and policies for the CSU.
 - Comment: Raises for presidents seems very separate from staff/faculty compensation. A similar “median goal” model could be applied to faculty. Cost-of-living adjustments do not seem to be included as a positive/negative offset. The stable and predictable goal inherent in the policy does seem desirable for each of presidents, faculty, and staff. A board policy can be changed/rescinded if it is believed to be wrong.
 - Comment: Fiscal and health cost of athletics vis-à-vis value to the CSU – there is a belief that sports make money directly and/or use for fundraising.
 - Comment: Concern about centralization within the CSU and the increasing separation between student experience and identity (largely departmental, program-based) versus a campus-centric approach.
 - Comment: “Emeritus” for presidents and faculty should never be negotiated – it should be a stand-alone process separate from other things.
- **Senator Filling (Faculty Survey update)** Comparison organizations established
 - The initial plan was to do faculty focus groups – guided questionnaire process for compensation experiences in the CSU. The original intent was

August, the report was then expected for January. Gender and ethnicity analyses and geographic impacts (cost-of-living).

SPEAKERS

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

- Welcome to 2022-23 Academic Year – the disconnect of both online and the distance that the CSU CO is from the energy of the new AY on a campus.
 - **Topics:**
 - CSU CO & BoT joint support and recognition of the role of the ASCSU
 - Compact with the state of California (Governor) – relates to the BoT budget request for 2023-24.
 - Each of the three segments of higher education have a slightly different compact
 - CSU compact is a 5% increase per year with the expectation of establishing, reporting on, and making positive progress towards a series of metrics across six areas: (i) increasing access to the CSU, (ii) improving student success and equity gap reduction [cf., Pell grant vs non-Pell success; disability success (first time freshmen)]; using intersegmental enrollment to backfill unit gaps (iii) affordability, (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).
 - Title IX efforts and concerns raised
- Cozen group is meeting with those with administrative functions responsible for Title IX action and will provide oral and written recommendations to each campus. Work is about policy and procedure as well as about culture. There is a push for actionable, achievable recommendations – this inherently limits what Cozen will and can deliver and who they end up talking to.
 - ASCSU concern: is Cozen “anti-labor”... a separate element of a very large company but the individuals were deliberately chosen for their expertise in prosecuting sexual violence.
 - ASCSU concern: Do the campus visits ignore faculty? Not deliberately – the first action is to meet with administrators responsible for Title IX action.
 - ASCSU concern: Staffing shortages to support Title IX action.
 - BoT has a commitment to examine the underpinnings of programs, policies, and practices that have existed for many years.
- AB 928 commentary: impact and central role ASCSU has in that
 - ASCSU engagement with AB 928 is important.

- CSU CO commentary on CSU GE à Cal-GETC structure could be problematic for approval of Cal-GETC.
- open searches for presidents
 - BoT Chair Fong: Presidential and Chancellor's searches. BoT has commissioned an assessment on BoT roles and responsibilities in the CSU system. There are changes to presidential search process to increase exposure to interim chancellor.
- Compensation: presidents, faculty, and staff + various salary studies.
 - BoT will be examining elimination and/or transition of executive transition programs.
 - Presidential compensation is a minor blip on the CSU budget. Each 1% for faculty or staff is 50+ million dollars. Fair and reasonable pay is a commitment of the BoT, this motivated the staff and faculty salary surveys.
 - Concerns re: CFA contract vs campus policy clarifications/extensions
 - Instructional Materials – actions for cost reduction (affordable learning solutions, methodology is not perfect); There is a need to establish realistic baselines.
- Rebuilding Trust – Pertains to Title IX in that the current scope of the Cozen process was not clear. Uncertainty can mean that local change does not occur. Pertains to compensation in differential treatment of presidents vs. staff and faculty. Prioritizing the faculty survey distribution may be a way of helping to rebuild this trust.
- Thank you for support of ASCSU budget – first year senator funding is much appreciated given the critical role of the senate.
- Advising, Mental Health, and “student success” writ large – much of these efforts yield greater feelings of belongingness and support (this is a faculty and others joint responsibility) – student success is beyond graduation rates. GI 2025 efforts have highlighted these concerns and stressed the need for action via comprehensive support.

Sylvia Alva, Executive Vice Chancellor of Academic and Student Affairs

- Welcome statements and commentary on remote work stresses
- How the ASCSU engages with the CSU CO
- Five questions:
 - can students find their way here
 - Pertains to Cal-GETC
 - Loss of minimum eligibility tools (ACT/SAT)
 - Dual-admissions
 - Enrollment Management
 - Uneven demand

- Geographic constraints on students
- Comment: graduate pathways could be clearer
- can students learn here
 - Equity priorities (GI 2025)
 - Academic preparation (are students prepared to excel; how can we support those who are less well prepared?) – Kate Stevenson (math) and success in the first year (Dana Center project)
 - Reducing DFW rates
 - Early start – how can we better use summer before and after their first year?
 - Comment: graduate programs are the pathway for SES growth and change for many of our students.
 - Doctorate of Public Health – legislation is on the governor’s desk despite introduction in an abbreviated legislative session.
- can students invited to participate in their own learning
 - Clear curricular maps (comment: esp. needed for graduate programs)
 - Experiential maps (beyond the degree / co-curricular content); internships;
- do students feel like they belong on their campus/in their program
 - Focus on racial and ethnic differences in levels of engagement (in addition to other work on academic success) – important sub-group differences (pacific islander etc.) AAPISI (Asian-American Pacific Islander-Serving Institutions)
 - Create spaces that 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: we cannot hire new faculty (e.g., Ethnic Studies – demand is greater than supply)
 - Comment: student affairs typically play a large role in belongingness and engagement with the campus.
- how people and system serving them are doing?
 - Faculty & Staff health
 - Title IX group
 - Strengths and gaps in support for both students and employees
 - How is the system itself doing (cf., compact with governor: 24 metrics, some more defined than others, some aspirational, some well-established); six categories: (we see it as a fiscal floor; CA legislature may see it as deliverables)
 - ~ Increasing access to CSU

- ~ Improving student success
- ~ Increasing affordability of CSU education
- ~ Increased intersegmental collaboration
- ~ Workforce needs and critical needs
- ~ Increase access to online education
- Can campuses create policies that address collective bargained issues?
 - We have to stay within the contract but different campuses have arrived at different procedures and policies.
- Cal-GETC
 - Comment: Greater centralization and consistency often leads to rigidity – re: Cal-GETC... this leads to disconnection of faculty from their own curriculum. There may be less buy-in.
 - Using AB 928 as a backdoor way to change CSU GE seems ill-advised – it is not what AB 928 is targeted to and will likely sink Cal-GETC approval.
 - Comment: pre-disposition to alignment of CSU GE and Cal-GETC may threaten access in that CSU GE has different standards than IGETC and as the standards for Cal-GETC are established it is probable that the standards will be different from those of CSU GE. This alone suggests that the CSU should be open-minded in whether or not daylight exists between Cal-GETC and CSU GE.
 - FTES changes with movement from CSU GE or IGETC to Cal-GETC. These changes and the fate of the ‘extra’ five units freed from CSU GE to Cal-GETC (internal to programs [Science, Business, Engineering], increases within other majors (new major requirements), or random extra units will yield large FTES shifts within the campuses (CCC [and CSU if CSU GE shifts]). The CCCs and CSUs are not well equipped to handle dramatic FTES shifts.
- ASCSU funding
 - Comment: First year senator funding translates to respect and valuing the function of the senate.
 - Comment: Summer senate funding translates to respect and valuing the function of the senate.

Charles Tombs – California Faculty Association (CFA) Liaison Report

- CFA priorities: Executive Accountability, salary equity, counsellor hiring
- Lack of executive accountability
- CSU executive: Title IX etc.
- Salary equity (campus presidents can generate campus-based salary equity programs)

- Compact with the Newsom administration falls short of the real needs of the CSU (esp. re: salary & inflation, etc.)
- CFA focus on mental health counsellor hiring
- CFA sponsored bills – (i) AB 2464 (additional parental leave for the semester), (ii) AB 1997 (health and safety; alternative to police for non-criminal matters)
- ERFSA covid-reimbursement (CSU GE/CalPERS disconnect re: eligibility for Covid reimbursement)

Jerry Schutte – CSU Emeritus and Retired Faculty & Staff Association (CSU ERFSA) Report

- October 25th meeting for ERFSA has moved online. The new executive director (Mary Polowski) will debut (replacing Harold Goldwhite) at this meeting.
- Mark Shapiro has continued his sequence of reports on global warming.
- The long conflict with Cal-PERS on long-term health care continues.

Gina Maisto Smith – Chair & Leslie Gomez - Vice Chair Institutional Response Group, Cozen O’Conner; Sue McCarthy - Systemwide Title IX Senior Director; and Laura Anson - Senior Director for EO/DHR/Whistleblower compliance

- Introductions / Preamble – presentation then Q&A
- There is a need for both legal (cf. criminal justice) and auxiliary support services (outreach, psychological services) as required to appropriately serve value-based institutions (cf., church). A hyper-legalistic response leaves the employees and wards of institutions feeling left behind. Policies and practices have to go beyond the legal dynamics (cf., mind, body, and spirit need to be addressed).
- Cozen Institutional Response Group has a commitment to unvarnished feedback to their client institutions – legal compliance as a floor. How to make processes and procedures more accessible. Institutional response group does not litigate. The group works in 40/50 states, internal offices of equity and culture; broadly consider gathering information about patterns of conduct that allow for appropriate institutional responsiveness. Work with regulators (office of civil rights; American law institute project; violence against women act; etc) to ensure that the group and the institutions understand external contextual expectations.
- Framing the conversation:
 - We don’t know what we don’t know (humility: centers and refreshes)
 - Flip the lens (empathy: recognizing who is being served)
 - Embrace the tension (accountability: speaking truth, finding the words that will be heard)
 - Together we are better than the sum of our parts (there is a need to have an umbrella view; crosswalks of understanding the larger goals around harassment and discrimination)

- Context
 - Regulatory framework (civil, criminal, institutional)
 - Dynamics of trauma and sexual and gender-based violence
- Each complainant is unique and each case involves a variety of choices concerning agency and autonomy at various levels of action/process.
- There is a care-compliance continuum (à wrap-around care)
- Campus Visits (focus on what is current status, what is currently done)
 - Title IX coordinator (with focus on police involvement)
 - Focus involvement with: Administration, athletics, housing, health services (also Greek life, etc.)
 - Additional campus surveys re: student/faculty/staff inputs and perspectives
 - Timeline: March report to BoT
- Comments, questions, and responses
 - There is a concern that it seems a Cozen may be a good mechanism of understanding the current status but leading culture change seems less within scope (requires a more multi-disciplinary team)
 - Communication failures leading to a negative inference seems to be present in attributions for lack of faculty focus for current Cozen visits (and meeting with ASCSU executive seems appropriate)
 - Impacts of these types of violations can be life-altering
 - There is a deep commitment by individuals (administrators, staff, faculty) on campus to excellence in service
 - Overlay of white supremacy and male supremacy seems to need to be disaggregated before cultural change can take place; additional concerns about diversity awareness
 - Minority membership is over-represented in cases brought forward
 - Title IX inherently disadvantages faculty and student complainants (too many cases to navigate and too long of a timeline)
 - The initial campus meetings were context-building and focused on the current status of operations (how is policy implemented? What documentation? This is implementation assessment); there is expected follow up regarding faculty, staff, and student experiences.
 - There are concerns regarding the continuous search process for Title IX staff and leadership at many institutions.
 - How are faculty, staff, and student inputs best obtained and incorporated.
 - Are the local campus reports (post-initial visit) available?
 - The Title IX legal landscape is both complex and political.
 - There are concerns that the input process used by Cozen has to allow space for less engaged individuals to have their experiences impact the report. Creation of 'space' for input is important (and advance notice is desirable).

- There is need to get input from those who did not engage the full Title IX process.
- Order of operations matter (re: absence of the need for explicit faculty visits in the initial visits) – the need for clear communication about intentionality has been highlighted.
 - The issues of trust and confidence can be tied up with the somewhat conflicted roles of campus presidents in Title IX processes. The Cozen visits were structured starting with liaising with campus presidents. There are issues where some of the Title IX failures involve the office of the president.
 - A best practice is a single trauma-informed intake interview; the complainant should not have to write their own written formal complaint – it should be with assistance of university support.
 - Ombuds interactions should be completely confidential when designed well (may be supplemented by an annual report of themes encountered) – in general an ombuds role is a positive for the campus.
 - Gender-based discrimination relative to faculty and staff need attention. Thus far the Cozen focus does not seem to adequately capture these concerns (it was noted that Cozen has noted differences in policies and implementation across different campuses; there is a commitment to capturing these behaviors actions that should have an interruption and/or intervention).
 - There is a history of trauma within faculty, staff, and MPP ranks that needs to be addressed. Unearthing this history is part of what we expect of Cozen. The number of unreported actions and impacts on faculty are embedded deeply within some campuses and colleges. There is need for real action on culture and the explicit need for different action to support our students and faculty.

Dixie Samaniego – California State Student Association (CSSA), Vice President of Systemwide Affairs – CSSA Liaison Report

- 4th year at CSU: Fullerton (Political Science with a Women's/Gender Studies minor)
- CSSA plenary on Saturday (10th).
 - CSSA has not yet addressed the Cozen visit structures and deliverables. These questions will be asked at the CSSA plenary committee meetings.
- PRIORITIES (to be established during October plenary session)
 - Cost of attendance (accessible and affordable)
 - Academic Success and holistic experience (diversity, equity and inclusion / belongingness / thriving within the campus environment)

- Engagement (students as equal stakeholders in decision making processes)
- Comments
 - Have you looked at the use of student success fees (re: athletics in particular) – large variation across campuses
 - Actions around GE will be particularly consequential this year (representative Samaniego will be the GEAC representative)
 - AB928 oversight committee involvement will be similarly important

ASCSU GROUP PHOTO SHOOT

ELECTION OF THE CSU FACULTY TRUSTEE RECOMMENDING COMMITTEE

Election of 5 members

Chair	Adam Swenson	Northridge
Member 2	Julia Curry	San Jose
Member 3	Michelle Ramos Pellicia	San Marcos
Member 4	Tracy Hamilton	Sacramento
Member 5	William Tsai	Maritime

Random drawing of the 2 campuses to determine the final two members

Campus Appointee	TBD (campus)	East Bay
Campus Appointee	TBD (campus)	Monterey Bay

COMMITTEE RECOMMENDATIONS

[AS-3565-22/APEP](#) “Feedback on the Intersegmental Committee of Academic Senates (ICAS) Cal-GETC Proposal”

Approved

[AS-3566-22/AA/FA](#) “Considering the Campus Impacts of AB 928”

First Reading/ Waiver (Waiver Failed)

[AS-3567-22/FGA/AA](#) “Clarifying AB 927 in the Event of an Intersegmental Impasse”

First Reading

[AS-3568-22/FA](#) “The Role of Faculty in Protecting Fair Faculty Workload in the CSU”

First Reading

AS-3569-22/APEP “On the Intersegmental Committee of Academic Senates (ICAS) Cal-GETC Proposal: Action”

First Reading

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

First Reading

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

First Reading

AS-3572-22/FA “Proclaiming the Personhood and Rights of Women”

First Reading

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

First Reading

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

First Reading

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

First Reading

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

First Reading

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

First Reading/ Waiver (Waiver Failed)

3. Adjournment