

**California State University, Chico**  
Academic Senate  
(530) 898-6201, Zip 020  
MEMORANDUM

**ACADEMIC SENATE MINUTES**  
Thursday, March 25, 2021, 2:30 p.m., ZOOM

*Academic Senate meetings are recorded. Traditionally the written minutes consist of a summary of topics discussed. For more detail, listen to the audio file [here](#). Time stamps for each agenda item are provided in brackets for convenience. CSU, Chico is committed to making its resources accessible for all audiences. If you have accessibility-related difficulties with any of these documents, please email [oats@csuchico.edu](mailto:oats@csuchico.edu).*

**PRESENT:** Adamian, Allen, Altfeld (Teague-Miller), Bailey, Boura, Boyd (Chair), Bruns, Buffardi, Burk, Ferrari, Ford, Herman (Musvosvi), Hidalgo, Holbert (Young), Horst, Hutchinson (Brooke Banks), Irish, Kaiser, Karjl, Larson, Leon, McBride-Praetorius, McKee, Medic (Ford), Millard, Musvosvi, Ormond, Paiva, Peterson, Schartmueller, Seipel, Shepherd, Sherman, Sistrunk, Smith, Snyder, Son, Sparks, Teague-Miller, Trailer, Underwood, Wright

**ABSENT:**

Boyd reminded everyone to update their ZOOM so that the “yes” button will remain active and not fade out.

[1:26-] Boyd called the meeting to order at 2:35.

**1. Approve Minutes [December 10, 2020](#) and [February 4, 2021](#)** [1:30-3:31]

Kaiser said she had been present at both the meetings.

Amended Minutes of December 10 approved.

Amended Minutes of February 4 approved.

**2. Approve Agenda** [3:32-5:44]

Boyd noted that a time approximate of 2:45 pm was added to Item 17: University Reports and Item 18: Ask the Administrator on the Agenda in italics. There is also a time approximate for Item 8: Policy on University Diversity Council, so that it can be treated before 3:30. Peterson asked that Item 14 Staff Council Report be assigned a time approximate before 4:45.

Amended Agenda approved.

Boyd skipped to Item 17 and Item 18 below.

3. **Announcements** [1:00:48-1:01:09]

Boyd noted the Announcements already attached to the agenda and asked for more if anyone had them to make.

- [This Way to Sustainability Conference](#) March 25-26, 2021
- [BiC Webinar on April 21](#) – Interview with Ibram X. Kendi author of *How to Be an Antiracist*
- Janet Turner Print Museum’s virtual exhibit, [Social Commentary: Prints and Politics](#) – HFA

4. **Chair’s Prerogative** [1:01:09-1:02:51]

Boyd reminded everyone to rename themselves as a guest or Senator for the participants list on ZOOM. Update your ZOOM so that the “yes” and “no” voting functions are working. Boyd also noted that if we feel we need more time to discuss an item, we have the power to postpone it definitely or however we like for more research, amendments to be constructed, or discussion. It is always important to inquire about how the change of timing might impact the item.

Boyd moved discussion to Item 8: Proposed Policy on University Diversity Council *time approximate 3:30*

5. **Proposed [New Minor in Biomedical Engineering \(EECE\)](#) – EPPC – Action Item** [1:20:19-1:23:06]

Allen reminded senators that this is a new minor from the Department of Electrical and Computer Engineering. The only CSU in California offering a degree in biomedical engineering is San Jose State. This minor would meet growing employer’s interest and students’ desire to have course work and knowledge of biomedical instrumentation and imaging as well as biomechanics, nano-bioscience and bioinformatics.

Meghdad Hajimorad (Electrical and Computer Engineering) can answer any technical questions.

Action item passed: 32 yeah, 0 nay.

6. **Proposed [New Post-Baccalaureate Certificate Program in Educational Technology & Distance Learning](#) (School of Ed, CME) – EPPC – Introduction Item** [1:23:21-1:35:40]

Allen explained that due to a growing reliance on distance learning there is a need to provide professional training for K-12 teachers to help build their necessary technology skills to deliver online instruction. This certificate will support learning development for teachers who have already earned their teaching credential. It can also help provide the ongoing

professional development required of them to earn full teaching licensure. It can also help teachers move up in the salary pay scale.

There has been much initial interest in the proposed certificate. Tal Slemrod (School of Education) is here to address questions.

Questions were asked and discussion ensued:

- This is a needed certificate but questions of access to electronic devices and internet service availability is uneven across the North State. How will this serve people without access?  
-Tal Slemrod noted that the digital divide is important and impacts urban and rural communities in varied ways. The certificate models how k-12 instructors can continue to teach with limited access. It looks at synchronous and asynchronous teaching, hybrid technologies and new technologies. Such questions are at the forefront because of the pandemic and this certificate will keep these issues at the forefront.
- On page 7, item 1 says course fees will be \$300 per credit hour and faculty will be paid according to CSU salary schedule 2322. Does this mean that this 4300 will be the tuition forever? How do we make sure we tie down tuition questions without having to revisit the policy continually? Does the stated tuition of \$300 per credit hour actually cover the salary of a full professor and the administrative costs of managing the program and still serve the students?  
-Tal Slemrod said the tuition was set by RCE.  
-Allen was asked to inquire of RCE about answers to these questions.
- In part 4, section C, number 3, the discussion covers the difference between this program and already existing programs. It says “other programs do not emphasize inclusive teaching and special education”. It is unclear where inclusive teaching is centered in any of the coursework and this should be centered and celebrated as it makes our program unique.  
-Tal Slemrod agreed this was a unique quality of the program and many of the courses are Special Education instruction that emphasize equity and inclusion. He thought more language could be added to foreground this.

Introduction item passed. 37 yeah, 0 nay.

**7. Proposed [Policy on General Education](#) – EPPC – Introduction Item [1:35:50-2:10:25]**

- **Supersedes [EM 18-005](#), [EM 19-021](#) (revised), and [Interim EM 21-002](#)**

Allen noted that there are three memoranda attached to the agenda because the proposed policy has pieces in all three of them within it. Some of the proposed changes are highlighted in yellow if they are currently part of the interim EM. She gave an overview of the highlighted changes:

- USD courses will be outside the new area F requirements so that Area F courses will not count for USD courses and vice versa (Page 5)
- Added language about the way that high unit majors must verify why they need waivers that go to the Chancellor's Office to substitute their own chosen courses for the standard GE courses (Page 6)
- There is added language about how any proposed substitute must demonstrate how it meets GE Program learning outcomes (page 6)
- Recommendation to add another student voting member for total of 3 and give two staff advisors to the committee voting privileges (Graduation Advising and Academic Advising) and make the EPPP liaison a voting member as well (Page 7)
- In five-year reviews there is the addition of a requirement to address use of racially just classroom practices, anti-racist pedagogy, and dismantling of anti-Black practices to create a healthy racial campus climate. The second requirement asks course proponents to provide evidence about how equity gaps have been addressed with non-instructor specific data. (page 7).
- There is also specific language about implementing different parts of the varied memoranda at different times (page 8)
- The policy recognizes that area F will be implemented with recognized core competencies for first time freshman admitted in Fall 2021 as described in interim EM 21-002 (page 8)

Boyd asked for questions:

- How will faculty demonstrate they are performing racially just practices or anti-racist pedagogy in their courses at the five-year review, if that is not directly part of the content?  
-Allen noted that the language applies to all classes and is looking at the classroom pedagogy and the dismantling of anti-Black practices, it is not about the content or subject matter of the course
- What is the scope of CAB and is this policy titled correctly? On page 6 the function of CAB is described as making recommendations to the Provost about the General education program. Should this be called the "General Education Advisory Board"?
- Is there a reason this EM keeps returning so often to Senate?  
-Allen thought it feels like *deja vu* because it is. We just passed the interim EM last month and will have to revisit it within six months to renew it for another six months. For catalog purposes this sows confusion and it would be great to finish this now so it can get into the catalog. Boyd reiterated this description of the interim EM and the timeline for its renewal.
- What happens if classes do not follow the call to perform anti-racist pedagogy or they cannot demonstrate that they do? What if they still have equity gaps? Will GE status be

revoked? What if there are ten sections of a course and half have equity gaps and the others do not?

-Allen noted that the last sentence on page 7 says that CAB will recommend retention or removal of courses from GE following its review.

- McBride-Praetorius asked to recognize graduate student, Jimmy Bradly. He illustrated the importance of dismantling anti-Black racism and practicing inclusive pedagogy by reflecting on his own career.

He recalled a teacher refusing to teach him algebra for racist reasons and no one in the school system of his high school supporting him. He continued to try to pursue algebra at two different colleges and was about to drop out. He then learned of a program to jump start students into Statistics. He passed those courses and eventually arrived at Chico where he earned a bachelor's degree and now, he is in a Master's program.

He said we need to understand the trauma that some students have experienced in their lives. He recognized that some people can go through their entire educational training and never meet or understand people of color. This is why attention to anti-racist pedagogy is so necessary.

- What will be the effect of strengthening the substitution process on high unit majors that have existing substitutions (page 6). For example, agriculture has a substitution for area D, how can we be sure not to overload course requirements above 120 units? Does this impact GI2025 requirements? And do we need more research on impacts before proceeding?

-Allen said her understanding is that this will not affect any existing waivers and substitutes. It is only for substitutions going forward.

- How does this impact the reduction of area D versus the addition of area F in high unit majors? What is the impact of the loss of Area D?

-Allen was unsure.

- It was observed that the language about instructors trying to consider equity gaps in their courses during review does not threaten removal. It calls upon instructors to apply evidence about what they are trying and working to add pedagogies to their classrooms.
- It is unclear how department representative responsibilities are met once they are elected. Do they have a duty to consult with their colleges about every issue before CAB, do they talk to all the faculty? Our GE is interdisciplinary so they should consult with multiple subject matter experts. They are elected by and for the college, what does this mean specifically? Is there a duty to report out as well? This should be answered at Action.
- Provost Larson suggested that the language on page 7, last paragraph about considering racially just classroom practice should read: "course proponents will provide evidence of how...." Could read "course proponents will describe how...".

She also suggested changing the last part of that sentence from "equitable educational experiences for Black students." to "equitable educational experiences for students of color."

- The speaker wanted to uplift what Jimmy Bradly shared because he is not alone in such experience
- How are departments and faculty going to learn what anti-racist practices are, how will we teach the entire university teaching only GE about anti-racist practices. How will they know about best practice in teaching?
- The membership of CAB does not seem to guarantee a lot of BIPOC representation. How do we change or fix that so that we guarantee that people of color will be on CAB to help direct conversations through lived experiences or as experts in certain fields? We may need some membership changes to represent what we hope to develop.
- we may need a smaller group to convene before the next meeting to work these matters out
- Since faculty control the curriculum working with administration, this should be a senate committee that is advisory to the Provost. Systemwide GE is governed by the relationship between the ASCSU and the Chancellor's office. It seems there is a more integrated structure in how reporting is done on the system level.
  - Ford said that GEAC at the system level was peopled mostly by ASCSU members and their recommendations would become CO Executive Orders.
  - Boyd explained that the General Education Advisory Committee is Chaired by a member of the ASCSU elected by the members from the Senate. Any resolutions or documents enacted are implemented by the CO and it is a CO committee. It is a shared responsibility that offers that administration consultation and lops in all the proposals. ASCSU has five standing committees.

Boyd suspended the discussion to take up Item 14: Staff Council Report.

**Item 7 :Proposed Policy on General Education was taken up again [2:15:19-3:09:53]**

Boyd started with the speaker's list she left off with:

- Should the way the colleges elect their representatives be spelled out more carefully? Should the fact that STEM areas seem to be underrepresented on CAB be considered?
- The call to consider the problems of racism during a review are looked at the wrong way. We tend to interpret the meaning of our policies narrowly: How will our behavior be evaluated, how will we be punished if it is not done? These changes are supposed to invoke a cultural change that our institution wants to take on. We want faculty who teach in GE to have an intention toward these issues, so the purpose is to ask: Have they thought about these concerns? do they actively seek out opportunities to be educated?
- Faculty Development has nine or ten workshops about anti-racism and social justice, there are presentations and speakers, cooperation with the Office of Diversity and Inclusion and other units. If people are not taking advantage of these opportunities at

some point we have to question why, because they are available. We need to think about what it means when we embrace some goals in what we do.

- As a representative of the college of ECC and a staff advisor it must be observed that many of the changes to lower division GE have occurred with little data or analysis of the impacts to our students. Our staff advisors who are responsible for administering this information as are major and faculty advisors need more clarity. She supported the idea of having a committee really look at this further. We have not done our due diligence to evaluate the varied impacts of these different policy goals on our students.
- The student representative description should read: “Director of University Affairs, or designee)
- The CSU has been redefining historically underserved students to move beyond race and status. It is also unclear what we mean when we say equity gaps (is it just GPA, is it retention, is it graduation rates, and other things like sense of belonging and mental health?)
- It makes sense to think about how we are talking about anti-Black and anti-racism as a way to change culture. Maybe this language needs to be put in another section because this one is about compliance and concludes with CAB’s authority to remove courses. Compliance evokes sanctions and particular requirements.
- As a member of the Committee on Committees all the members should have clear term-limits defined. There are a few without limits.
- It has been a very rich conversation and the issues are very complicated. Sometimes conversation about GE can fade from the disciplines and become a practical conversation about resources for specific departments (as the STEM field were not represented, the student reps may have different department loyalties, the balance is not about content but resources, etc.) There are many parts to consider about GE. Sistrunk said he will move to have EC form an ad hoc working committee to draw from all the ideas we have discussed today and get it ready for action, because it is not ready now.
- What are our options? Are there changes proposed that have catalog implications and need to be treated right away?

Boyd said the interim EM that allows the reduction of area D and the recognition of area F was already applied (active for Fall 2021. This will not change and the whole EM can be extended for up to one year (until February 22).

She asked Nicol Gray (Curriculum Coordinator) when the catalog deadline for Fall 2022 passed. Nicol Gray thought the deadline is usually around October, but she said the Registrar’s Office likes to send out the catalog for wide review and publish it in February. Curriculum-wise the deadlines are much earlier. Right now they are operating out of the interim EM. They will need time to make any updates that come out of a new permanent EM.

Boyd noted that the interim EM would be in effect and the next catalog deadline which will allow the 22-23 catalog to also have the interim changes. That means we have some time.

Jason Nice (Chair CAB) said when CAB was discussing this the question about the graduation requirements came up a lot especially whether USD should be replaced by Area F. Having this change this semester will allow for a really big change like that. If the Senate delays to discuss this until next Fall and then arrives at action in October or November, we would not be able to implement a big change like that in time for the catalog deadline. We are already going to be advising three GE patterns. This will create a fourth.

Getting this to Senate now was to create space for you all to have that conversation now (which we haven't had but which was hinted at before). It's a conversation that if it happened in the Fall would be problematic.

Boyd wondered if this was true if the change was approved by the October deadline.

Jason Nice said there is still the problem of the GE implementation, the getting it ready. If there is a possible different requirement that might take its place there would not be time to follow the whole mechanism of doing this. There would be time if it happened now, but there would not be time to create a call for new courses if we wanted that later on.

Paiva moved to postpone the EM definitely until the next Senate meeting April 22 and form an EC ad hoc committee to discuss the introduction item. She wanted to do this definitely for those who need to create catalogs and other business.

Sistrunk moved to amend the motion so that it can be considered indefinitely because he thought the next senate meeting would come too quickly. He thought the ad hoc committee could move with all alacrity but not have a time definite. Seconded.

McBride wanted to express her concerns about delaying this.

Jason Nice said that all the questions raised today can be answered in the EM, but he did not raise his hand because it was a really good discussion. These questions do not need to slow us down. CAB is a large faculty committee. It has felt like senate officers who serve on Executive Committee are wanting to rewrite a policy that went through CAB that has been working an entire year with the Ethnic Studies ad hoc Committee. They met twice with the UDC working on the language about anti-racism and the language was written by this body last semester. To negate the work of a faculty committee that then went through EPPC for intro and action by a

small committee working in a closed meeting to possibly undo work that is documented on the GE website. It is concerning.

Karjl thought we should leave the time indefinite because our work always takes more time. She believed it would be quicker to just move forward and rewrite the policy as soon as may be. She is in support of the plan but thinks we need more clarification.

Bailey is always concerned with making things indefinite when they deal with issues of equity on campus because that is historically how systems have worked. Baily shares the concern that Jason Nice brought up because it is similar to the process that happened with the Resolution against Racism against Black people where the resolution went to a small committee and then had to be rewritten to put all he original language back in. We have done this process before.

Allen also opposed this amendment and will oppose any delay as the policy went through hours of discussion in EPPC and the hours of open meetings at CAB. She believed there has been a chance for deliberation.

Adamian said she will also be opposing any motions to delay for amendments. Jason Nice clearly stated that everything that has been brought up can be addressed in the policy. She believed him. She respected the process the policy has gone through. She believed that going through EC will be problematic.

Snyder said she had a lot of the same concerns about a closed meeting room with a few people chosen out and deciding things the way that the administration wants it to be handled. This has happened in the past.

McBride-Pretorius also opposed the amendment because of all the work that has already been done.

Sistrunk withdrew his motion. The second was also withdrawn. He said he was surprised that people were envisioning a closed small room. He apologized for stating the motion unclearly. The Ethnic Studies requirements and area F substitutions are already provided for. If people wanted to write the rest of the EM on the senate floor, he said we can do that.

The main motion was to postpone the item until the next senate meeting.

Paiva said the original General Education EM 1805 was something she had helped shepherd through in her first year. She said she understood the hours of meetings and coordination that has gone before this. She is incredibly concerned about the language added about anti-

Black racism because it can be use punitively. When we are discussing GE, we are talking about pedagogy revolving around justice, equity, inclusion and diversity. It should not be negatively used. She thought the language should be moved to where it expressed our guiding principles and commitment to best practices.

Boyd reminded people that the motion on the floor is about postponing the policy until the next senate meeting. Within this time period EC will make sure that there is a group that works on these issues. This is no different than what is always done, and these results will come to senate.

She wanted to remind everyone that while there were some allegations that Executive Committee is pushing forward an agenda, every senator has a right to speak. Oftentimes, officers understand a lot of concerns from different people. She feels the officers have the highest integrity, and she takes exception to any allegations otherwise.

Ford spoke against the motion on the table because he said it will come back in a month which will give us plenty of time. We can pass the policy as an introduction item and then all of us can have lots of conversation about the EM and be ready in April with any motions.

Adamian wanted to qualify the notion that the language about anti-racism was punitive. She asked who it was punitive toward? No one should have a problem engaging in anti-racist practices. If someone wants to continue working as a racist teacher and not commit to the work of cultivating the knowledge and capacity to develop students who are primarily BIPOC.

Underwood reminded people that once the policy goes to action, we still have three full senate meetings left and we can control how we proceed. There is a little time. Boyd clarified that action item gain be postponed if we like.

The motion to postpone the policy to the next senate meeting and take up the issues raised at this meeting was voted on. The motion failed. (7 in favor, 19 opposed)

Introduction item passed. 25 yeah, 8 nay.

Boyd took up Item 9: Proposed Policy for the Use of Digital Technologies in Teaching and Learning

8. Proposed [Policy on University Diversity Council](#) – FASP – Introduction Item *time approximate 3:30* [1:02:50-1:19:55]
  - Supersedes [EM 12-014](#)

Underwood quoted the President's letter charging the writing of this EM:

"The UDC was founded in 2014 as an ad hoc committee directly reporting to the President and the Vice President of Student Affairs. With our campus commitment to Equity, Diversity and Inclusion it became clear that the UDC should become an officially recognized diversity committee. Therefore, I am pleased to charge the Academic Senate with finalizing and approving a policy that defines campus procedures and council membership of the University Diversity Council."

The UDC will discuss items such as President Hutchinson's strategic priorities, social justice and Ethnic studies, and workforce diversity which is a priority that has key performance indicators. Other items may be associated with key campus priorities: campus climate, communication, and overhaul of the EDI website. Officially recognizing the UDC and the work they engage in will officially maintain momentum and make sure mechanisms are in place to continue those efforts.

Underwood introduced Tray Robinson (Director, Office of Diversity and Inclusion) and Michelle Morris (Faculty Diversity Officer) if anyone had questions.

Michelle Morris explained that among her other duties she is charged with promoting a diverse workforce at Chico and is glad we have undertaken to apply an Equity, Diversity and Inclusion lens to this effort. She observed that folks often reach out to her for assistance with the faculty hiring process (ideas about interview questions, revitalizing department standards for RTP, etc.)

Tray Robinson noted that this EM will allow us to have sustainable EDI efforts on our campus. He welcomed comments and observed that the EM will ensure that we strive for diversity across all of our divisions.

Comments and questions were shared:

- Under Scope line 2-3 might include "Asian" to list of foundational identities
- Same section and lines should replace "Indigenous" with "Native American". The term Indigenous undermines the native right to sovereignty because they are a political entity not a race.
- Is the scope of this policy race and ethnicity diversity or is this broader that includes things like physical ability? Should there be someone from the ARC on this committee? Does the title of this policy capture this?  
-Tray Robinson said the council's EDI work is encompassing of all areas of diversity. This is reflected in the priorities and key performance indicators which the UDC continues to develop.
- Where is the representation of non-race and ethnic identities on the Council?

-Michelle Morris noted that faculty, staff and student appointments from across the divisions are not meant to be concerned exclusively with race and ethnicity issues.

-there may be a way to add language to the Scope that addresses this.

- Do ex officio members vote the same way as the standing members? Voting responsibilities might be clarified.
- Might mention “international faculty” as a population included under Scope
- The student member appointed by the Student Academic Senate does not hold an office and it is therefore unclear what their term of service is.

Senators were invited to send comments to Underwood to coordinate suggested revisions before the next Senate meeting when the item comes to action. Boyd noted that this is why we have introduction items. No one needs to apologize for finding questions since looking over policies many times leads to discoveries.

Introduction item passed. 34 yeah, 0 nay.

Boyd called a 5 minute break and resumed discussion with Item 5: Proposed New minor in Biomedical Engineering (EEC).

#### **9. Proposed Policy for the Use of Digital Technologies in Teaching and Learning (Marked version) – FASP – Introduction Item [3:09:54-3:24:45]**

- **Supersedes EM 14-014, and Interim EM 20-020**

Boyd congratulated the extraordinarily patient folks in the gallery waiting for this policy to be discussed.

Underwood noted that this new EM supersedes EM 14-014: The Policy for Online Education and the current interim EM 2020. As a reminder the preamble of this policy explains its purpose: “This policy sets out the flexible framework for the integration of technology and pedagogy. This framework emphasizes principles and guidelines over inscribing specific processes or describing particular technologies or platforms.”

Underwood went over some of the notable changes in the policy from the interim to this one.

- There is a new table of contents
- There was a change in the definition of proctoring software (pg, 4)
- There is addition and revision of language in 2.2 Data Collection  
Specifically section 2.2.3 garnered a lot of discussion in FASP about affording students privacy from audio and video recording
- There is the addition of WASC criteria about proctoring software in 2.3
- More language about Modes of Instruction 3.1.2
- More language about Affordable Learning Solutions 3.1.3

- Student services references 3.4
- Technical Support 3.5
- WSC requirements about curricular control 4.2
- Added language about Accessibility and Universal Design and resources and law 4.3

Underwood praised the amount of work done. This is all tracked in the track-changes document. Underwood recognized Kathy Fernandez and Chiara Ferrari who worked so hard on the policy and can answer any questions.

Boyd asked for questions:

- Paiva asked about regular expectations about time use and when faculty should not be working as over a single holiday or when they are not regularly assumed to be at work. This protects faculty and students as well.
- Ferrari said there is nothing specifically in the policy. She could see how one might expect such policy to be mentioned here because the question becomes more pronounced with digital learning. If we want to add something it could potentially be added to Section 4.8 that treats credit hours. If we view the academic calendars there are certain days that are defined as non-instruction days. We might use that principle here saying “during those days that are defined as non-instructional days work should not be assigned, or we should not expect students to deliver work.
- Seipel thought good online pedagogy can guide the language. “It is not appropriate to assign something that is due in two days in general because it does not meet the needs of students.” Training should make instructors aware of other things that may challenge a student.
- Sistrunk noted that this is the most amazing policy. He was involved way back in the old days writing the original Policy for Online Education and you all have gone so far beyond what was there.

Here is something to think about for action. It is a paranoia that faculty have expressed to him for years about Intellectual property. If the University gives someone extraordinary support to support faculty development, legally, they own the work you did. In the CSU we expect that faculty will keep ownership of their course materials. This is not true in the UC’s, they are working for the shop. In section 4.4.1: the policy encourages a faculty member to seek training when they are teaching with digital tools, platforms etc. In line 6, after the word “copyright” you all might add the sentence: “ This training shall not constitute exceptional support from the University and shall not give it intellectual property rights over the material created.”

This sentence might be put in section 4.5 on page 11 after the third line (whatever you think).

- Ferrari agreed this is a need. They have been waiting for a policy from the CO and it has not come out yet. She said as the COLT lead, she emphasizes that when someone designs a course, it is their property. She did not see why they could not make this more explicit in this policy.

Introduction item passed. 28 yeah, 0 nay.

Boyd thanked everyone for sticking with this and maintaining our quorum.

**10. [Nominations](#) for [Statewide Academic Senator](#) (1 position, 3 yr term), close at midnight, March 25<sup>th</sup> – Information Item [3:25:07-3:25:28]**

Boyd noted that the next agenda items are nomination announcements.

**11. [Nominations](#) open for At-Large Faculty Senators (3 positions, 3 yr term); close midnight April 8<sup>th</sup> – Information Item [3:25:28-3:26:37]**

Boyd noted that At-large positions are supposed to represent the faculty as a whole. The nominations opened today. An email will appear.

**12. [Nominations](#) open for senate officer positions; close midnight April 8<sup>th</sup> – Information Item [3:26:37-#:29:07]**

- **Academic Senate Chair, Vice Chair, Secretary, EPPC Chair, FASP Chair**

Boyd explained that officer positions are one year. Feel free to contact current officers with questions. The elections of the officers are held the last senate meeting of the year.

There are also vacancies coming up for college senators. Senators should be receiving notices about this if your term is ending.

Sistrunk remarked that we are dedicated to anti-racism and social justice and if you or anyone you know is BIPOC encourage them to apply. The senate is trying to be inclusive.

**13. [Associated Students Report](#) – Holbert/Snyder [3:29:10-3:30:13]**

Snyder said AS is focusing on in person and virtual programming for graduation week. More specific information will come in the following weeks.

If anyone has questions about the AS report, please reach out.

**14. Staff Council Report ([February](#); [March](#)) – Peterson [2:10:26-2:15:15]**

Peterson noted there are two reports in the agenda, and she would answer questions if anyone had them.

She wanted to ask about an issue that has been brought to staff council in relation to staff that are serving on University committees. It has been brought to her attention that some staff are treated as if they are staff to the committee on which they are serving and they are not being treated as if they are a full committee member. Sometimes they are asked or required to take the minutes, create the agendas, and do other things that seem staff related.

She would like senate help to get the word out, or if any senators sit on a committee if they could help in some way to resolve this so that staff feel more comfortable sitting on committees. Right now, there are staff who do not want to sit on University committees because they fear having to serve an ancillary role and not be considered a full member. Often times there is only one staff person on the committee and this can make it more difficult to speak up.

Boyd was grateful that Peterson brought this issue up. She agreed wholeheartedly that this should absolutely be set straight. She hoped senators would speak up and recognize that there is sometimes confusion about who is staff to the committee and who is serving on the committee as a staff representative.

Peterson said we all want to do a great job and make a difference for our faculty, staff and students

#### **15. Standing Committees Reports [3:30:13-3:31:49]**

- **[Educational Policies and Programs Committee](#) – Allen**  
Allen had nothing else to add and was happy to answer questions
- **[Faculty and Student Policies Committee](#) – Underwood**  
Underwood the FASP report is attached. If there are questions let her know.
- **Committee on Committees – Paiva**  
Ongoing work to assign committees. The committee is developing a new application to volunteer to serve on committees.
- **[Executive Committee](#) – Sistrunk**  
EC met four times. No cigars were smoked in the deep recesses, but we will keep trying.

#### **16. Statewide Academic Senate [Report](#) – Ford/Boyd <http://www.calstate.edu/AcadSen/> [3:31:50-3:33:53]**

- ASCSU [Agendas](#), [Minutes](#), [Resolutions](#), & [Summaries](#)
- CSU Board of Trustees, Faculty Trustee [reports](#)

Ford said a full report is linked to the agenda. He wanted to note a few highlights.

First reading items are now available and linked. He and Boyd would appreciate input on these between now and the next plenary in May.

There will be committee meeting in mid-April. They could use feedback on their standing committees.

Boyd asked people to send questions if they had them. It seems to be a change that first reads of resolutions are available. This was not always the case. The senate position on state legislation is also considered.

Two names of nominees for faculty Trustee were submitted to the governor.

**17. University Reports – Hutchinson/Larson/Sherman/Parsons/Boura; 2:45 pm time approximate [6:11-28:29]**

**Hutchinson**

President Hutchinson asked everyone to stand in solidarity with the Asian community and give a moment of silence to reflect on stopping Asian Hate.

She said as we recognize our strategic priority of emphasizing Diversity and Inclusion that it is important that we live by this every day and stand by supporting all our community especially communities of color and the underserved. She hoped we would reach out to these communities.

Hutchinson had a few announcements:

- The This Way to Sustainability Conference is up and running through tomorrow. She complimented the quality of the speakers and the student organizers for their exceptional work along with the Executive leadership team. Everyone should attend!

Last year the conference served over 1100 attendees. This year attendees include people from Chico State and the CSU's and over 21 other universities and school districts from across the country. This is important to our University goals to draw down our carbon footprint and make a difference to Climate Change.

- Federal COVID relief funds were received at the end of February and we are working diligently to figure out how to deliver them, especially those targeted to students. Distribution will be easier so that funds will be moved as fast as possible. There will be more announcements next week.
- More information about our Repopulation Plan describing our return to campus will be coming out next week. More people will be allowed to come to campus and should work with their administrators to determine how to do so safely.
  - we are gearing up for more in person this summer and as much as we can do in the Fall schedule
  - last month our plans based on CDC guidelines and State and County Health advisories, we thought we could offer up to 30% in person courses. Last week it became clear we could offer up to 50%
  - now with new guidelines and a Three -foot separation rule for Universities, as Butte county moves to a less restrictive tier, there may be opportunity for even less restriction.

-The Provost, the Deans and the department faculty are working to maximize in person opportunities, and she thought we would be well over the 50% mark. She recognized the hard work everyone was doing to prepare for student registration on April 26

-housing in the residence halls will move from single occupancy to double (check the housing website)

-Hutchinson noted that Chico State is committed to affordable education and access. We need to embrace our face-to-face culture but also think about ways to enhance online education.

- Commencement exercises are being planned. There will be 3,400 graduates this semester. She commended the graduating seniors how earned their degrees through all kinds of trails including the Camp Fire, more fires and a global pandemic. Their resilience will stay with them.

-35-40% of graduate do not live in the Chico area, and because of Butte county health restrictions, we cannot have a large gathering in the way we would like. The plan now is to hold a number of smaller ceremonies where 100-125 students can be engaged in more intimate and targeted gatherings with faculty and their families.

-Hutchinson said she understood that this was not what anyone wanted, but we must work within the health guidelines of the CDC and the State.

Hutchinson said that plans for Summer and Fall will change, but we must remain vigilant and still practice social distancing and PPE use and get vaccinated as we work on herd immunity together.

### **Larson**

Provost Larson noted that planning for the Fall 2021 schedule is coming down to the wire as the world continues to change and evolve.

- The Chico State Enterprises (CSE) had its board meeting on March 15
  - Phil Wilke (General Manager of North State Public Radio) reported on how the relationship with CAP radio is proceeding very well. We have ventured into a public service agreement with them but will continue to hold the FCC license and play a very important role.
  - good progress continues with the two Enterprise software systems
  - The One Solution Financial Program has been critically improved and will impact user experience soon. The Sponsored Programs and Activities Committee has been heavily involved in consulting with Mary Sidney (CSE, CEO). The development side (pre-proposal stage) software is also rolling out. The two products will provide campus users with readily available campus reports and make it easier to do the work of research and sponsored programs.

### **Sherman**

Vice President of Business and Finance Sherman had three items:

- Yesterday preliminary approval was granted to change the renovation of Butte Hall project into a new “complete rebuild”. The final approval will come from the State Department of Finance in July, but we can begin or preliminary planning. We got another \$3M so that some \$86M in campus support will be expended on the building renovation and rebuild.
- B&F is working on understanding the COVID stimulus moneys and it becomes clearer how it may be utilized. There are varied requests about how to use the money and most importantly student assistance will be streamlined to go out as soon as possible (this is anticipated in the next couple of weeks).
- The EOC (Emergency Operations Committee) continues to respond to changing health and safety guidelines. There is a team making sure we reopen in a way that is safe. If you have question send an email to [EOC@csuchico.edu](mailto:EOC@csuchico.edu).

### **Parsons-Ellis**

Vice President of Student Affairs Parsons-Ellis noted that Chico State has started surveillance testing for COVID this week with 178 tests. The results came back within 24 hours and all were negative.

- As the guidelines keep changing this Spring, Student Affairs has to keep moving.
- Student Affairs Programs are up and going
- To highlight just one, the Career Center will have an Internship Fair on March 3. 123 companies have registered, and this is the largest we have ever held. 828 students have registered and there are over 1,000 one on one sessions.
  - Later in March there will be the Education Hiring Fair and 96 School Districts will attend and 235 students are registered.
  - in April there will be a Late Spring Career and Internship Fair
  - right now, there are 13,597 jobs listed in Handshake

This is all an example of how engaged students can be in this environment.

Boyd asked for questions about the reports.

- What kind of outreach is the University doing to reassure Asian members of their security? Hutchinson said she met with the Asian-Pacific Islander Council this week and the university will promote continued communication to ensure the safety of Asian-Pacific Islander students, faculty, staff including international students. If someone does not wish to speak to the press, they can contact Sean Murphy in University Communications.
- Parsons-Ellis explained that surveillance testing is being conducted by a third-party vender 2-3 times a week on campus for students in Housing and Athletics. This will give us a community picture since this age-group is largely asymptomatic.

### **18. Ask the Administrator; 2:45 pm time approximate [28:29-1:00:47]**

- As guidance changes about allowing more face-to-face classes, what strategies do we have for responding to allow more face-to-face courses? Larson said chairs are working with Deans in constructing schedules that allow more face-to face that will be

complemented by sections that are virtual. People are working with creative ideas to manage the three-foot rule and maintain safety within the schedule.

- Michael Coyle observed that there is much international, national and local information demonstrating the difference of perception in what is significant and important about what actually happens in interactions between people of color and Police workers. Students of color report feeling targeted and harassed and terrified by the police whose mere presence can serve to trigger such reactions. University statements about inclusion and diversity can seem to be merely PR. How is the campus administration preparing itself to deal with the differing perceptions of students of color and police about their interaction?

-Hutchinson said she was disturbed to read the article in The Guardian and took it up with our Police Chief right away. She said this is why we have the Presidential Taskforce on Policing. This is a concrete example of information we bring into the Taskforce to help it inform their work.

-She reported that the Taskforce is making progress and will have public forums for people to weigh in. She said this is why the work is so important and there will be opportunity at the end of the semester to have conversation that will lead to specific action so that all of our students, especially students of color, feel included and safe on our campus. She said she thought this conversation belongs with the Taskforce and subsequent conversations we will have in the Spring.

Boyd said she would post the email address so that questions for the Taskforce can be sent.

- Since the University is getting federal stimulus money this seems like exactly the kind of issue we should be investing in. The CFA has called on campuses to fund crisis intervention workers, councilors and a robust Ombuds office to provide alternatives to police and mediation possibilities that can particularly train in anti-racism intervention. What was the CSU doing to make this happen? Larson said she was on the CSU bargaining team that has yet to work through all the counter proposals it will offer.
- The sports teams are returning to campus activities but there are regulations that prohibit coaches from engaging in any activities with their teams without being paid. Some coaches have volunteered to serve students to help build back communities. Are these coaches prevented from doing this?  
-Hutchinson answered that there are conference restrictions about coaches of varsity athletic teams for the CCAA. Parsons-Ellis said that some activities of club and intramural teams were coming back to campus this Spring that are safe. She encouraged email queries about the specific circumstances.
- A student asked about a harassment complaint they had made last August about a staff member from the UPD that happened during an Academic Senate meeting and the

student had never heard anything back. Hutchinson had assured the student that she would take the matter seriously because the student had found the event traumatic.

-Hutchinson said the matter was taken seriously, and Sherman added that she further referred the issue to the Harassment Office to investigate and promised she would let them know that complaint had never been resolved with the student.

- It was asked what student input had been a part of the process to decide how commencement would be conducted this Spring so that the graduates would feel recognized. It was hoped that more activities and celebrations were being planned beyond a single online commencement because that would be disappointing.
  - Hutchinson noted that planning had started a year ago as the University continued to look at public health regulations and the technology support that had to be locked in as well. She did not know if students were consulted, but a student survey was sent out and she assured the students that the best ceremony was planned given the restrictions we are under. She said Senate could welcome Stephen Cummins (Director, University Public Events) to a meeting to explain the entire process.
  - Parsons-Ellis added that Departments and programs had been developing their own programs finding ways to recognize students. Different diversity groups will hold their own ceremonies virtually. She said students could contact her with ideas.
  - Hutchinson reminded folks that we are being guided by public health requirements and the desire to promote student success.
- Student sentiment was that specialized ceremonies could be offered while remaining COVID safe. They have been resilient as colleagues have had mental health issues, they lived through the Camp Fire, and the Flood, and now the pandemic. They want to have some of the normalcy that other campuses in the CSU are having. It seems safer to recognize the students that are here and do something off campus for the others as well. There are other ideas about streaming for parents a live event here.
  - Students would like to be clear about how the decisions were made.
  - Hutchinson said the Student Life and Leadership will have some kind of senior automobile celebration at the end of April. The university is trying to provide photo opportunities on campus itself for graduates as well. She noted that every county has different strictures because of all the people from elsewhere that would be coming to such an event.
- It was pointed out that the information raised earlier about the different perceptions of police from the perspective of students of color was shared with the Taskforce Steering Committee as Hutchinson suggested. The position of the Executive board of the Chicano/Latino Council is that this was not sufficiently considered. It should be explained that even on the Taskforce itself some members feel forced into physically and emotionally unsafe positions. It is problematic to be told by white folks to be empathetic with the police who have caused us trauma recently is horrible to endure.

- Hutchinson thought we need to let the Taskforce complete its work and if the Senate wanted to hear from some of its members, they could be invited.

Boyd thanked the Cabinet members for accommodating the schedule and staying to address the many important issues that came up even though they are late more than 30 minutes to a Chancellor's Office meeting. She returned to Item 3: Announcements above.

**19. Other** [3:33:53-3:36:05]

Kasiser said that surveys are coming from Chico Unified to parents.

Shepherd reported that the Grove Study Room is open in the Library so there is indoor study space.

**20. Adjourn** [3:36:06]

The meeting adjourned at 6:15.

Respectfully submitted,  
Tim Sistrunk, Secretary