

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

ACADEMIC SENATE MINUTES
Thursday, April 2, 2020, 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.

PRESENT: Adamian, Alfaro Ramirez, Allen, Altfeld, Bailey, Boyd, Boura, Buffardi, Connolly, Day, Ferrari (Chair), Ford, Gruber, Guthrie, Herman, Hidalgo, Horst, Hutchinson, Irish, Kaiser, Larson, Livingston, Medic, Millard, Ormond, Paiva, Parsons-Ellis, Peterson, Schartmueller, Seipel, Shepherd, Sherman, Sistrunk, Sparks, Teague-Miller, Trailer, Underwood, Westbay, Wyrick, Zartman

ABSENT: Holbert, Hostetter-Lewis, Perez

Ferrari called the meeting to order at 2:30 p.m. and gave general instructions for senators to use ZOOM and how to vote and participate. She added that audience members can contact a senator through “Chat” to recognize them so that they may speak.

1. Approve [Minutes of February 13, 2020](#)

Ford moved to amend the minutes on page 4 to read:

Jennifer Aceves reiterated this and emphasized that a shortened time frame would delay the spring 2021 schedule build, which had not started yet, and require changes to her published schedule of build deadlines.

Amended Minutes were approved.

2. Approve [Agenda](#).

Amended Agenda was approved.

Ferrari noted that the meeting will be recorded and that senators may follow the text being generated by [Otter](#) in the link inside “Chat”.

3. University Report (Hutchinson, Cabinet) [00:03-32:40]

Ferrari invited President Hutchinson to begin.

Hutchinson

Hutchinson expressed her gratitude for the Herculean efforts of faculty, staff and students to move this university from face to face to one that is virtual in the last few weeks. She recognized the disruptions caused in everybody's work-lives and expressed her pride in how we are doing everything in our power to keep our students, staff and each other safe and healthy so as to advance the mission of the university.

We have had virtual and online classes for about a week, and she thought we have done well with a steep learning curve:

- We have reconditioned laptops and gathered hotspots to make sure students and faculty have maximum connectivity
- The food pantry is open, and we are making sure students who are food insecure have food
- We are working to help students with housing and security issues
- We want students to have a successful semester and support our seniors moving to graduation
- We are doing our best to slow the spread of the coronavirus in a pandemic that will not end soon
- She was concerned that as students work to fulfill the learning outcomes of their courses that they have support if they are feeling out of sorts- we want to engage them
- Around 80 students are still in the University Village where they can maintain social distancing
- Unfortunately, some student in campus neighborhoods held large social gatherings during Cesar Chavez day -she has worked with city and property owners and with Trevor Guthrie to help with social media campaigns to encourage students to learn about social distancing
- In the long term, the pandemic will not go away quickly, and we are planning for a virtual summer, with classes, summer programs and orientation
- We should begin thinking about a virtual fall as well that perhaps will be a hybrid of classes and services face to face combined with virtual delivery, so we can respond to changing circumstances

Sherman

Sherman had a few updates on a variety of different topics,

- One: Some buildings are at a minimal level of operation and are not maintaining typical levels of comfort. This is to support the social distancing for our workers in those buildings and for the FM S work group together.
- Secondly, she wanted to let Academic Affairs people know that we are moving toward a virtual online travel system. Working through the reimbursements for travel as a result of all the cancellations has made it very apparent that trying to do that with paper is extraordinarily difficult. Business and Finance is going to convert what we had been starting as a slow adoption of the Concurred travel system, so that we can be fully online by the time we get completed.

- Third, we are continuing to work in partnership with Butte County and the Butte County OES. As we look at the emergency requirements for our county, it is likely at this time that Chico state will be involved in some way in partnership with them.
- Four, we're assessing our capital projects in light of the evolving guidelines. There was some question about whether our science building project would be considered an essential function or an essential project, which it is. Up to this point, we've been working very closely with our vendor on that project to ensure that they're doing appropriate social distancing and able to accomplish that work. At some point that will no longer be considered an essential outcome for us.
- Lastly, as a result of the CARES stimulus project, there are opportunities for our students and our institution. It is about \$2 trillion. For higher ed institutions, there is about 30.75B of which 13.75B is for K-12 education as a whole. There may be opportunities for us to assist them to backfill the additional expenses that we accrued with the closure.

Larson

Larson congratulated everyone for all the hard work in moving to a virtual university and engaging within it.

- She noted that virtual instruction is identified as one of the 16 critical infrastructure sectors in this type of major emergency. We are an essential, critical part of the economy.
- She particularly congratulated TLP, IRES and OATS for their incredible work and hours spent facilitating our transitioning
- 3,800 sections and over 1000 instructors have been involved in supporting 80,000 class seats
- The This Way to Sustainability conference was delivered last Thursday and Friday to the most registered participants ever. Around 1800 attended sessions over the two days with 16 different universities involved and 86% of the attendees were students. It was a great job by the team of students, faculty and staff who converted this to a virtual conference so swiftly.
- The RTP calendar was altered in response to COVID-19 by Evanne O'Donnell (OAPL), Ferrari as Chair of the Senate and Sistrunk, President of the CFA. They are beginning to work on other tasks related to RTP.
- She has been meeting daily with academic leadership and has started a weekly meeting with Deans and Chairs

Parsons-Ellis

Parsons-Ellis said she has been blown away at what her colleagues in Student Affairs have been able to do and the creativity that has gone into quickly creating services for students:

- From the Career Center, CADEC, Safe Place and the Counselling, services are up and live and utilizing ZOOM and other technologies provided by OATS
- They are also working to insure that affinity groups are feeling connected -there are ZOOM pop-in rooms, and ZOOM drop-in hours
- The Student Affairs website lists ongoing services
- Sutter Dining is delivering food to the 88 students in University Village as is the Food Pantry

- The Pantry is open M-F, 11:00-2:00 and by appointment and is helping 50 students a day
- The Health Center is seeing 8 to 10 students a day
- ARC and the Career Center are still seeing students daily

Boura

Boura notes that University Advancement is striving to continue our relationships and connections to our constituent by keeping students, faculty and staff informed about initiatives and any work that is happening on campus.

- We are using social media to inform people about our responses to the pandemic and supporting our students.
- We have reached out to our benefactors to inform them and make sure they are well
- We launched a Student Emergency Fund for this critical time four days ago. It has taken in about \$2700 so far and needs more donations. It is part of the Student's Basic Need Project that will help with food or housing and other needs.
- The alumni office is launching a new program Wildcat Connect, which will focus on life-coaching so that alumni can support each other and students. There will be opportunities to communicate about the times we are going through now, working on resumes and applying for jobs
- A Webinar series will focus on crucial material for small business owners and allow accountants and attorneys to discuss business skills
- The division will continue to explore how to deliver services and utilize hybrid or fully online modalities to do so.

Ferrari called for questions:

- The UC changed its grade requirements, application process, testing and posted it on their website. Have the CSU's done this? Hutchinson said that the CSU Presidents and CO have been working on such policies and have sent reports to the California Department of Education
- What is happening about the Board of Registered Nursing accommodating nursing students who are required to have a certain number of hands-on learning activities but cannot get them now.

Larson answered that this board has been standing firm that 75% of the students' clinical course work must occur in a clinical setting and not in a sim lab. The UC's and the community colleges have also raised these issues and there is a great deal of political pressure being exerted. Our local nursing program, through the efforts of Karen Blackfoot, has started making clinical placements in three local hospitals with a lot of oversight for their health and safety. We are able to provide these opportunities for our students. She could not speak about larger state-wide issues.

- Is there outreach to students to collect data along the lines that WASC told us to in the light of our changing circumstances. Larson said that a committee is working with advising to evaluate how students are dealing with our shift to this virtual environment. Institutional Research will conduct two surveys of faculty and students about technology gaps and comfort with the virtual environment.

Ferrari recognized that the administrators had been tried by questions and challenges and she was grateful for their efforts.

4. Name Change from University Farm/Agricultural Teaching and Research Center to Paul L. Byrne Memorial University Farm – EPPC - Action Item [32:40-38:47]

Allen reminded senators about the background information for this name change. In 1960, the University Farm was dedicated and recognized as the Paul L. Byrne Memorial Farm. In the 1990's, faculty added Agricultural Teaching and Research Center to the name. It has had many names over the years since. In the meantime our EM governing complementary units (EM 19-026) requires centers to be auxiliary units. This motion renames the Farm and removes the term "center" especially.

She noted that the CO said this would not need to go to the Board of Trustees for approval.

She introduced Dean Unruh (College of Agriculture), to answer questions

Was there background research done about who Paul L. Byrne was to verify that he is worthy of an association with the university and students will not be alienated by it. Allen answered that he was a state-senator and helped pass legislation to fund the initial land purchase for the farm. Boura said that the CO raised no red flags.

Action Item passed.

5. Proposed changes to EM 92-043: Faculty Profits on Course Materials – FASP – Introduction Item [38:47-50:20]

Underwood gave a quick overview:

- This EM passed in 1992 as an interim policy
- It needed to be amended and revised in response to a CO audit
- It ensures the ethical sale of course materials and activity on campus as it pertains to course materials so that the reputation of the academy is not harmed
- Faculty should not profit unreasonably from their materials at the expense of their students
- Materials should be appropriate and distributed through pre-approved cash collection points (bookstore, assigned course fees, published material, or recognized student groups)
- The policy provides links for cash management procedures
- The principles invoked quote the American Association of University Professors (AAUP)
- These rules do not impact works published commercially, or by a third-party publisher
- They are not meant to restrict academic freedom

Underwood scanned the amended document to point out some of the passages that were changed.

- Cash collection points were altered
- the discussion of course packs was moved
- links to information and discussion about cash management and about collection points were added
- the AAUP principles quoted were all added language

Underwood asked Trailer to answer questions as he had done great work rewriting the policy. He recognized the contributions of Dean Lau (Business) to this effort.

A typo and an incomplete sentence were spotted.

Trailer said that student groups selling course packs is a part of the original policy. Others offered examples: Crop Science and Horticulture Club regularly sells course packs with instructor cooperation and Omicron in biology does this as well.

Introduction Item passed.

6. New Option in Criminal Justice MPA – EPPC – Introduction Item [50:20-56:48]

Teague -Miller introduced the new Option:

- It will fill a gap in the graduate Criminal Justice options that is so saleable in Northern California.
- The Criminal Justice major is one of the university's largest, so demand for a graduate option among new graduates is expected to be strong

The coordinator of the program is here to answer questions and can add any information:

- Current students were surveyed and there is great interest
- It will build on current faculty
- It will build on our criminal justice offerings and promote exposure of students to a variety of faculty
- There will be no new expenses in this way

Questions were raised:

- Do you anticipate many students going to law school after this degree?
 - The answer was that the external accrediting body in the field encouraged us to constitute a group of local practitioners in criminal justice
 - One does not need legal skills so much as they need to be able to administer public programs.
 - These practitioners were excited about this proposal as many who end up working in the field are required to manage budgets and personnel and implement complex public policy with a Masters in Public Administration.
 - The majority of our students are interested in working in criminal justice agencies (that fall under public administration skills)
 - The MPA is a better fit than a law degree for many of them
- Are there plans to interface with program similar to CLIC with a civic engagement or service learning dimension?
 - It is unclear if there will be a direct link to CLIC
 - There are MBA students who work in CLIC and we encourage students not already practicing as public administrators to complete an internship and this will continue to be encouraged in this option

- The civic engagement piece is important in our program overall and this Option would not really do this any differently

Introduction Item passed.

7. New Option in Business Analytics – BS in Business Information Systems (BSIS) – EPPC – Introduction Item [56:48-1:01:17]

Allen gave an overview of this 21unit Option:

- There are already two other Options in the degree and this will adjoin them (Management Information Systems and Supply Chain Management)
- This option would provide students with any of the different forward-looking disciplinary knowledge to help them better understand how to generate data in their business organizations
- students will learn about cloud computing, how to design and develop data warehouses, and also about contemporary issues in business intelligence and internet security issues including cybersecurity. Probably ZOOM bombing too is going to be in there as well.

Allen introduced the department Chair, Dalen Chiang to answer questions or comments.

- The proposers of this Option discussed their plans with the Data Science Program and it is hoped that these conversations will continue (perhaps over email)
- Robin Donatello (Mathematics and Statistics) emailed that the current status of the data science certificate is unclear, and that she thinks this is a good option, and there is no reason to hold up this proposal. She hopes there will continue to be discussion about collaborating on coursework.

Dalen Chiang said he might try to hold some ZOOM meetings as he would like more course suggestions from Mathematics and Statistics, or the Computer Science department to add to the program in the future

Introduction Item passed

Ferrari noted that our next Item 8 treats the Credit/No Credit grading discussion. She knew many people wanted to weigh in on this, and discussion is not supposed to begin until 4:00. She thought we should take a five-minute break now and return at 3:45. We can take up item 9 and see how far we get with the reports that follow on the agenda before 4:00.

Break (5 minutes) [1:02:27-1:03:24]

Ferrari asked Underwood to go over the editorial correction from agenda Item 9

9. Editorial Corrections to FPPP 10.5.3 – FASP Information Item [1:03:24:1:04:21]

Underwood explained that one change was made to this passage which was a reference that was incorrect and will now be corrected.

10. Standing Committee Reports [1:04:28-1:11:39]

- **EPPC Report ([February 20; March 5 and 26](#)) – Allen**
Allen offered to answer questions
- **FASP Report ([February 20; March 5 and 26](#)) – Underwood**
Underwood said that FASP had a lovely three weeks of meetings and asked or questions
- **Executive Committee ([February 21; March 6, 13 and 27](#)) – Sistrunk**
Ferrari noted that there are four reports from the Executive Committee. Sistrunk pointed out that one item discussed on March 13 was the Interim Executive Memorandum for Academic Scheduling. This was published on April 1 and uploaded to the President’s website.

The general Scheduling Task Force report came before the Senate last month and we endorsed it so that the people working on scheduling could continue to move forward as some of our buildings will eventually come off line. In EC, it was decided to hasten this work and make this an interim policy which can be renewed after 6 months. No wording was really changed significantly, but it reifies the Academic Scheduling Advisory committee that is given a charge and membership in the EM, so that they can set to work making recommendations and perfect the policy. This gives the committee a more formal structure and after six months if they are ready, the EM can go through the regular Senate process to become a regular EM.

Livingston asked what the meaning of the “Hiring Chill” was as discussed at the March 27 meeting. Larson explained that the CO sent a memo to all the campuses to slow down all hiring and pause all still open searches. This has meant in Academic Affairs that any faculty searches where the candidate had not yet been selected would close. We lost around 12 to 13 searches for faculty.

Ferrari asked to hear the Associated Students report and asked if there was anything to add

11. **Associated Students Report – Guthrie/Alfaro Ramirez [1:11:39-1:23:15]**

Guthrie said that AS is indefinitely working to try to make sure that the transition to virtual instruction is going smoothly.

He expressed some concerns:

- Students feel like they are actually getting more work now the classes have shifted online.
- Some students are homeless and some live in their cars.
- a lot of our students were laid off and AS, themselves, laid off 700 of our student employees.
- some students don't have desks at home because they rely on the library.
- They don't know how to do online education because that's not what they signed up for.
- They have toxic living situations, even going back home.
- in some cases, once a student has left home, returning again can be a stressor
- As is learning to live with your parents again. So, there is a myriad of things that our students are going through.

He hoped if faculty hear of anything or you can somehow influence your colleagues to take it easy, that we should and keep these struggles in mind. I think that we would really appreciate it.

Ferrari thanked Guthrie. She remarked that this is something that she has heard in a number of situations, and added some other considerations:

- she thought that faculty with less familiarity with online and virtual learning sometimes do not know the time it takes to work on reading and assignments when the student is not learning in a face to face classroom.
- Conversation must continue among Deans and Chairs and faculty. These are pedagogical issues that need to be addressed.
- Hopefully, there are resources that are available to teach faculty to gain perspectives about technology to help both students and faculty.

Guthrie hoped faculty would reach out to students and see if they having a difficult time reaching out themselves and using the services. They could give our students some encouragement and help them and nudge them to use these services.

Wyrick asked if we have any information that faculty are creating more work for students. He is trying to figure out what that means. Are we talking about different perceptions of workload that's switching around, or do we actually have any information that the load is heavier.

Based on his own experience, Guthrie thought many faculty are converting work into weekly units that actually have more to do than happens with face to face. He recognized that instead of having lectures, professors want to give students the ability to do work on on their own time. Unfortunately, there are classes where most of the learning is in the lecture and discussion. So, to make up for that, they give you more quizzes and work. A lot of my classes, I've shifted onto weekly duties and they added more than what already was the weekly duty to make up for that lecture that you're not in.

Faculty made observations:

- They had heard the same things Guthrie reported
- we need to adjust our expectation of what we think learning looks like across our entire student population.
- The student who will be most impacted by these disruptions will be our underserved students
- What happens to students who have been doing C work, does this change now?

Larson noted that the workgroups she had mentioned earlier to examine the shift to virtual education had been finding many of the same issues, though not really discussions of workload. She said many students were overwhelmed by the blizzard of messages coming to them through email.

Sistrunk said that everyone's comments were salutary and should be remembered and there are things that should be done, but if anyone wanted proof of faculty concern for students, they should think about the incredible amount of work they have undertaken to move their courses in a short time from face to face to virtual modalities in order to save the students' semesters.

8. **Grading: Credit/NO Credit – Discussion Item** [1:23:16-2:36:23]

[EM 10-018 CSU Grading Policy Considerations](#)

Ferrari introduced discussion about modifying Chico's current grading policy to allow students more latitude to choose from a number of CR/NC grading options to accommodate the extraordinary circumstances of the current COVID-19 pandemic. She recognized many were in attendance to participate in this discussion and highlighted the policy considerations sent by the CO to leadership across the CSU.

The [CSU Grading Policy Considerations](#) document summarizes existing California State University grading policy, but also clarifies some of the impacts on students choosing not to receive letter grades in some way for their work. It describes various financial ramifications as well as professional impacts, effects on going on to graduate school, and other possibilities. It is the result of Provosts' conversations about their concerns with applying a policy across the CSU that can guide the choices students themselves have to make. It includes examples from other systems in the United States that shows that there is not really one consistent response. Some have let individual campuses fashion their resolutions and others have relied on system-wide policies.

The CSU seems to have decided to let individual campuses have their own discussions about ways to respond to the crisis by utilizing CR/NCR options, and the Chancellor's Office has asked for feedback from them by April 15.

Ferrari asked Michael Allen, University Registrar, to elucidate this further.

Michael Allen said we do not need to change our policy for students to opt into the CR/NCR option. Currently, the student must get a letter grade in GE and major coursework so the CR/NCR in our current policy can only apply to electives.

Things we need to do to effect change of policy and options for it:

- We need to state plainly that for this semester only, students can use CR/NCR in their regular course work (Registrar)
- Student still need to initialize that they are changing to CR/NCR (can't be done for them) (Registrar)
- Students can choose this option for individual courses, or all courses (Registrar)
- We need to create a very well thought-out FAQ because this is complicated and some students won't understand the possible impacts of their choices since it is so layered
- Students want to be able to opt in or not
- CSU policy allows for an A,B,C / NC option
- These discussions should be had in the departments since some of the courses students are taking are tied to their major and implications professionally might be understood differently
- Whatever the policy is, we will need to create advising capacities, videos and support to make the specifics work
- We don't need all the answers right now, we need to bring up the concerns and register the questions

- Many students are in difficult circumstances and so we should preserve their possibilities to choose the CR/NCR option as close to the end of the course as possible
- We need to give students and faculty enough time to figure out the best workable solution
- The Registrar said we can accept the grade up to the time it posts though significant problems can occur if there is a rush of too many people because we post it too late
- Normally if a request is made like this there must be a serious and compelling reason, this does not apply now
- We will hold harmless grade requirements in GE and the major
- Is it not possible to have a petition process to have a CR/NCR grade converted to a regular grade. The Registrar answered that all these questions are governed by EO 1037 which would have the specific verbiage
- We should say this unusual policy will apply “for this and similar semesters”
- This discussion will be continued in FASP and EPPC next week as well as PAC, Cabinet and the Student Senate so we can offer what our preferred choices will be
- Guthrie noted that the students are anxious and hoped the policy would proceed with alacrity
- A few other CSUs are addressing these issues with many of the same questions we are
- We must be sure to inform and advise students so that they can make the best choices for themselves
- We must insure that faculty understand what is going on and insure that they can inform their students accurately and clearly
- the Department Chairs and departments are the best channel of information and should discuss and clarify all the concerns and this communication happens.
- Will the CR/NCR be treated almost like a grade change after a student has seen the results of the semester? The Registrar noted that the Chancellor’s Office has consistently rejected this idea
- Northridge is allowing ABC/NCR for all classes except those in the golden four
- We might create a system that gave all A’s or F’s
- CR/NCR carries different meanings in graduate studies
- Classes with large enrollments (like ENG 130) would be heavily impacted by such a policy since it requires a C- and this impacts many other majors
- The process to let students do this can be simple or require more steps (like advising) however we design it
- certain majors could decide that students must get advising to make this choice
- As described on page three of the CSU Grading Policies Considerations we could allow students a semester of withdraws. This would have great impacts
- Implementing widespread use of “Incompletes” can have major workload ramifications and inhibit future development as they can represent a kind of limbo
- ACRO has determined that because we are not ending the semester but transitioning to alternative pedagogy, that it would not be appropriate to put a note about the extreme circumstances on the transcript

- The options that would not be imposed that have been discussed include:
 1. ABC/NCR (this option would need to be added to our current Chico policy)
 2. CR/NCR
 3. I
 4. Don't do anything
- An NC grade does not impact a student's GPA (at Chico) though some professional schools (like law schools) count them as "F" in their GPA calculations
- The question about whether these options will apply to certain courses (like GE or major courses) should be taken up with the departments and their chairs

Possible ramifications to a CR/NCR policy:

- possible workload and "people work" that this change might entail could be heavy
- This will not impact veterans, or athletes inequitably if it is done for this one semester
- For admission purposes Chico will be taking CR grades from community colleges for this unique semester (they can transfer in and apply the grade to graduation)
- If the student would have gotten a "D" this means they will get no credit, and in some coursework "D" is a passing grade
- Students taking the CR option will get no credit if they get a "D" in the course
- In a quick survey about 75% of students wanted this and about 25% did not
- In the student survey, some students said they did not want their hard work to go to waste
- The system would allow someone who needed a C- to move on in a program to do that with a CR grade
- If the student made a mistake about some possible future impact like financial aid or degree progress can they go back and switch? The Registrar answered "No" Once the option is chosen it cannot be undone later.
- How do we know that students will be well-advised and what if the advisor has incorrect or incomplete information? Who should be responsible for making sure of the quality of advising?
- Some of the reasons our advising processes stayed in paper was to insure that a conversation happened since there are student specific curricular reasons to adopt this option or not. Students performance now can change in the future
- This is an unprecedented time -our institutions and the students are grappling with an unknown future
- Some choices matter differently in the future –what if a student decides to go to medical school
- Some choices are about courses in a curriculum but also about what is happening in a student's life
- What about classes with high DFW rates, what if a D is as well as a student might do, or they are already repeating the course and will get no credit at all
- Some courses require prerequisites where the student received at least a "C" grade not a C-. The Registrar thought we would have to figure out how to handle such case.

- We will not be able to tell what the ramifications might be for international students since different countries and programs have their own standards
- The standard for many international students is they must maintain a grade point average that is “high enough to persist” in their program. This is a 2.0 standard which would persist in a CR program. This is not really an issue for immigration status.
- Some programs would have extreme reactions against allowing students generally to change their grading option to CR/NCR without any consultation
- We don’t want to disadvantage URM students who might want to get into programs later that require grades
- It was suggested that the vast majority of students never finish “Incomplete” work and this also adds a lot of work for the faculty –it might be better for the student to take a “NC”
- Wide use of the “I” can impact faculty in FERP, Lecturers without a summer appointment, Lecturers without a job the next Fall, and people not available over the summer in general

During the previous conversation, Ferrari asked Guthrie to share the results of a student survey that he created and sent out to get student opinion about allowing them to take a CR/NCR option.

Guthrie said to get the survey out quickly, he used Survey Monkey, which did not allow him to view all the data because he would not pay for it. He sent it out for four days and the responses he could see, showed that about 75% of respondents wanted the option and about 25% did not. He thought most of those who voted “No” had not really understood the policy question as many of their comments were easily fixed or not really germane. Some had not wanted their hard work to go to waste. Some wanted to be able to opt in or not.

He explained that the first question of the survey only asked if the student supported going to CR/NCR Option. For the second question he asked: “How would this personally affect you?” and for the third he asked if they had any concerns. He wanted mainly to let people share their concerns across the board and witness about how this might personally impact them

Ferrari wanted to take a straw poll to see what the sense of the senate was about choosing some of These options but given the diffidence of the assembly, she reemphasized that senators should return to their departments and get a sense of what the University is thinking about these possibilities. She thought it was clear that the senators did not want to do nothing at all. The other options include:

1. ABC/NCR (this option would need to be added to our current Chico policy)
2. CR/NCR
3. I

The student representatives were encouraged to attend the Standing Committees next Thursday to offer their perspectives which will collect all the feedback from their constituents and all the other groups meeting over the next week. By the end of next week we should have a better view.

12. [Staff Council Report](#) – Peterson [2:36:24- 2:37:26]

Peterson had left.

13. **Statewide Academic Senate Report - Ford/Boyd** <https://www2.calstate.edu/csu-system/faculty-staff/academic-senate/Pages/resolution-summaries.aspx> [2:37:26-2:56:19]

[ASCSU Resolutions & Summaries](#)

[ASCSU Chair's Report](#)

[Campus Report](#)

Ferrari announced that Rick Ford was the new State-wide Academic Senator for Chico, elected by acclamation to serve for three years.

Boyd reported that virtual meetings were held for three days over our Spring Break week. She shared some highlights about reading the report of her FGA committee. She explained how it makes recommendations on state legislation and supports various bills or not

Ford discussed the resolution about the ongoing discussion of Ethnic Studies. He pointed out two points that had been added: that local places will need to operationalize what the recommended SLO's should be and the upper division recommendation has been made more flexible. AB1460 seems stalled because of COVID-19.

The second resolution he focused on was Resolution 3418: Accommodations of Faculty due to the COVID-18 Emergency. He pointed out several of the recommendations:

- SETs for the Spring semester should be optional about whether they are put into the file
- Probationary faculty should be allowed an extra year on the tenure clock if they choose it
- Teaching modalities that were used before the crisis should be returned when it is over
- There are other items to look at

The CO is consulting with ASCSU faculty about using the SATs or ACTs, since they have been suspended and we need to figure out what will happen to the evaluative functions they serve

Shepherd asked if the ASCSU would recommend that travel funds and start-up funds be rolled over so they are not lost.

[there was much breaking up of transmissions]

Underwood asked about the SATs. Ford referred to the news article he had shared in the "Chat". The technicalities of SATs were considered in detail.

Zartman wondered about SB 874 which allows Community colleges to offer 4-year degrees. Boyd said the ASCSU expressed its deep concerns against. This legislation was supposed to be based on clear and extreme need. Zartman was encouraged to send Boyd his concerns.

14. **Announcements** [2:56:19-2:58:29]

- Alfaro Ramirez said that he and other students had been working to set up a community relief fund that people can apply to receive immediate cash relief for those who are service workers

in the Chico area. He sent the information through the “Chat” function. They are using CashAPP. If others want to give, they can email him and he will send a link.

- Guthrie said AS elections were held today and Brea Holbert was elected Student body President

15. Other [2:58:29-3:03:41]

Boyd congratulated Ferrari for running such a successful meeting.

Trailer asked if FASP would take up the problem of moving RTP files onto digital storage. He hoped to help craft FPPP language to facilitate this transfer. Sherman said that four years ago there was a statewide project to move all of these and she was surprised this had not been undertaken at Chico. She would be a strong supporter of this and thanked Trailer for bringing it up.

[Daniel Grassian could not be heard as he was breaking up] he pointed out that it would be a cost for us but that there is overwhelming support to do it.

[Ferrari was lost for a while]

Evanne O’Donnell said that there are negotiations system-wide to acquire Interfolio to assist us. Her office, the Provost and the Academic Senate could work mon making this happen. Underwood wanted to support this strongly as well.

16. Adjourn. [3:03:46]

Meeting adjourned at 5:47 p.m.

Respectfully submitted,
Tim Sistrunk, Secretary