

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

ACADEMIC SENATE MINUTES
Thursday, April 23, 2020, 2:30 p.m., ZOOM

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

ABSENT:

Ferrari called the meeting to order at 2:30 p.m. and congratulated Jennifer Gruber for defending her Ph.D.

1. Approve [Minutes of April 2, 2020](#) [00:55-1:14]

Minutes were approved.

2. Approve [Agenda](#). [1:15-2:29]

It was pointed out that Item 6: Proposed changes to EM 92-043: Faculty Profits on Course Materials should be an action item since it passed as an introduction item already.

Amended Agenda was approved.

3. University Report (Hutchinson, Cabinet)

Ferrari invited President Hutchinson to begin.

Hutchinson [02:30-12:15]

Hutchinson thanked everyone for their continued commitment and resilience as we continue to navigate the challenges of facing COVID-19 and worked to keep everyone safe. She wanted to cover a few important developments:

- The CSU has been waiting for the federal Department of Education to elaborate on all the parameters of implementing the CARES Act that provides emergency financial aid grants for students. This was passed in early April on the 8th or 9th, and we have needed guidance (in FAQ's) to know how to implement these grants. The system Presidents have been working with the CO over the last 2 ½ week to come up with CSU guidelines to navigate how to get students this money. The Department of Education FAQ's finally came out on April 21 and the these have been sent out to all the campuses.

Our local team was put together on the 20th and has been putting together guidelines about student eligibility and the application process. There will be an announcement this afternoon to all students to let them know all these things and that we are working as fast as we can to arrange the application process so that it is simple and easy as possible.

She wanted to remind everyone that the whole purpose of the emergency funding is to really assist students with financial need that they acquired during the disruption of COVID-19, this spring semester. When the CARES Act came out, especially for the higher education portion of it, it showed that Chico State would be receiving just shy of \$20 million, and that just shy of 10 million of that is going to be used for the emergency fund for students.

The other half, just shy of 10 million, is going to be used for institutional expenses associated with the disruption of COVID-19. We don't have any more detail on the institutional part. We're putting all of our energy right now into the student part of it in hopes that we can, again, get that money out to the students as quickly as we can, but it is going to take time so we're going to make sure that the application process is in place.

- All of us are beginning to get lots of questions regarding what will happen in the fall. To respond to this, she has reenacted our Emergency Operations Centre, and extended their responsibility and tasked them with starting to run options for fall. We need to respond to Governor Newsom's six indicators to use as a framework for decision making during this pandemic (one was ensuring physical distancing in schools). We need to consider what social restrictions might look right and for us, and what that might mean for reconvening in the fall.

The Emergency Operations Centre has created a number of planning committees. One of these will focus on academic programming which is led by Daniel Grassian and Kate McCarthy and has a number of faculty and a student representatives on it. They are now looking into viable options for delivery of instruction to occur in the fall. They are working under two planning assumptions for what our courses might look like n the Fall: one being virtual and the other being hybrid.

For those of you who've been following the news around the country, especially if you've looked at [Inside Higher Education](#) or the [Chronicle of Higher Education](#), you'll know that there are institutions across the country at various stages of planning. All of us are wondering again what it will look like, not for only fall semester but also for academic year 2021. Some of the institutions across the country have engaged and maybe even made determinations about what their fall semester will look like.

I need to tell you that we have to pay attention to our governor, and also pay attention to how well the COVID 19 is flatlining in the state of California as well as other places. We also have to be sensitive to Butte County Public Health, as well as city concerns about what types of options we wish to enact come fall semester. As soon as I have more information about that, I will certainly share it. My intent is that we will have a decision in place before the faculty break for summer months.

Ferrari entertained questions:

- In interpreting the CARES Act, it looks like students already enrolled in online programs will not receive any support. What about students in online courses who may have lost their jobs and need to finish their degrees? We will have all kinds of student need that fall outside of the directive from the CARES Act and the guidelines of the CSU. What will we do and what we're looking into are other funds or emergency funds that may be available for students?
- Are there any plans for the funding to go towards the makeup graduation for the class of 2020?
Hutchinson did not have any knowledge of this.
- What about undocumented students not being able to receive some of this funding, because it's federal funding. Is there conversation about alternative funding?

Hutchinson answered that the University is looking for anyone who falls outside criteria listed by the CARES Act and the CSU guidelines, which follow the CARES Act. We're looking for other emergency funding, or other funding that we can provide students who fall outside the eligibility criteria. So, we're looking into that, and we're really serious about it to so make sure that students on our campus receive help.

Larson [12:16-15:22]

Larson noted that Academic Affairs has been very busy since the last time we met.

- She wished to highlight an announcement that will be going out tomorrow. We are standing up a Go Virtual Summer Institute for faculty to participate with our faculty mentors, and experts from TLP and national experts as well to enhance, revise, and to work towards an online or hybrid type course.

We are looking for faculty mentors as well as faculty participants, and are funding the program at \$1500 dollars, a faculty participant. We'll be trying to encourage as many people to apply for this as possible. We are really interested in making this a Big Summer Institute. Please look for that tomorrow.

- We will be conducting interviews next week of two candidates for the AVP of the Office of Academic Personnel (OAPL). Please watch for invitations to participate in those zoom sessions.

Other accomplishments have been announced that she wanted to make sure everyone knew about:

- We did finalize a revision to the grading policy that ABC will be awarded while students who receive a D can opt into a no credit option, and an F will become an automatic no credit.
- We have finalized the policy around SETs for the spring 2020. That information just went out today. Basically, these SETs will not go into faculty's Personnel Action File. There are more details.
- She said that she had analyzed the policy around people opting in to request an extension to their tenure clock because of the COVID-19. There's a window of time that people can make that request starting around May 22 and going towards the end of August. So, it's quite a generous window, but please, get those requests moving if you're interested, sooner rather than later.
- summer school enrollment is holding strong and we're quite pleased about that.
- we learned today that we managed to hire 22 tenure-track faculty this semester

Sherman [15:26-18:31]

Sherman said that she would talk briefly about some information that we're getting from the Chancellor's Office regarding the state budget allocation process for the upcoming year.

- There are uncertainties because the tax deadline got moved back into June. What's likely to happen is the requirement that the state put out a tentative budget by June 30, will be just that, it'll be tentative.

So, it's likely that as the months go on and the state tax receipts are clearer, both from state sales tax and from income tax, that the initial budget that was given in June or July is likely to be modified come the later months, most likely around September and October. But that's going to depend, as everything seems to nowadays, on what's happening with the virus and modifications to our society made in response.

- At the moment, the state's got about \$20 billion in reserves. The work that's been done over the last several years to take down the wall of debt, and then to build up the rainy-day fund, has certainly been foresighted. We're optimistic that despite the loss of revenue, the state will not be in the type of financial distress that some of the other states across the country are already talking about today. For example, there are some indications that some states may have to become insolvent. So, we remain somewhat optimistic that at least California will find a way through this. But it is likely that we will have some reductions in the state allocation for the upcoming year or couple of years and we are working to plan that to mitigate any adverse impact.

- She has not heard any discussion of a reduction in students, but said that it's early in the process. She guessed if that was a discussion in 2008-9, somebody is bound to bring it up again, but she had not heard any discussion about that so far.

Boura [18:31-20:43]

Boura wanted to share a few things with the group:

- our Alumni Engagement office launched Wildcat Connect program. This program is going to allow us to have alumni be a resource for each other and connect with each other, but also provide an opportunity for alums and current students to be connected and be mentors and at the same time. The program also offers different webinars that are related to our current situation to help Wildcats. We launched the first webinar a week ago and the topic was that CARES Act and its impact on small companies, and we had a great hit with that.
- The next topic is going to focus on the class of 2020 and the job market. We have four talented acquisition experts for law firms that will be participating as speakers. They're all graduates from Chico State who want to help our graduates navigate the job market during this time, and how they can be prepared as they leave a Chico State and get into the marketplace.
- Over the last four weeks, obviously, we've been trying to connect with our benefactors just to be a support system for them. Some of them are making contributions to specific programs. We just processed data yesterday from 10 particular donors for over \$250,000.
- We are starting to see some positive signs when we work closely on identifying specific programs that people are interested in to support those students who may have been impacted by the COVID-19 virus but may not be eligible for the CARE funds. We are looking at different avenues to identify those funds and work with the appropriate units on campus to make sure the money is processed the right way to help those students the most

Ferrari asked for questions: [20:44-26:31]

Alfaro Ramirez asked two questions from students who had communicated with him.

- Over \$9M of the CARES Act money will be used to help students impacted by COVID-19, will any part of the rest of the CARES funds be used to reimburse students for fees or services they will not use for the rest of the semester?

Sherman answered that our expenses to date are some \$1.2 M over the \$9.9M we are getting in reimbursement from the CARES Act. At the moment, we are gathering the expenses that we have and then we'll have to make a determination as to how the institutional portion of that grant money is distributed, because we're already more in our expenses than are in the grant that we received.

- Another student question was: What are some possible funding sources for students outside the guidelines, since all of the students have been affected by the virus. How long should we expect before the processes and applications are made and students can receive funding?

Hutchinson answered that she did not yet have a list of alternative funding possibilities, but the University is trying to find other monies that can be used for students who fall outside eligibility criteria. There will be a lot more information for students coming out.

She observed that unfortunately, these things take time. There will be an application process which will require processing. We'll work through that process as quickly as we can and begin dispensing money. It seems clear that the process will take several months for us to get money out to our students

In that couple of months - two months, maybe two and a half months, some students will be getting that money sooner than later, depending on where they go in the application process. Remember there is a lot of behind the scenes work to make things as simple as they can be to reduce bureaucratic processes as possible. At the end of this process we will be asked to report back.

Sherman added that she thought the last comment is critical. The reporting requirements around the distribution of this money are exacting. It impacts both for the grants that are given students for immediate student help, as well as for the institutional spend. It's very transparent and clear cut, and it must be followed to the letter of the law.

Another question was asked of the Provost. Since we had 22 Tenure-track hires it looks like we lost at least 12 positions, was that money already encumbered or set aside for hiring?

Larson answered that it was. Basically, what it's going to do is allow us to capture dollars into our budget that will help us mitigate the impacts to 2021. So that money sits in the colleges. It's not money that I grab a hold of and put it into a bucket to the provost office, but it's actually dollars that are captured out - the dollars that are part of each college's budget. It will be a significant help to mitigate next year's budget cuts.

Parsons-Ellis [26:32-33:16]

Parsons-Ellis observed that 2020 graduates have been really disappointed about the cancellation of commencements. In Student Affairs they have been taking a few approaches to try and understand how students are feeling and reach out to them.

- The Student Life and Leadership in the VP's office will be sending out a survey to all 2020 grads asking about what they would like to see done about commencement plans in the spring. We want to meet their needs and appropriately plan.
- The Career Center is calling all 4,100, 2020 grads and doing a graduation check and congratulating them and letting them know that the Career Center is available to them as alumni if they are struggling in finding jobs after they graduate.

- The Wellness group is planning a senior send off. It'll be a public room where all the graduates are invited. It will also serve as a wellness mental health check about how people are feeling and how they are processing all of this. It can be scary to graduate anytime, let alone in the middle of the pandemic. So, we're doing some things to support our grads.
- The Health center is open and the Counselling Center is an active. Students can still go to Health Center. We also have tele-health available which has been working well. All the counsellors are active and doing tele-mental health,
- our pharmacy is closed, but if students know that their Student Health Center doctor practitioner prescribed them something, they can call the Health Center and the Health Center will still provide that script so that the student can go to Walgreens to fill it.
- Orientation starts on June 10. She thought that what they've got planned to connect with our new students was impressive.
- Next Monday, the AVP for Enrollment Management starts. We probably won't meet him for a while, but he actually is in Chico. He'll be telling teleworking from Chico somewhere and somehow he will to meet all the different groups.

Hutchinson added that she had received a report from Steven Cummins earlier this week regarding virtual commencement. So far, we have over 900 students who've logged into the marching order and over 400 students who have uploaded all of their material for the virtual graduation. A number have registered to walk which means they are automatically able to put a card into the virtual commencement as well. She thought interest had peaked up quite a bit, and we're very excited about this.

Alfaro Ramirez asked if here will there be a consideration for weighting or reducing fees next semester to soften the blow that COVID-19 had on students. Will there be a reconsideration of refunding commencement fees to students who do not want to attend graduation?

Hutchinson said she did not know the answer to that. For planning for next year, everything will be taken into consideration. She did not have the data with her about commencement fees and did not want to misspeak.

Zartman asked how the big Summer O event went. He heard there were 1500 students and 1000 parents last evening. Larson reported that the Deans were actively involved. They had divided into teams and each team hosted a site. The Deans thought it was quite successful, it was much more engaging and better delivered than they ever anticipated. Zartman said that whoever put that together and whoever the speakers were, they deserve praise from all of us for putting our best foot forward in these times.

Ferrari noted that we are now moving into the actual items for approval and thanked everyone for the updates and for the questions above.

4. New Option in Criminal Justice MPA – EPPC – Action Item [33:46-36:02]

Teague-Miller explained that nothing had changed about this new Option since our last Senate discussion. She introduced Professors Andy Potter (MPA Graduate Coordinator) and Darin Haerle (Criminal Justice Coordinator) to answer questions or add anything.

Action Item passed.

5. New Option in Business Analytics – BS in Business Information Systems (BSIS) – EPPC – Action Item [36:16-38:28]

Allen introduced this 21 unit Option in a 72 unit degree again and reminded senators that this option would provide students with an innovative and forward-looking disciplinary knowledge to help them better understand how to generate data in their business organizations

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

Action Item passed

Ferrari observed that is a FASP item and again, we amended the agenda to treat this is an action item not an introduction item.

6. Proposed changes to EM 92-043: Faculty Profits on Course Materials – FASP – Action Item Substitute Document Clean Copy [38:33-1:07:25]

Hildago gave a quick overview of the policy and asked Trailer to help out as well.

- 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
- 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 principles invoked quote the American Association of University Professors (AAUP)
- These rules do not apply to works published commercially, or by a third-party publisher
- They are not meant to restrict academic freedom

There was a motion to accept the substitute document, seconded.

This current proposed marked up document has been altered since it was seen an introduction responding to recommendations of Annabel Grim to include the following changes:

- Page four, section C, requires that student clubs deposit course-pack sales funds into pre-approved on campus bank accounts, and if they have an off-campus account, they will need to open an on-campus account to transact the activity. Sales funds and on-campus accounts may be used for expenses in accordance with student clubs and the organizational financial handbook. (And then there's a citation added)

- on the last page there used to be a statement that says all financial transactions must have approved cash management procedures. That's no longer necessary given the above so that's been deleted.
- The very last sentence of the policy was updated to reflect the current title. The last sentence now says should contact the Student Life and Leadership instead of the old sentence.

A majority voted to accept the substitute document.

Wyrck questioned the statement on page 2, the third paragraph from the bottom, last sentence, that states that CSU Chico faculty are “prohibited from using their positions to personally profit from the sale of any material students are assigned to purchase, whether on a required or optional basis.’ This seems overly proscriptive. Conversation about this policy asserted that faculty should not profit “unreasonably” from their work. The AAUP says they must not be “exploitive” and seems to imply they might have a small profit. We should use this qualifier “reasonable”

We are responding to an audit from the state of California. If we allow a small profit, we open ourselves up to the ambiguity of defining what that means. Trailer pointed out that the thinking was, it's be prudent for us to have a strong statement like this, but allow profitability through third party channels.

If you want to sell something on campus, you're not supposed to make a profit since that's built into your salary. You're paid a salary and the expectation is you're doing some work. The material is subject to pricing pressure and it's a natural consequence of being an expert in your field and publishing something for national consumption. If you want to make a profit from it, and have it published commercially, get a normal market royalty for whatever the normal market is.

This policy is trying to be strict so that we avoid ambiguity and declare that even a little profit is not allowed. This was discussed in FASP and we were pretty adamant about maintaining the principle.

Ferrari said that global objections should be posed during the introduction so that the policy can be reworked. During action, smore specific actual amendments should be offered.

Wyrick did not see how is this not incriminating faculty who assign their own work?

The sentence immediately following the one above says this policy does not refer to third party vendors and so the faculty person can make profit by selling their work this way.

Action Item passed.

7. Campus Native American Consultation and Repatriation Committee - FASP – Introduction Item [1:07:28-1:19:45]

Ferrari note that this item is a FASP introduction item, and she asked Hidalgo to speak to it.

This proposed EM establishes a permanent committee to provide the university with the expertise concerning the state and federal laws. The primary mission of the campus Native American Consultation and Repatriation Committee is to oversee compliance with NAGPRA and state laws pertaining to the treatment of Native American cultural items, associated and unassociated funerary objects, and human remains. It will also assist the University in working with, (but not limited to), the local Sheriffs, Coroner's Office, and the Chico State Human ID lab to repatriate to tribes in a timely manner.

This is a new policy and FASP did not request a marked version because of this.

Ferrari asked Rachel McBride-Praetorius (Director, Office of Tribal Relations), Eric Bartelink (Anthropology), and Carly Whelan (Anthropology) if they had comments. Rachel McBride - Praetorius said that this policy was important because it insured steps we need to take care of when we possess human remains and other artifacts.

Kaiser expressed her pride in bringing this forward. She said she had four native grandchildren and recognized how effective the documents that accompanied this policy were because they were so educational. It was a wonderful job.

Ford wondered how the staggered terms in the membership were supposed to work since they envisioned trying to stagger them over three-year terms. There are two Anthropologists, a Presidential appointee, and a staff person from the Staff Council. He counted that as four which would make it difficult to cycle through..

Rachel McBride-Praetorius noted that this is a brand-new committee, so we have to start somewhere. As she saw it, there's two Anthropology faculty, (which could include the Chair) and then a faculty member in a different area besides anthropology.

The director of Tribal Relations is considered an administrator and MPP, but there was a desire to have a representative from staff counsel to make sure that they would be included.

Introduction item passed.

Ferrari noted that the name of the committee was inconsistent on page 1 in the first paragraph (this is an editorial change that can be made without voting).

It was moved and seconded to suspend the rules and consider the item as an action item. 2/3rds vote passed.

Action item passed.

8. [**Oversight of Complementary Units \(including Campus Centers and Institutes\) clean copy – FASP – Introduction Item \[1:19:45-1:41:22\] Executive Summary of Main Changes**](#)

Appendices

Daniel Grassian, Vice Provost for Academic Programs, gave an overview of the back-ground of this policy. He said his EM has been many years in the works:

- The creation of this policy began some four years ago
- He acknowledged the work of many - Jeff Livingston, Chuck Zartman, Laura Nice and Stephanie Bianco and David Hassenzhal
- In 2014 the CO published an EO mandating that campuses have policies about campus centers and institutes and similar entities
- A year and a half ago we went through an audit and were ordered to address our lack of policy
- We developed an interim policy in summer of 2018 to be responsive to the audit
- The Executive Committee worked very heavily on this and the policy went through the Senate process, but still needed feedback from the Office of legal counsel which offered many changes
- Hassenzhal and Laura Nice joined the committee and added the Dean's perspective and on the ground perspective
- He wrote the executive summary to clue readers in on the main changes
- The changes at this stage are not that substantive, but tighten the language about evaluation of the Complementary Units by the Complementary Unit Review Committee (CURC) and add to the seven year processes spelled out in the procedures spelled out in the appendices to submit these documents
- Last December and January we sent this to new legal counsel and received a few suggestions
- Livingston complemented Daniel Grassian, Hassenzhal and Nice

Hassenzhal explained that he was involved because Natural Sciences has many centers and wanted to help capture how centers and institutes work in their reporting structure. Most of these units work with a Dean with a mix of money from state-side and Chico State Enterprises. He worked to clarify that relationship and make the reporting clearer. The goal of this is transparency so that everyone can see how these organizations are funded and where it goes. His changes were logistical.

Daniel Grassian added that the appendices linked in the agenda have templates for reporting, bylaws of the CURC and other matters.

Wyrick asked in the scope what happened to reference to the co-curricular function of the auxiliary units and sentence that this policy does not apply to system-wide affinity groups is unclearly defined.

Grassian said the term affinity groups was used by the VP of Business and Finance in E.C. Earlier iterations of the document had restricted the consideration of complementary units to Academic Affairs. Although currently, we do not have centers and institutes that are clearly defined discrete units working in Student Affairs, this policy is supposed to embrace the whole campus and it might be possible that they might in the future. The emphasis on the language about co-curricular units became less necessary.

Examples like the CCLC and CARE were determined not to be complementary units because they are not distinct units that have distinct directors and distinct missions. They don't fit the definition of complementary units defined on page 2. (A complementary unit is an organization within or affiliated with Chico State that is relatively independent from the university's existing units or departments. Formed to enhance the university, complementary units have an established and articulated distinct mission, budget, and program goals.)

Parsons-Ellis said this can be confusing because the Cross-Cultural Leadership Center and the Accessibility Resource Center use the term "center" but they don't fit this definition. One of the primary reasons is that this policy is about centers that are created that are aligned with programs, but particularly are not supported with ongoing state general fund budgets, they need to be largely self-sustaining. The programs within Student Affairs are not remotely self-sustaining. They all get general fund dollars. CCLC is entirely funded by general fund dollars so that they won't be self-sustaining like the museum, or the symphony would be.

Hassenzhal said if something is fully funded by state-side, it is a unit, not a complimentary unit. A complementary unit mixes funds and does things that support the central mission that aren't the central mission.

He added that all the complementary units in his college do co-curricular activities.

If that that word was removed in some places, the concept was not since it is included in the definition and activities of the complimentary units. All of them in my college are still doing what I would consider co-curricular activities. We're doing some curricular activities, and then they're doing some sort of partnerships with other organizations that bring in other funding.

Ford said the definition is still fuzzy. Grassian answered that the CURC will have the function of determining whether a unit is a complementary unit or not in the future.

Larson said she agreed, it was unfortunate that that word center was being used so prolifically across our campus. The CCLC is a unit that has a direct function to support the mission of Student Affairs is directly related to its mission. In many ways, it's similar to undergraduate education that is particular unit that is part of the Provost's office.

Housing is its own auxiliary unit and is similar Chico Enterprises, or the Associated Students that are their own separate legal entities. The farm is more or less like a huge monster lab. It is directly tied to the ability to deliver that curriculum, just like our chemistry labs or physics labs are, it's just a laboratory environment in an extremely different scale and scope.

Introduction item passed.

9. [Policy for University Long and Short-Term Facilities Allocation and Utilization, Supersedes EM 97-020 and 13-078 - clean copy - FASP - Introduction item](#) [1:41:37-1:58:08]

Hidalgo gave an overview of the policy and noted that Brooke Banks, Chief of Staff, can help us out with this.

- The EM is meant to establish more effective ways to make decisions in regard to facilities allocation and utilization as well as to more clearly outline rules for committees that handle space requests
- There was a lot of discussion in FASP about the definition of space as delineated in the EM, although the definitions are present, there was some concern over the accuracy and appropriateness of those definitions as these may vary on campus
- these definitions were subsequently amended and referred to in another section of the document
- When definitions are to be used in the document they should be very clear and relevant.
- useful links were removed to the appendix.

Brooke Banks noted that the old policy had a space allocation committee

- this policy also puts the analysis of space and facilities requests in the hands of the Campus Facilities Committee (CFU).
- CFU meets on a very regular basis and if needed, they would provide information to the Cabinet for decision making about space.
- The other thing that's added to this policy that wasn't in the prior version of the policy is information about the divisions' specific committees that deal with space requests and facilities issues within the divisions. Thus, there's an Academic Affairs committee that handles this for the division and the membership of that committee is outlined.
- There is also some clarification about how that is done in the other divisions.

Shepherd questioned the make-up of the Academic Affairs Space and Facilities Committee.

Of the 24 people on this committee, only three are faculty members (two are the Senate Chair, the Vice Chair) there's only one actual faculty member who is appointed by them from the Chair's council. The EM description states that they're really looking at academic spaces.

Brooke Banks noted that this divisional committee used to have only the Chair of the Senate on it, but two faculty were added by FASP and EC.

Boyd noted that at the university level in CFU there is only one faculty representative. It would be nice to add another faculty member so that their two-year terms could be staggered for consistency.

Stevens Cummins (the current chair of CFU) thought the addition of another faculty member with a two-year term would be fine. He said that CFU had just left the committee pretty much as it was and folded in a couple of members of the Cabinet Space Allocation Committee (SAC) as well so that CFU has a more direct link to Cabinet.

Wyrick noted that the EM defines CFU but does not really explain the division committees. The Academic Affairs space utilization committee has no preamble or discussion. It just has these bulleted members. The awkwardness sounds like it's a kind of recommendation to Academic Affairs to add certain individuals rather than a kind of university policy. He thought it might be useful to say the committee is advised to have at least the following or something like that. Otherwise, it just looks like it's not complete. Brooke thought this could be added.

Kaiser wanted to encourage adding a faculty member when we look for action with staggered terms as part of that. Some faculty have really distinctive usage patterns of facilities, like labs or high tech, that someone in those areas would be highly valuable to the committee.

Ford wanted to comment on age 2, section four regarding the responsibilities of APSS working with other units. He noted that we have recently passed interim EM regarding facilities and the establishment of the Academic Scheduling Advisory Committee. He was a little concerned that there's some inconsistency between that paragraph four and the Interim EM. Brooke Banks did not think it was inconsistent, but she can join a few others to be sure before the next meeting.

Ferrari said that someone could check for consistency between these and come with specific amendments next time to change the policy at action. This should be done to add a second faculty member to CFU as well. She wanted to remind senators that this is now at introduction. If there's broad concerns or issues or questions that you have, it would be really good to bring them up now and, if it passes, next time when it's at action, to provide clear amendments.

Sistrunk offered a historical perspective on CFU. Back when Melody Stapleton was the lone faculty member on CFU, she thought it would be a good idea to add another faculty member.

He also wanted to compliment the approach of this committee to try to put in the various division space committees that are supposed to be working on their own locations or centers. There's never really been any attempt to create a kind of coordination about those allocations. This is an attempt to create a rough oversight and coordination which is really important. He thought it would be great to add clarifying language about how the divisions need to develop their processes and promote ongoing creativity themselves.

It was asked if there is a reason why the student representation is so low? Can student representation be increased? Ella Snyder noted that in all the different committee listed in the policy, there are almost no student representatives. AS Government Affairs would like to promote their participation and since there is an AS facilities representative already they should also sit on the committee.

Boyd clarified some chat discourse. There was a question about the title of the Executive chair. It could read Executive Chair of the Department Chairs.

Steven Cummins explained that CFU has traditionally had the AS Vice President for Facilities sitting on it and historically beside student representation it had Staff Council representation and Faculty representation.

Ferrari concluded that it looks like the committee or a subcommittee can consider some of the points that were raised:

- Some clarification of the role of APSS in page 2 section 4
- considering different representation in relation to students, faculty and staff.
- The editorial change to the Executive Chair of the Department Chairs

Boyd wanted to thank people for all your work on this. The history of this committee was tumultuous in the past, and this is the first time that our shared governance processes are being utilized to really oversee how these committees are structured with an EM structure to guide the work.

Introduction item passed

[1:58:08-1:59:50]

Ferrari said she would like to officially introduce our soon to be new senate office manager in the Senate office, which is our lovely Margie Keyawa-Boyd. So, as many of you know, we had an open position in the Senate office after Tracy left to work in the library. We are very, very fortunate and I'm incredibly grateful to have Donna to help us in this time, but we have completed a search and Margie will be joining us shortly. I wanted to make sure that everyone could be introduced to Margie. There will be many more chances to get to know Margie, as she will join us June 1. She asked if Margie had anything to say: Margie thanked everyone and said she looks forward to the work. Ferrari observed that we will still have some time to enjoy. Donna. So, thank you both for helping us. Thank you.

Ferrari turned to Item number 10 and noted that we will discuss the proposed revisions to EM 19-021 next. This is an EPPC item that comes to us as a consequence of having taken the very tough decision to postpone the full discussion of the GE minors.

10. Proposed revisions to EM 19-021 – EPPC, Introduction Item [1:59:50-2:06:14]

Ferrari asked Allen to introduce EM 19-21: General Education Program. Allen asked senators to recall that this EM came through Senate last year with major significant revisions.

- Today, the only proposed revisions are in the very last paragraph on page 7, ADDENDUM will be replaced by Implementation of Revisions.
- Because the proposed GE minors will not be coming through Senate, they must be taken up in the fall, and that's going to push back implementation of this EM and the new GE program. Therefore, on page 7 in the last paragraph, we changed “the revised program will be implemented in the fall 2022 2024” and the same dates in the next sentence.

There was also some discussion EPC about use of the word addendum in the policy. EPPC talked about whether we should change that to appendix or should we leave it as addendum? Basically, we seem to talk a lot about what is an addendum versus what is an appendix and what we came up with is that an appendix generally is additional reference information and an addendum often contains subsets of information that are added later to the main document. So, we didn't really think that either of those really fit this paragraph. Wyrick had a great idea just to strike the word Addendum. So that's what we ended up doing in EPPC.

If you have any questions about why the revised program can't be implemented next year., Jason Nice (CAB Chair) and Kate McCarthy (Dean of Undergraduate Education) can probably answer that question better than I can.

Ferrari asked for any questions:

Boyd noted that the focus of the edits is changing the timeframe for implementation of the program. She wondered since it's an introduction item, if she could throw out another edit that might have been an oversight when we passed this that is almost editorial.

On page six, in the second half of the page under the recommendations to provost, the first sentence of that section could read:

“The Curriculum Advisory Board (CAB) will be responsible for making recommendations to the Senate and to the Provost or designee on the implementation, monitoring...”.

We might want to clean this up quickly.

Ferrari asked for other comments or questions?

Introduction item passed.

11. Standing Committee Reports [2:06:34-2:08:06]

- **EPPC Report – Allen**
Ferrari asked Allen to share her report and asked for questions.
- **FASP Report – Underwood**
The FASP reports were shared.
- **Executive Committee Report – Sistrunk**
Ferrari asked for questions for Sistrunk.

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

12. Associated Students Report – Guthrie/Alfaro Ramirez [2:08:07-2:08:47]

Ferrari asked if there were questions for Guthrie or Alfaro Ramirez. She asked if they wanted to highlight anything.

Alfaro Ramirez aid the last official meeting of the Board of Directors would be tomorrow - information will be shared on their website.

13. Staff Council Report – Peterson [2:08:48-2:10:29]

Ferrari asked for the Staff Council report.

Peterson said that the 49th annual staff award luncheon that takes place in May was cancelled.

They are still going to be doing the Excellence Awards:.

- Employee of the Year
- Customer Service
- Safety award
- Wildcat spirit

The Council will be announce them via email and maybe by having something on zoom. We are also going to celebrate the years of service for 25 years to 40.

The Council is still studying if they can safely hold the Fall reception, we're working on how we can do that and still have our safe space and also acknowledge the winners of the Excellence Awards. Information will be going out later.

Ferrari thanked Peterson. This Staff Council, luncheon and awards ceremony was actually the first event that Ferrari attended last year as Senate chair, so it has a special place in her heart. She was very sorry that of course, like many other events that cannot happen right now.

14. [Statewide Academic Senate Report - Ford/Boyd](http://www.calstate.edu/AcadSen/) <http://www.calstate.edu/AcadSen/> [2:10:30-2:23:39]

[ASCSU Resolutions](#) & [Summaries](#)

Ferrari called on Ford and Boyd and thanked them for putting their report together.

Ferrari said that there's a lot of communication and a lot of stuff that is coming from the CO and from the Academic Senate. She added that there are have recurrent meetings with the CSU Senate Chairs, which has been a really nice way to keep in the loop of what's going on across our campuses.

Kaiser asked Ford about the roll out of the 4th year quantitative reasoning requirements in California and communication about graduating high school seniors and community college students who may want to come to the CSU. She said this already being disseminated to the high schools. She had thought this would be rolled out slowly. She pointed out many problems:

- Many of the schools are not active now as everything is going virtual
- Where are the teachers who can do this
- Many will not be prepared for this math curriculum
- Are they going to get some guidance (especially in low-income or rural schools who are widely spread out)
- How will advising be done for all the college bound high-school juniors to enroll in that course, in their senior year.
- How can we suggest that all these high schools are going to have everything in place and active in one year
- what kind of resources was the chancellor's office looking to provide to some of these very remote and small schools?

Ford said he could only answer for our service area that is partnering with Sacramento to develop 2 fourth year courses (one is area G course and the other is an area C course) They are tooling up for online delivery of their professional development curriculum, associated with that development. He thought that it's kind of fortunate that we will be able to include remote rural areas we've never been able to before with that training in that partnership

It really hasn't been lack of opportunity in terms of the availability of the courses. It's been more about counselling issues and encouraging the students to take the course. It's more of an advisor issue than it is a resource issue. But in our area, the rural nature and the lack of fully qualified math teachers gives us a different problem.

The curriculum that we've chosen to disseminate includes area G courses and what's unfortunate because you don't need a full math credential to be qualified to teach area G. But that will be very helpful for our small rural schools that don't have fully qualified, fully certified staff teachers.

Kaiser said she was pleased to hear that answer, but she would strongly encourage you in the Sacramento faculty to suggest to the Counselor's Office that advising isn't just necessary for the students, it may be necessary for these faculty that it is a big step to have some one feel like they are confident about producing this material when they haven't done it before.

Bailey was especially concerned that these changes will impact our already marginalized students. We're seeing right now across the state that students that are in both rural and urban areas, are running into problems with accessibility, just to the content to the instruction. How much discussion has there been so far about just the issue, that connectivity, access to laptops or tablets, access to the internet, those sorts of things are challenging and WiFi is not strong in some places and hotspots are critical.

Boyd wanted to put a call out there that she is working on a resolution that is pertaining to the federal and state budgets that comes from the ASCSU as an advocacy resolution for the CSU. Particularly, she would love if anyone who has statistics on the impact of the CSU in terms of our economy and job placement, things like that I think are really great to be able to highlight. She welcomed welcome anyone forwarding me that information and the rationale. Thank you.

15. Announcements [2:23:42-2:25:45]

Ferrari said she had a few announcements.

- First of all, we have an open call to serve on university committees. She strongly encouraged interested senators to go to the Senate email that has a link to the webpage where you can volunteer for all the university committees. We will send one more reminder tomorrow so you can easily see the list of committees
- One committee is dangerously low on volunteers is EMEDC, which will have three or four vacancies next year. She recognized that this committee does a lot of work, but believed it's

also a committee where people can learn a lot about the university and have a voice in choosing University leadership.

- There is an opening for a one year of service as a senator at large. These nominations will close on Tuesday, April 28. She invited people to reach out to your constituents and faculty that might want to serve for one year as a senator at large.

16. Other [2:25:45-2:27:37]

Hidalgo reported that she is still noticing that there are still students partying downtown and not respecting social distancing. It's a problem, and she hopes that it gets addressed in some way.

Hutchinson reported that the University is working on this diligently utilizing the Student Life and Leadership office. There was a town and gown meeting with property owners and the city. Everyone is working within in the law to encourage students to social distance to the best of our ability. The University continues to message daily, but the students who live off campus are difficult to communicate with. Those students just need to make better choices. I get calls complaints daily and I assure everyone, we're doing the best we can, but at the end of the day, we need the students to take responsibility.

17. Adjourn. [2:27:39]

Meeting adjourned at 4:58 p.m.

Respectfully submitted,
Tim Sistrunk, Secretary