

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

ACADEMIC SENATE MINUTES
Thursday, October 22, 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, Allen, Altfeld (Teague-Miller), Bailey, Boyd (Chair), Buffardi, Burk, Ferrari, Ford, Gruber, Herman, Hidalgo, Holbert, Horst, Hutchinson, Irish, Karjl (Bailey), Larson, Leon, McBride-Praetorius, Medic, Millard, Morales-Sanchez (Snyder), Musvosvi, Ormond, Paiva, Parsons-Ellis, Peterson, Schartmueller (Allen), Shepherd, Sherman, Sistrunk, Smith, Snyder, Son, Sparks, Teague-Miller, Trailer, Underwood

ABSENT: Kaiser, Perez

Boyd began to welcome people to the ZOOM meeting and encouraged Senators to note that they are senators on the participants window and guests to note that. She reminded senators there will be an Otter transcript link (text the Chair privately if there are problems). She called the meeting to order at 2:34.

1. Approve Minutes of [October 1, 2020](#) [10:44-13:01]

Larson noted that on page 2, bullet 5, that at EDXCHICO ten faculty and one student finally presented from the seven colleges and the library.

Wright said that McBride-Praetorius carried her proxy at the meeting.

Amended Minutes were approved

2. Approve Agenda [13:02-20:27]

Sistrunk requested inclusion of a new item 6: Proposed Resolution in Opposition to the Chancellor's Implementation of Ethnic Studies (AB1460). He noted that senators received this text via email and corrections were sent today.

Sistrunk hoped no one was surprised that many aspects of item 5: Chancellor's Office draft of EO 1100 Revised were controversial or unclear. This resolution calls on the Chancellor's Office and the Board of Trustees to step back on their efforts to implement Ethnic Studies in recognition of the faculty control of the curriculum and the fact Ethnic Studies faculty were not allowed to weigh in enough. This resolution attempts to preserve space for all these voices.

Allen commented that many of our sister campuses across the system have passed resolutions very similar to the one sent today including San Francisco State, San Marcos, Monterey Bay, Northridge, Humboldt, Dominguez Hills, Cal Poly Pomona, and Stanislaus and we would be following their example.

Motion passed with 34 in favor.

Amended Agenda passed.

3. Announcements [20:29-32:01]

- **Preparing for the November 3 Election – AA, Civic Engagement, Acad. Sen.**

Boyd recognized Mary Wallmark (Director, Student Life and Leadership) to talk about preparing for the Election. Mary Wallmark observe that we are as prepared as possible for this election:

- 1) There is a myriad of programming to help faculty, staff and students to figure out how to engage around the election.
- 2) There are programs around surviving the election
- 3) The biggest message is that this will be difficult and we need to lean in together

She said the Campus Activity Review Team that reviews campus activity usually related to free speech will focus on voting and has planned for multiple scenarios. Student Life and Leadership will coordinate with University Police and University Communications. We are monitoring social media and law enforcement channels to respond to protest and display during the election.

The Student Life and Leadership Office will be open for two weeks to answer questions and will have a presence if there is any activity on campus. The staff will be at the polling place on Monday and Tuesday. The ballot box will be promoted and the vote center will be open from Saturday through Tuesday where people can get in person help.

- Peterson announced there will be a Staff Breakroom Chat every Wednesday from 2:30-3:00 at a ZOOM location sent to all staff where people can just drop in without an agenda or being recorded in a safe place to just interact as we all used to when we were on campus. Tell staff she or Mary Bowman will be there every Wednesday and this is a place to get connected.
- **Events through the Humanities Center**
Boyd noted the link for these events is also in the chat
- **Friday Forum: Living Room Conversations**

Ferrari noted that tomorrow's Friday Forum will be lead by Sue Peterson (Chico State Speech and Debate Coach) on how to have difficult conversations with students between 11:00-12:00. (The link is in the agenda and in the chat)

- Boyd reminded everyone that there will be a University Budget Meeting on October, 30, and she is soliciting questions people want addressed. This will allow presenters to prepare material. Send questions to her or the Academic Senate Office
- Boyd announced that the Ethnic Studies ad hoc committee to help with implementation of AB 1460 curriculum on our campus. The members of the committee are:
 - Jesse Aaron Dizard, Anthropology
 - Michele Eggers, Social Work
 - Aydé Enríquez-Loya, English
 - Vanessa D. Esquivido, American Indian Studies (Vice Chair)
 - Susan Marie Green, Multicultural and Gender Studies
 - John Mouanoutoua, School of Education
 - Browning M. Neddeau, School of Education and Multicultural and Gender Studies (Chair)
 - Shawn W. Schwaller, History
 - Chunyan Echo Song, Sociology
 - Bretton A. Varga, School of Education

Boyd thanked Allen (EPPC Chair), Jason Nice (CAB Chair) and Susan Green (MCGS Chair) for helping to establish this committee after diligent consideration of qualifications and disciplinary expertise.

4. Proposed Resolution: [Condemnation of Violence Against Black People and Communities of Color and Commitment to Anti-Racist Practices](#) – EC – Action Item [32:01-1:36:21]

- **Recommended [substitute document](#) (substitute document with [changes tracked](#))**
Boyd introduced discussion of the resolution Senate passed as an introduction item on September 3 and a substitute document recommended by the subcommittee of senators and qualified representatives of important constituent groups who worked to revise it.

The substitute document was moved as an Acton item by Adamian and seconded by Bailey.

Boyd gave an overview of the substitute document. The EC charged a revision committee to work on the various changes suggested by senators and all the other comments community members submitted during the initial conversations when the resolution was a discussion item and later when it was at introduction.

The committee that did the revisions included members of varied constituencies with appropriate expertise:

- Dawn Frank (Black Faculty and Staff Association)
- Annie Adamian (School of Education)

- Paul Bailey (School of Education)
- Logan Lee (AS Commissioner of Diversity Affairs)
- Ella Snyder (AS Director of University Affairs)
- Chela Patterson (Chief Diversity Officer)
- Cecelia Sintillan Robles (Director, Early Outreach and Support)
- Gloria Godinez (Assistant Director of Labor Relations and Compliance/Deputy Title IX Coordinator/Assistant DHR Administrator)
- Malcolm McLemore (Associate Director, Star Center)
- Betsy Boyd (non-voting member)

Extensive revisions were made (as seen in the track-changes version of the document). Connections were drawn between the whereas clauses and the final resolution clauses. The Black Faculty and Staff Resolutions were added as appendices. Much educational material and substantiation was added to the notes to enrich understanding of the language and meaning utilized in the Resolution.

38 voted in favor and 0 opposed and the substitute document was accepted as an Action item.

Hutchinson explained that the announcement made over email today about the membership the Presidential Taskforce to review Police policies and practices identified the Steering Committee which will finalize the staffing of the entire committee of 30 some people that will be drawn from all the diverse voices called for in this resolution.

Smith moved an additional clause to be placed just before the final clause:

“RESOLVED: That the CSU, Chico Academic Senate request the Academic Senate Executive Committee commission an annual review, and report of-progress on actions embedded in this resolution, taking into account the Black faculty, staff, administrator, and student perception of progress, and deliver the report to the Academic Senate; and be it further”

He thought this was an accountability measure that needs to be added as there are many actionable items to be implemented, and we will need to discuss the resolution provisions over the years.

Adamian supported the amendment and offered some minor edits to line two: “...an annual review, and report on the~~of~~-progress as it relates to the ~~on~~-actions....”.

This amendment of the amendment passed. (35 yes, 0 no)

Holbert moved an amendment to the last line of Smith’s initial amendment to add the words: “...report to the Academic Senate and the Student Academic Senate; and be it further;”

She thought this would guarantee that the report is more accessible in the future and will make sure Student Academic Senate college representatives would see the report and could pass it on.

This amendment to the amendment passed. (35 yes, 0 no)

Adamian moved to place the new clause two clauses from the end. No objections.

The complete resolution clause passed (35 yes, 0 no)

Smith moved to add a resolution clause just before the last resolution clause he moved above:
“RESOLVED: that the Academic Senate recommends hiring more Black faculty to the Counselling and Wellness Center in accordance with APA Guidelines of counsellor to student ratios in alignment with the harm reduction goals listed in this document.”

Smith noted that the first resolution of Black Faculty and Staff appended to this document (Appendix A) calls for hiring more Black faculty in the Counselling and Wellness Center. He noted that mental health issues among students are rising and having a Black counsellor will serve the educational purpose of the students.

There were different viewpoints about this clause:

- Parsons-Ellis said the guidelines call for 1 to 1,500 students and we have 1 counsellor to 1,200.
- Ford thought there were other areas in the university that need the same attention. If we adopt this, we might overlook those other areas. He did not understand which whereas clause this would connect with.
- Smith answered that student representatives generally agreed that the Counselling and Wellness center was inadequate to meet student needs. Mental health should be viewed as central to student education
- Sparks noted that this was a request of the BFSA six years ago and it can be amplified by including it in this resolution.
- Parsons-Ellis added that there are 24-hour services available and a psychologist has just been added to the staff.
- Adamian reported that students have informed her the appointments and services that they desperately needed have been missed. She thought the clause was specific and important and added to the intentions of the resolution
- Paiva wanted to be sure we were not out of compliance with California law that prohibits hiring decisions based on race.
- Snyder said this is just a resolution that spells out our desires.
- McBride-Praetorius noted that Proposition 209 currently is the law, and we could not legally hire someone based on this.
- Allen pointed out that this clause is just recommending a course of action and we can do this.

Horst moved to strike the phrase “~~in accordance with APA Guidelines of counsellor to student ratios in alignment with the harm reduction~~ goals listed in this document.” Seconded.

Horst explained that we do not know what guidelines are being referenced exactly and the APA guidelines change all the time. He said the other resolution clauses are not tied to external professional organizations. He thought our rationale for asking for more Black faculty went beyond harm reduction.

Other observations were made:

- Sistrunk said the language about the APA guidelines of counsellor to student ratios has been brought up over two years in the California legislature and is still being considered.
- This is not exactly technical language and the reference to “harm-reduction” also appears in the clause to consider policing and should be read as an overarching political statement
- Parsons-Ellis noted that the Counselling Center is accredited by the International Association of Counselling Services. The other reference that might be useful is EO 1053 which is about student mental health.

The amendment to strike the phrase passed. (18 yes, 17 no)

Smith moved to strike the final words of the clause “~~goals listed in this document~~”. Seconded. No objections, and motion passed.

The motion to adopt the amended resolution clause in its entirety
'; passed. (30 yes, 6 no)

The amended resolution: “CSU, Chico Academic Senate Condemnation of Violence Against Black People and Communities of Color and Commitment to Anti-Racist Practices” passed (36 yes, 2 no)

5. Academic Senate Feedback for Chancellor’s Office on Draft EO 1100 Revised – EPPC – Discussion Item [1:36:22-2:15:30]

- [LJB to Presidents feedback on CSU GE EO](#)
- [CSU GE Breadth Draft EO Revised 10-8-20](#)
- [Form - Feedback on CSU GE EO](#)
- [AB 1460 \(pdf\)](#)
- [CSU Board of Trustees Title V Updates – Notice, Proposed Regulation, Reasons](#)
- [Resolutions from other CSU campuses/councils](#)

Boyd introduced discussion to collect feedback on Draft EO 1100 Revised that the Chancellor’s Office will collate and consider carefully as system-wide ideas are discussed about how to meet the new Ethnic Studies requirement.

Allen, as EPPC Chair, gave an overview of the EPPC responses to the CSU GE breadth requirements. She started with a brief history of Ethnic Studies in the CSU, some of the more significant edits in the draft EO, and EPPC feedback on them.

For a brief timeline of Ethnic studies in the CSU, we have to go back over 50 years. It started in 1968 at San Francisco, State where a coalition of student groups came together and demanded that the University institute an Ethnic Studies Program, which they did. Down through all the intervening years there were initiatives launched and statements of support were made across the state. The Congressional Black Caucus reaffirmed the importance of Ethnic studies in the educational mission of the state.

In 2014, Chancellor White appointed a CSU Taskforce for the advancement of Ethnic studies and this taskforce met several times over the next two years. They were given the task of identifying the state of Ethnic studies in the CSU, student trends in these programs, and proposing system-wide recommendations.

In 2016, the Taskforce delivered its report. They found wide-ranging and varied support for Ethnic studies in the CSU, and also that student interest had really grown while resources had decreased. They made ten recommendations. First in importance: the CSU should make Ethnic studies a GE requirement throughout the system.

Between 2016-19, there were rallies and protests at some CSU campuses in favor and there were reports and much work. In 2019, Assembly Bill 1460 was introduced in the California Legislature which would make completion of an Ethnic studies course a graduation requirement in the entire system. This passed in the Assembly in 2019.

In the summer of 2020, the CSU Board of Trustees voted to make changes to Title V of the California Education Code specifically the portion that relates to General Education. The Senate then passed AB 1460 and the Governor signed it. The discussion today is focused on what happened in 2019-2020.

AB1460 is now Education Code 89032 (this is linked above). The law says that Ethnic studies is an interdisciplinary comparative study of race and ethnicity with special focus on four historically defined racialized core groups: Native Americans, African Americans, Asian Americans, and Latina/o Americans.

- The law says commencing with the 21-22 academic year (next year) the CSU shall provide for courses in Ethnic studies.
- The law further says that the CSU shall collaborate with the CSU Council on Ethnic Studies and the ASCSU to develop core competencies.

- Commencing in 24-25 academic year the CSU shall require the completion of a minimum of one three-unit course in Ethnic studies while not increasing the units needed to graduate.
- It is important to note that the law does not require the course to be in the GE program, nor a lower nor upper division course.

This is what happened on the legislative side.

In the midst of this, the Board of Trustees in the summer changed Title V of the California Education Code (linked above),

- They reduced GE area D: Social Sciences by three units
- They required a new three-unit lower division GE course in Ethnic studies or social justice
- There was much discussion over the summer about what “or social justice” means
- The Board of Trustees has put out a 45-day legal notice to drop this phrase (to be acted on at their November 17 meeting)

Very briefly the Draft EO 1100 Revised generally follows what the Board of Trustees changed in Title V:

- Reduced GE area D: Social Sciences by three units
- Creates a new GE area F: Ethnic studies
- This Ethnic studies requirement is in lower division GE, area F
- Specifies the departments that will teach area F courses

The Draft EO issued on October 8 defines an implementation timeline:

- By November 2, the campus is to provide feedback
- We should begin to revise our GE program based on the draft EO
- The campus GE committees (this is CAB at Chico) should begin to review courses to fulfill the Ethnic studies requirement
- In December, our Academic Senate is to finalize revisions to our GE program
- We are also supposed to finalize courses that will meet the Ethnic studies requirement
- There are more timelines in the Spring for catalog deadlines and the like

As Allen went through the EPPC suggestions about the EO, Boyd hoped senators would ask questions and make comments. Allen noted that the feedback form which will be due on November 2 is attached. It sets out parts of the EO that were changed. Senators were welcomed to use the form to add comments. Allen addressed some of the highlights of the comments made in EPPC which discussed the EO for two weeks.

Page 1: Applicability

This section defines catalog rights. Students who start their courses in fall 2021 will be subject to the policies and procedures defined in the EO. Questions were raised:

- How does this affect transfer students who have a long period between community college and transfer to the CSU
- Is there a sunset on catalog rights
- How will campuses implement this policy given the different student populations transferring with different catalog rights
- These questions need more clarification

Page 8: Area C Arts and Humanities

The draft EO says that one course must be completed in each of the two subareas of area C plus one course completed in either subarea depending on student choice as well as one upper division subarea course of three-units.

- Do these changes only clarify what is already happening, or are the changes more significant and intentional?
- On our campus Hist 130: American History (required by title V) is included in area C as a C2 course.
- It is unclear that the College of Humanities and Fine Arts has the capacity to offer enough sections in C1 to cover new demand
- It is unclear how GE waivers and modifications will be used

Pages 8-9 Area D Social Sciences

The draft EO reduces the lower division Social Sciences requirement from 12 to 9 semester units and still requires the 3 semester units in upper division.

- This will significantly affect departments offering social science courses
- Education about the social sciences is integral to the educational mission of the university and a liberal arts education
- Seems like an attack on the social sciences
- It concentrates the loss of units in area D. AB 1460 distributes these units across a broader selection
- The document does not define what a "discipline" is (department and discipline are not synonymous). The EO calls on students to take courses in two different disciplines of area D
- These changes will significantly affect the California community colleges, transfer students and high unit majors (especially those with waivers and substitutions)

Page 9 Area F

The EO requires the Ethnic studies requirement be fulfilled by a lower division course of three-units and specifies that that the requirement can only be met by four listed departments (Departments based on the study of the four historically recognized racial groups) and those with names related to these. The requirement cannot be waived or substituted.

- What is the approval process if a department on our campus that seems to be eligible to serve is not named in the list (Multicultural and Gender Studies)
- What is the approval process for courses to be cross-listed?
- Would MCGS serve as a gatekeeper for Ethnic studies. Do they have the power to veto courses? Are there other departments on campus that have much to offer in this area?
- The curriculum committee of MCGS and the college will have a lot of work evaluating potential cross-listed courses
- This additional 3-unit lower division course requirement will be placed on out-of-state transfer students. This will significantly affect the study-abroad students of the College of Engineering, Computer Science, Construction Management and the College of Business.
- There needs to be more clarity about what “waived” and “substituted” mean. Does this mean that campuses could not substitute and Ethnic studies course during study abroad?
- The UC does not have an Ethnic studies requirement -how does this affect the Associate Degrees for Transfer agreements?

Page 10 Core Competencies

- The CSU Ethnic Studies Council does not approve the core competencies as written in the revised EO
- Core competency #2 does not apply to Native Americans who are not a racialized core group. Native Americans are sovereign nations within a nation and sovereignty is not the same thing as race and ethnicity.
- The term “community of color” needs more clarity in core competency #4
- The language about “anti-racist issues, practices, and movements” needs more clarity in core competency #5
- Other breadth areas of GE do not have specific core competencies listed. How will specific core competencies effect any allowed course substitutions?

There was other general feedback:

- It is unclear that this requirement should be in the GE program
- Campuses would have more flexibility if this were not a GE requirement
- Could it be instituted in the majors, should it be a general overlay in GE, there are many possibilities that an individual campus could decide

A four-minute break was called-we will resume at 4:28. [1:59:46-2:00:24]

Boyd called the meeting to order. She thanked Allen for the overview which made such complexity so clear. She recognized that we have a resolution opposing the implementation of the Ethnic studies requirement in this way That we will consider today but wanted other feedback if anyone had any to offer now. This will be included in the form that we return to the Chancellor’s Office.

Sistrunk was grateful for the work of Allen and EPPC

- He wondered why there was such haste to implement the changes required by AB 1460 and to send comments for the Chancellor's Office by next week since faculty are currently involved in putting all of our courses on-line and many other responsibilities.
- He wondered if members of the Chancellor's Office had too much time as they were laying on the beach and not working in their offices.

Speaking as a BSS senator, Allen wanted to provide her own personal feedback:

- As a social scientist she found it deeply concerning and offensive that the social sciences are being reduced at a time we all agree our students need to be educated in politics and economics, sociology and other social sciences for the welfare of our country and state and when our state has the largest educational system in the country
- The draft EO is very proscriptive and micromanages our campus instead of allowing us the flexibility to decide through shared government how we would best implement a wonderful Ethnic studies requirement
- She hoped the CO would allow us the flexibility to implement this on our own campus
- She did not believe the CO should be leading curriculum with a top down approach as it is particularly the work of the faculty.
- She thought the EO was overly proscriptive about departments as we have many departments and varied colleges that can offer so much to Ethnic studies that would allow our whole campus to be involved in this worthy effort

Irish as a BSS senator seconded what Allen already said and added that by relegating Ethnic studies to a lower level class we are short-changing the opportunity for upper level discussion that are important when we think about the subject matter.

- This is an overly hasty timeline
- It restricts our flexibility and the prerogative of the faculty on our campus
- It cuts down on what we can get by having students take an Ethnic studies course
- It is treats important issues and should be done thoughtfully

Kara Maas (Articulation Officer) said that she has heard conversation that making the course a stand-alone lower division course in GE makes it more flexible, but she thought it restricts it.

- She noted that there are many lower division GE courses that can meet the standards (in arts, humanities, social science,
- She thought even if the CO is adamant that tis remain in GE, if it was offered as an overlay the student could take it in another area and then in upper division if they wanted to pursue their interests
- Instead of one course, they could take multiple courses that are Ethnic studies courses

Millard said that since the topic is so important and we have had fifty years to respond, every major should already have it imbedded into their course work

Ford agreed that creating a tight timeframe, putting the courses in lower division GE was objectionable. He wanted to note that as an ASCSU senator he needed more specific feedback about particular provisions in the EO independent of Title V changes. He said the more feedback the better he can represent that campus.

- He thought broad based implementation was constrained by the EO

Buffardi wanted to emphasize that beyond social science courses there is a lot of negative impact on high unit majors especially those with requirements in area D that are now being pinched. There is no clear guidance about how that situation would be handled.

Boyd thanks senators for their suggestions.

6. **Proposed Resolution in Opposition to the Chancellor's Implementation of Ethnic Studies (AB 1460) – Introduction Item** [2:15:30-2:36:24]

Boyd noted that an updated document was submitted with this resolution just today and senators would find it attached to their current agendas.

Sistrunk noted that this resolution is a response to all the deep problems discovered in EPPC and conversations on this campus that undermine the quickly assembled notions of Ethnic studies in the draft EO.

- He thought we should recognize the importance of Ethnic studies which is integrated into our lives and in our communities.
- Our students rely on our expertise to guide in gaining knowledge and understanding of the real world.
- A hurried, overly bureaucratic, narrow approach with too many deadlines is not worthy of the majesty of the educational process and mission.
- We are the faculty, and we need to slow the pace so that we have time to consider all the ramifications locally and across the system and listen to the insights of the Ethnic studies faculty, in particular, before we decide how this should organize our curriculum.

Allen wholeheartedly supported this resolution and will be voting for it as a representative of BSS.

- Many other campuses have passed similar resolutions or are working on them.
- Much of the language is identical across the CSU's though we added more specific clauses particular to our campus.

Jesse Dizzard (Anthropology) noted that he is present as a member of the ad hoc Ethnic Studies Committee and he wanted to thank senator Allen for supporting the resolution which has been reviewed and modified by the Ethnic Studies Committee.

- He said without changing the EO, the committee would have a very difficult time implementing the law
- This is especially true because MCGS is the only department that really deals with the core competencies and subdisciplines as specified in the EO alongside the few cross-listed courses
- We do not have the faculty to ensure that every student would be able to take this new required course regardless of all the other problems posed (the confusion about area C and the removal of courses from area D)

Introduction item passed (36 yes, 0 no)

Ford moved to suspend the rules and move the resolution to action. Seconded.

Ford noted that the feedback is due on November 2. It is unfortunate that we do not have more time to discuss this important measure, but we do not and so we need to move this to action.

Allen commented that we will not have another Academic Senate meeting until November 5 so that today is the only time to come together as a senate to provide feedback.

The 2/3rds vote required to suspend the rules were cast (35 yes, 0 no) The item moved to action and it was open to amendment.

McBride-Praetorius moved two changes. In the sixth resolution clause capitalize the word “tribal” as “Tribal” which appears twice and change the language from “honor the nation ~~within a~~ nation relationships” to “honor the nation to nation relationships”. With no objections, the changes were approved.

Boyd asked for more amendments. She said that the Senate office would format the document and make it publication ready.

Ford asked if any other parties should be added to the distribution list.

Seipel asked if the Chancellor-select should be included in the list. Boyd asked if anyone was opposed. No one was.

The Resolution in Opposition to the Chancellor’s Implementation of Ethnic Studies (AB 1460) passed (36 yes, 0 no).

7. [Recommendation by FASP for AY 20-21 Student Evaluations of Teaching \(SETs\) and peer evaluations – FASP – Discussion Item \[2:36:24-3:48:37\]](#)

- [FASP Recommendation Appendix](#)
- [Alternate Examples of Teaching Effectiveness and Example Course Survey \(pdf\)](#)
- [AS-3450-20/FA ASCSU Resolution on Suspension of Mandatory Peer Observations of Instruction and Student Evaluations for Academic Year 2020-2021](#)

Boyd asked Underwood as FASP Chair to introduce discussion of the FASP recommendations about SETs and Peer Evaluations for this Academic year (AY 20-21) and give an overview of the other documents attached.

Underwood reported that the Faculty and Student Policies committee had robust conversation over two meetings about the use of SETs and Peer Observations during this academic year. She thanked the FASP membership and especially Paiva for helping her put together the documents for today.

She observed that the FASP Committee strongly supports AS-3450-20/FA, which calls for the suspension of Student Evaluations and Peer Observations for this academic year. FASP endorses adopting this resolution to suspend SETs and Peer Evaluations and allow faculty to opt-in to utilize alternative types of evidence of teaching effectiveness.

FASP also urges all the appropriate bodies to move forward with an MOU that recognizes that faculty can opt-in to allowing their SETs and Peer Evaluations to be added to their Personnel Action Files (PAFs) and that some notice will be put in everyone's file that these are exceptional times because of the COVID pandemic.

She said that alternative methods of evaluation should be agreed on by the faculty member in consultation with their department Chair

Allen asked if faculty have the choice to include the alternative types of evidence in their PAFs. Underwood said that if faculty choose not to use SETs and Peer Observations they can opt into the alternative choices they make to demonstrate competence.

Underwood read a list of options that faculty could choose that she and Paiva wrote out. They also included an example of an example alternative student survey.

Seipel asked if the process about how evaluations could remain the same and the letter just appended to the file explaining the unique circumstances of the pandemic?

- Should the letters of support from peers be based on observations or can they just be from someone who has no idea how the faculty persons teaches?

- What burden does this put on personnel committees? (The department of Education has any people to review because of all the adjunct faculty they hire and this could put an undue burden on those committees)
- He worried about the psychometric qualities of the alternative measures and whether they will yield valid information.

Underwood said that SETs will be administered and faculty can opt-in to have it in their file, and a letter will also be put in the file (this happened last Spring). The letter of support should be from someone who is familiar with the material or acquainted with the person's work in the courses. Evaluations will still need to be made for all faculty, so it should not impact workload. Unvalidated information would be exceptional for this year.

Sistrunk noted that this accommodation about SETs and Peer observations was done last Spring because of the emergency circumstances of the pandemic.

- Continuing this again this year is because we are in the same circumstances.
- His memory of the Alternative types of evidence that faculty could use as evidence of teaching was that they are supposed to be options that faculty can select from and are not really requirements.
- We should be thinking of ways to augment SET information all the time anyway

Larson asked if we still have a quorum? Paiva counted 24 and Boyd had five proxies. So, we had a quorum.

Larson wanted to be clear about what the CBA and the FPPP say about SETs and Peer Observations. She said the CBA does not require a Peer Observation. This requirement is borne of department standards of each department. The requirements about SETs are spelled out in CBA 15.15 which provides much detail.

SETS are required by all faculty who teach for every class, but with the recommendation of the appropriate body, the President can allow this number to be less. This passage presumes that there will always be student evaluations of teaching and the number will never go down to zero.

She does not like mixing conversation about Peer Observations and SETs. She thought classroom visits are most helpful in peer reviews. We should not diminish the importance of this type of professional development opportunity for our faculty.

Spring 2020 was an exceptionally unique situation where half-way through the semester, we had to pivot to virtual instruction. She thought everyone was appreciative of this kind of flexibility and understanding.

- SETs and Peer observations are supposed to give faculty an opportunity to reflect on their teaching and provide a narrative to consider what they have learned and how they have improved. As a reviewer, she valued this insight and found it interesting and a positive way a faculty member could talk about their review.
- Good feedback should be considered a gift, not something dangerous. We are all reasonable people and can give careful consideration to the evidence.
- If we allow this, it would be three semesters without student feedback and external observation of what is happening in the classroom.

Humboldt State, CSUN and SLO were all continuing with the requirement that they conduct SETs as usual and that they go into the PAF. Stanislaus State and LA were in the same type of discussion as we were, and she did not know what the rest of the CSU was doing.

She was not supportive of this recommendation. She was concerned that the students will not have a mechanism to provide feedback to their faculty about their experiences in that learning environment.

Underwood wanted to clarify that alternative evidence was considered in FASP and she and Paiva added some language to give more direction.

- FASP recognized that students were not being given enough space for feedback and this might perhaps color their SET evaluations.
- FASP members thought students need to describe their issues, but SETs may not be the most appropriate mechanism especially in an environment where crises are still occurring.
- It was also observed that most faculty were not hired to teach in an online modality

Larson said she was aware of the issues that FASP brought forward. She had to leave for a 5:30 Cabinet policy meeting.

There was a check for a quorum. Paiva counted the senators and Boyd counted the proxies. Paiva had 26 and Boyd had five proxies.

Allen was not clear about the preferences in the Alternative evidence.

- She questioned requiring various ranks to submit evidence as they could be in the same circumstances as other faculty are.
- She could see encouraging 6-year lecturers to be sure they had evidence, but that is also unclear. There are other faculty that have big promotion events that occur and they might need the same encouragement, or relief.
- The call for two faculty letters does not seem justified by any research. Sometimes such letters denote popularity and not acumen.
- She wondered if currency in the field measures teaching ability.

Paiva noted that currency in the field can reflect on instruction if it is explained.

Irish said that he is conscious of the inherent problems of suspending SETs and Peer observations but he was conscious of the great problems for probationary faculty that can arise.

- He did not think that more data collected in alternative ways is always better data.
- He did think that current pandemic circumstances would compromise any feedback and students would express their frustrations. The prospect of getting lower evaluations in this circumstance would require spending the time to explain it away.
- He appreciated that everyone will be of goodwill and good faith, but that is just a verbal sentiment right now.
- FASP provided alternative ways to showcase what happened in the classroom
- He thought that this semester having the greatest fires in California history, students stuck indoors for two months, and a pandemic spiking twice in a semester should serve as a similar level of pivoting
- SETs as a tool to think about future employment for people who have never taught online before seems to be ignoring the world around us and is a little tone deaf

Michelle Morris was concerned if probationary faculty do not have a year and a half of peer observations in their files, both for them and to give them something to reflect on in these formative years of their career.

- We do not know when we will be back on campus or when the economic consequences of this disruption will strike, or another disaster befall us
- She wondered if FASP had considered a middle ground of repeating what happened in the Spring and then going back to mandatory SETs and Peer observations in the Spring 2021 and use the rubric for online evaluation

Smith wanted to give the student perspective about the FASP conversation which he took part in.

- He appreciated the effort to think about alternative evidence to offer about teaching proficiency.
- He noted that SETs have been proven to be biased. He said this is noticeable in conversations he has had with students.
- He agreed with Irish that these are extreme and unique circumstances and though they do not control these, faculty are the first line that is targeted by students if they do their SETs which they may not.
- There will be many students who will not answer SETs
- He hoped there would be alternative means for students to respond to their online experiences, but they would never want faculty to impact faculty jobs
- Many students are unclear about what SETs do and how they are used, and this will just exacerbate matters.

Irish said that FASP did not discuss a middle ground because we knew that we would be teaching online again in the Spring because of the pandemic.

- He said what the opt-in option did was provide the most flexibility for faculty to choose.

Boyd noted that our membership on the senate is 40 people and 2/3rd is 26.6. So, if anyone needed to leave, they should give their proxy to someone who is remaining.

Snyder said she did not believe SETs are effective especially during a pandemic. She thought faculty should make that decision if they choose.

Bailey said we will need to reconsider SETs in the future and alternative means to do evaluation, but there is copious evidence that SETs are biased against female faculty and people of color.

- He thought student feedback was extremely valuable and he includes it during the semester in multiple ways but SETs as they are designed and implemented are flawed.
- When they are held online, response rates and the utility of SETs just gets worse.
- They are not a reasonable tool for evaluation committees to use either

Ford thought the discussion was valuable. He noted that this is just a discussion item, but we are considering a FASP recommendation.

Boyd said this was not moved as an introduction/action item. If we want to make it an introduction item, we should do so formally. Boyd asked Sistrunk to comment on the timeliness of the issues we have been discussing from a CFA perspective.

Sistrunk said it would be useful to know what faculty sentiment was in the next week or two about this notion of making the SETs and Peer observations optional for faculty to put in their PAFs or not. There is a shared governance aspect to this question, what do the faculty think and what is the senate opinion.

Allen thought we should move to endorse ASCSU 340-20/FA with its call to make SETs and Peer Observations optional for faculty to opt-in to or not, and there should be no difference between types of faculty members.

Paiva asked for a quorum check. She had 25 and Boyd had 5 proxies.

Ford moved that the Academic Senate endorse the resolution ASCSU 340-20/FA. Seconded.

Boyd explained that this move to affirm this resolution is acceptable for the Senate. It does not include any endorsement of other documents we have discussed today.

Seipel asked if others thought that our colleagues should not have to be observed by their peers.

Irish noted that this just gives faculty the option to include the information in their PAFs.

Ford said that it was his recollection of last Spring was that everyone favored this option and that he voted for ASCSU 340-20/FA again this year at state-wide because of it. This was also supposed to be so that the Chancellor could make this a system-wide requirement.

Seipel wondered how this was to be implemented because his department has already done many peer observations. He also wondered about new faculty who had only been observed for one semester of their careers. He wanted to be sure to support his colleagues.

Boyd thought this would not end our discussions about how this should be implemented. Our vote is only a formal recommendation, it does not determine implementation. She thought he could send his concerns to the CFA if he had them.

The motion to affirm the [ASCSU Resolution on Suspension of Mandatory Peer Observations of Instruction and Student Evaluations for Academic Year 2020-2021](#) passed. (28 yes, 0 no)

8. Associated Students Report – Holbert/Snyder [3:48:42-

Snyder said there is interest in the Student Academic Senate to try to pass an Anti-Racism resolution along the lines that the Academic Senate just did that will advance the student perspective. She said if anyone is interested in helping, to please contact her.

Boyd reported that the Senate quorum had been lost and the meeting is adjourned.

9. Adjourn [3::51:06]

The meeting adjourned at 6:18.

Respectfully submitted,
Tim Sistrunk, Secretary