

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

ACADEMIC SENATE MINUTES

Thursday, April 30, 2015, 2:30 p.m., K-207/209

PRESENT: Baumgartner, Boyd, Cross, Crotts, Donoho, Ellingson, Elrod, Ford, Gray, Heileson, Herren, Janos, Kaiser, Kipnis (Rowberg), Kirchhoff, Lee, Livingston, Mace, McCabe, McConkey, Meadows, Mills, Nichols, Ponarul, Pratt, Ratekin, Roll (Thompson), Rowberg, Schierenbeck, Schindler, Schulte, Seipel, Selvester, Sistrunk, Thompson, Tinkler, Traver (Tinkler)

ABSENT: Calendrella, Hoffman, Smits, Zingg

1. Approve Minutes of April 16, 2015.

The minutes were approved.

2. Approve Agenda.

The agenda was approved.

Selvester requested senators to be cognizant of the length of the agenda. "Please be thoughtful, meaningful, and exercise restraint in your discussions."

3. Announcements.

Selvester requested that announcements be limited to those deemed "critically important, valuable and pertinent to the university, and, again, exercise restraint."

Sistrunk announced that the "long awaited" announcement for applications to the "Exceptional Service Assigned Time" (ESAT) Committee is about to be announced. People will be invited to submit proposals within the next couple of weeks. (The announcement came out on April 30.) This initial application period will cover requests and awards for two of the three-year duration of the ESAT. The application deadline is May 15, 2015 for AY 2014/15 activities and AY 2015/16 activities. Approximately ten awards for release time will be made at Chico for activities completed in AY 2014 – 2015 to begin to recognize the exceptional service and the workload that many faculty have undertaken to ensure student success. Recipients of AY 2014 – 2015 will be awarded their assigned time in AY 2015-2016 in consultation with the appropriate supervisor. Additionally, approximately ten awards for release time will be made at Chico for activities completed in AY 2015 – 2016. Recipients of AY 2015 – 2016 will be awarded their assigned time in AY 2015-2016 in consultation with the appropriate supervisor.

Herren announced that the Student Academic Senate and the Government Affairs Committee approved the following resolutions;

(1) Student Academic Senate Resolution on Shared Governance

(2) Student Academic Senate Resolution on Academic Space for Community Legal Information Center

(3) Student Academic Senate Resolution to Establish Dream Center

The Resolution on Shared Governance will be shared at the April 30th Academic Senate meeting and the following two will be presented at the May 7th meeting in anticipation the discussions will continue into the next academic year.

Chuck Zartman, chair of EMEDC (Executive Management Evaluation and Development Committee) reported that on December 15, 2014, EMEDC requested to the Academic Senate Executive Committee (EC) that some fact finding take place regarding some issues in Academic Affairs that needed analyzing prior to initiating searches for some administrative positions. "The first thing we want to do is thank the Academic Senate for engaging in that." On April 27, EMEDIC met and "reaffirmed our commitment" to initiate a search for a Provost and Vice President for Academic Affairs in 2015-16, "and any other executive searches that usually would take place and also to do so with "our continued approach to professionalism, confidentiality, reputation of shared governance that this campus enjoys."

Kaiser reported that the Butte/Glenn Training Collaborative is presenting two conferences. Kaiser noted she would send the announcements to the secretary for inclusion in the minutes.

- Embracing Motherhood: Building Strong Families. May 09, 10 a.m.-2 p.m., Enloe Conference Center.
- Positive Relationships—Getting and Keeping Them. May 13, 8:30 a.m.-4:30 p.m., Manzanita Place.

Kirchoff praised the spring musical, The Will Rogers Follies, now showing in Laxson Auditorium at 7:30 p.m. and at 2 p.m. this Sunday.

Selvester reported on the Campus Climate Survey. Selvester issued an open challenge that if we can get 1000 (respondents to the survey), a goal that we are rapidly approaching, "I will commit the committee to kissing a pig that Betsy brings from the farm." We have already reached 500.

Bill Allen (Director of Institutional Research) reported that we released the (3) campus surveys to faculty, administrators, and staff, on Monday, April 27. We have averaged 58 returnees per day for faculty and 95 returnees per day for staff. At 2 p.m., today, we had 322 completed staff surveys and 181 completed faculty surveys. So, we are over 500 (530). Last spring the survey (Climate "Questionnaire") generated 399 responses. We have two more weeks to go. The survey will end on Friday, May 15. We have reserved SSC (Student Services Center) 322 "from 8 to 5 every day next week and Monday through Thursday during finals week for faculty, staff, and administrators" to come and fill out the survey and who "just don't want to do it in their office." McCabe emphasized the need for lecturers to take the survey. She encouraged senators to "Reach out to lecturers and encourage them to take the survey." "This affects them" as they represent 60% of the faculty. In response to an inquiry regarding preventing a person from taking the survey multiple times, Allen replied, "Nothing prevents someone from completing the survey more than once." There are no identifying links to who completed the survey or how many times they completed the survey. Allen reported that he had no numbers yet on how many students have

taken the student survey.

Selvester announced that the University Budget Committee will meet Friday, April 01, from 8:30 a.m. to 10 a.m. in Colusa 100B. The agenda includes presentations on the auxiliaries: University Foundation (UF), Research Foundation (RF), Associated Students (AS), and Continuing Education, "maybe a little bit." Selvester noted that after beginning early last fall with a "sort of Budget 101" level meeting, the UBC is "going upper division now." Selvester added that the goal is to make the budgetary information very transparent and available on a budget website.

Kaiser reported that Solano Community College has submitted a "last minute" proposal for a bachelor's degree in Biomanufacturing. This brings the Community College proposals for bachelor's degrees to the statutory maximum of 15 for this pilot phase of proposals. Feedback to the Statewide Academic Senate, via Kaiser and Schulte, is due May 01.

Selvester noted that the final Academic Senate meeting for 2014-15 is next Thursday, May 07. In addition to the traditional deans' presentations of graduates, the names of faculty receiving tenure and/or promotion will be read to the Academic Senate. "Ideally we would like those faculty to be here and to stand and accept our applause."

4. Resolution Response Team Report (Selvester) – Discussion Item.

Time Limit: 20 Minutes (Discussion may be continued to the May 07 meeting).

Selvester noted, "You have the final, final, but it is not the "final final" final, because "there is more to come." We plan on holding a meeting, very probably day long, to "take a look at what really is generated here, and to categorize it, and narrow it down into some big chunks that we can start generating some initiatives and actually identify some timelines for us. Maybe even some dates and some means by which you can tell if we are accountable to our actions. And I believe that is the next step for this report." Acting President Richmond agrees that this is the next step for the committee to take. We hope to schedule the meeting, "definitely before the contract ends," and preferably sometime in June. Regarding an inquiry regarding confidentiality, Selvester noted that there is absolutely "no identifying data provided in the report." Maris noted that the report "feels like it has some weight to it." Elrod noted, speaking on behalf of her Cabinet colleagues, "In the end it is really coming together as something that is honest, open and sharing; something we are all very comfortable with as the way to move forward and continue conversations next year."

Kaiser inquired if the Academic Senate could endorse the document. Crotts responded in the affirmative, and further noted that endorsement by the Academic Senate, as the designated body representing the campus, would lend a far more powerful cachet of university-wide support to the report than just leaving it at the committee level. It would transcend from a committee document to a campus document. Academic Senate endorsement of the report would appropriately be included on the Academic Senate of May 07 when everybody has had a chance to read and think about the document. Kaiser noted that the final meeting of the Statewide Academic Senate is during our finals week, and "definitely the Academic Senate will see it." Other senators are interested in the road we have taken as it differs from directions taken by some other campuses.

5. Standing Committee Reports.

A. Educational Policies and Programs Committee – Boyd.

EPPC Summary, April 23, 2015

1. EPPC members amended and unanimously approved at Action the EMAC Resolution in Support of Increased Staff and Tenure/Tenure Track Faculty Growth.
2. EPPC members unanimously approved at Action a proposed New Graduate Option: Master of Business Administration Option in Enterprise Information Systems (BUS: BSIS).
3. EPPC members unanimously approved at Action a Significant Change Proposal – BA Music Option in Music Education (HFA).
4. EPPC members approved at Action a Proposed Academic Reorganization – Teaching International Languages (CME to HFA).
 - a. Concerns over resources for this program were discussed at length.
5. EPPC members amended and approved at Action a Revision of EM 99-003 (Graduation Writing Assessment Requirement).
 - a. Two changes to the EM were proposed.
 - i. Prerequisite grade change for writing courses to better align the minimum grade with EO 1100 (from C- to C); the language associated with this change was amended.
 - ii. Requisite grade change (from C- to C) for all writing courses. The latter change was debated at length. A proposed amendment to revert to original EM language failed.
6. Discussed a draft proposal for a Certificate in Interreligious and Intercultural Relations.

B. Faculty and Student Policies Committee – Sistrunk.

FASP Summary, April 23, 2015

In its meeting on April 23, 2015, FASP made the following decisions:

- **List of Substantive Changes to FPPP from ReOrg. subcommittee (SP 2014)** Revised passed as Action Item.
In Addition:
- FASP heard a report on from Tray Robinson about the **University Diversity Council** and the **Campus Equity Council** about University future plans to pursue the goals of these groups and into the future.

C. Executive Committee – Crotts.

EC Summary, April 24, 2015

Issues were discussed regarding implementation of the Exceptional Service Assigned Time (ESAT) document passed by the Academic Senate on March 12, 2015. Sistrunk will assume the responsibility for working with the Provost's Office to distribute announcements to faculty to submit requests and forming the

committee to evaluate applicants and make recommendations to the Provost. EC requests that the Provost's Office cooperate in handling the procedural issues regarding operation of the committee and communicating with applicants.

EC reviewed the progress toward finalizing an end-of-the year progress report related to the CSU, Chico Senate Resolution, *Request for Review of and Assistance in Strengthening Campus Shared Governance, Communication, and Morale*, passed September 25, 2014. Timelines for committee meetings and a meeting with the Acting President were discussed.

Thia Wolf, Ellie Ertle, and Zach Justice addressed EC regarding a "Plank" for civic engagement. The plank is intended to "recognize the civic engagement work that is already being done" and is designed to "be as inclusive as possible of the good work people are doing all over the campus." A draft document was discussed, including the overarching premise:

Believing in the importance of civic engagement for the public good, we will educate generations of civically engaged, informed, and active students. We will engage students, faculty, staff, and community members through curricular and co-curricular experiences that actively involve all students with multiple communities in the North State and beyond.

California State University, Chico recognizes the development of civically engaged students, of all backgrounds and experience levels, as central to the broader education of students participating in a democracy. We recognize that dialogue between campus and community is beneficial for learning and community building. As an institution of higher education we are committed to the development of a capacity for student agency. The students will actively engage the community, taking these experiences with them after graduation.

EC discussed the memorandum from the Campus Sustainability Committee, "Update – Building Consolidation Proposal in Support of Climate Neutrality Target. The memorandum notes:

With strategic scheduling we stand to realize substantial energy savings from reduced energy consumption in buildings during the evenings and weekends. Frequently, because of a single class or event, the campus will 'boot up' or keep running an entire building outside of normal business hours to support activity in one or two rooms. By consolidating the number of buildings in use during evenings and weekends we stand to eliminate a substantial amount of unnecessary energy consumption. This particular strategy has been successfully implemented at university campuses across the country, resulting in significant reductions in institutional GHG emissions.

The Campus Sustainability Committee requests input regarding comments, suggestions, and concerns.

EC approved the request from the Dean of Graduate Studies to **delete** the requirement for a "completion statement" in EM 12-065: Conflict of Interest in Grants and Contracts. HR 2015-05 (Chancellor's Office HR Letter: Conflict of Interest Update – Principal Investigators – Nongovernmental) does not require a completion statement. However, a completion statement is required in EM 12-065.

Investigators who have principal responsibility for a research project funded or supported, in whole or in part, by a contract, grant or gift from a *nongovernmental entity*, are required to report financial interests before final

acceptance of the award, and file a new form within 30 days if funding is renewed from the same source. A project completion statement must also be filed within 90 days of expiration of the contract, grant or gift from a nongovernmental source.

The agenda for the Academic Senate meeting on April 30, 2015, was approved.

6. Proposed EM: Instructionally Related Activities Advisory Committee – FASP – Action Item.

Sistrunk moved the Proposed EM: Instructionally Related Activities Advisory Committee as an action item. Sistrunk described the committee as "particularly a student driven committee" and encouraged student participation in this discussion.

Under II. Policy. Committee Charge, Kaiser noted concern over "Special athletic fees are allocated by the Vice President for Student Affairs, not by the IRA Advisory Committee." Hoffman noted that these fees are not under the purview of the IRA and handled in a separate account. Kaiser noted that the use of these "special athletic" fees be clarified. "If I was a student and I thought I got into athletics free and I found out that I paid a fee in a different way, I would not necessarily be so happy."

Note: Proposed EM: Instructionally Related Activities Advisory Committee passed as an action item.

7. Proposed EM: Ombuds Office – FASP – Action Item.

Proposed EM: Ombuds Office Substitute Document.

- Ombuds Office Humboldt State - <http://www2.humboldt.edu/ombuds/index.html>
- Ombuds Office CSU San Bernadino - <http://ombuds.csusb.edu/faq.html>
- Ombuds Office UC Irvine - <http://ombuds.uci.edu/>
- International Ombudsman Association Standards of Practice http://www.ombudsassociation.org/IOA_Main/media/SiteFiles/IOA_Standards_of_Practice_Oct_09.pdf
- International Ombudsman Association Code of Ethics http://www.ombudsassociation.org/IOA_Main/media/SiteFiles/Code_Ethics_1-07.pdf

Sistrunk moved Proposed EM: Ombuds Office as an action item.

Sistrunk noted that there was much discussion in the Academic Senate on last week (See Academic Senate minutes, April 30) and much discussion and "among other people in the community." And we were also awaiting advice from the Chancellor's Office legal counsel. "All these things came together over the week so we offer this replacement [substitute] document."

Sistrunk/Crotts moved the substitute document.

Evanne O'Donnell (Director of Labor Relations) noted areas where the substitute document differs from the original document.

Under I. Scope
Policy

Services of the Ombuds Office do not replace other processes at the University. While the Ombuds

Office is always available for initial consultation, tThe Ombuds Office does not assist with conflicts, complaints, or disputes as defined by the collective bargaining agreements or governed by other applicable ~~policies~~ Executive Orders. Specifically, the Ombuds Office does not have authority to assist Title IX, Discrimination, Harassment, and/or Retaliation issues arising under Executive Orders 1095, 1096 & 1097 or their successors; nor to address complaints made under Executive Order 1058, or its successor. Issues concerning any of these matters will be referred the services of the appropriate Administrative office.

Under 1. Scope
Policy
1. Confidentiality

In order to protect the safety of members of the University community, the Ombuds cannot maintain the confidentiality of certain disclosures, including but not limited to disclosures regarding public safety, harm to self or others, violations of law, discrimination, or sexual harassment. ~~If an issue concerns sexual harassment and/or violence the visitor must seek the services of the Title IX Coordinator and if the issue concerns discrimination he/she must seek the services of the DHR Coordinator~~ For more details about limits to confidentiality, please see CSU Executive Order 1095, or its successors, regarding the issue of Confidentiality and Sexual Violence.

Under 1. Scope
Policy
2. Independence

~~The Ombuds Office will advise and annually~~ annual report shall be limited to information the University about trends and issues affecting CSU Chico without identifying any parties to those issues, or providing details about any specific matter that includes any personal details of the parties. In addition, the Ombuds Office shall make recommendations to the university about policy changes, needed training, or other procedures that may enhance the campus climate.

Under 1. Scope
Policy
4. Informality

The Ombuds Office provides referrals and informal assistance only and has no authority to ~~accept legal notice~~ or make decisions on behalf of the University, including situations where the dispute involves or alleges violations of laws, regulations or Executive Orders. ~~This includes allegations that may be perceived to be violations of laws, regulations or policies~~. However, as stated in the “Confidentiality” section above, the Ombuds Office is required to make certain disclosures to the University once the Ombuds Office is put on notice of the alleged violations.

Under 1. Scope
Policy
4. Informality

D. Office Structure/Responsibilities

- The University Ombuds Office will be created by the Office of the President and the Executive Committee of the Academic Senate in cooperation with one another, and will be assessed periodically by campuswide survey.

Kaiser/Ford moved to call the question and cease discussion.

Vote: The motion to call the question and cease discussion passed.

Vote: The motion to accept the substitute document as the main document passed.

Discussion focused primarily on observations and concerns over mandatory reporting of Title IX (sexual harassment and discrimination) issues to the Title IX office, and the “principle of confidentiality” and expectation of confidentiality underlying the role of an ombudsperson. Potential conflicts between confidentiality and abiding by Title IX policy was a source of concern. A “very strict policy” requires Title IX issues to be reported to the campus’ Title IX office. New regulations prescribe formal processes for Title IX reporting, which may potentially conflict with the more informal approach characteristic of an Ombuds Office. The Ombuds Office is intended and should be designed as a “safe place” for clients to seek advice and perhaps guidance on resolution of issues; a place to feel comfortable to turn to. The office should operate independently, and perhaps report directly to the president with an annual report to the Academic Senate.

Mace/Cross moved to amend the document.

Under I. Scope

Policy

~~Services of the Ombuds Office do not replace other processes at the University. While the Ombuds Office is always available for initial consultation, the Ombuds Office does not assist with conflicts, complaints, or disputes as defined by the collective bargaining agreements or governed by other applicable Executive Orders. The Ombuds Office does not have authority to assist Title IX, Discrimination, Harassment, and/or Retaliation issues arising under Executive Orders 1095, 1096 & 1097 or their successors; nor to address complaints made under Executive Order 1058, or its successor. Issues concerning any of these matters will be referred the services of the appropriate Administrative office.~~

Vote: The amendment failed.

Mills/Kaiser moved to amend document:

Under I. Scope

Policy

D. Office Structure/Responsibilities.

The University Ombuds Office will be created by the Office of the President and the Executive Committee of the Academic Senate in cooperation with one another, and will be assessed periodically by campuswide survey.

Vote: The amendment passed.

McCabe/Meadows moved to amend the document:

Under I. Scope.

Policy

Specifically, the Ombuds Office does not have authority to assist with issues of sexual violence or harassment under Title IX and/or discrimination, and harassment and/or retaliation issues arising under Executive Orders 1095, 1096 & 1097 or their successors nor to address complaints made under Executive Order 1058, or its successor.

Vote: The amendment passed.

Kaiser/Nichols called the question to cease discussion.

Vote: The motion to call the question passed.

Vote: Proposed EM: Ombuds Office passed as an action item.

8. Proposed EM: Policy on Student Evaluation of Teaching – FASP – Action Item.

Sistrunk moved the Proposed EM: Policy on Student Evaluation of Teaching as an action item.

Mills/Kaiser moved to amend the document:

- 1) ~~promote the growth and development of good pedagogical practice by fostering a culture that values the input of everyone participating in the learning experience;~~

Vote: The amendment passed.

Mace/Crotts moved to amend the document:

Under II. Policy

USET Committee Structure

- One faculty member ~~selected~~ elected from each instructional College ~~appointed by their College Dean~~

Mills/Kaiser moved to amend the document:

Under IV. Procedures

- a. The USET Committee shall be constituted by May 15 of each year by the Executive Committee of the Academic Senate.
- b. The USET Committee shall hold its first full meeting by September 15 of each year; on this meeting they will choose the standing date and time for meetings and begin to implement their charge.
- c. During the Fall semester each year, the USET Committee shall:

- i. establish deadlines for submission and approval of Department/Unit instruments;
- ii. review proposed revised, and new Department/Unit instruments ~~and procedures~~ for possible use in the following spring and fall semesters;
- iii. consider possible changes to campuswide procedures regarding timing, distribution, administration, security, processing, return, and storage of SETs and the collected data;
- iiii iv. submit the standard instruments and revised procedures to the Faculty and Student Policies Committee of the Academic Senate for review and approval if there are recommended changes.

Vote: The amendment passed.

9. Resolution in Support of Increased Staff and Tenure / Tenure Track Faculty Growth – EPPC – Introduction Item.

Boyd moved the Resolution in Support of Increased Staff and Tenure / Tenure Track Faculty Growth as an introduction item. Boyd noted that the proposal was submitted to EPPC from the Enrollment Management Advisory Committee (EMAC).

**Proposed by the Enrollment Management Advisory Committee California
State University, Chico
December 16, 2014**

Whereas, In AY 2013-2014 EMAC passed a resolution recommending that university staffing and tenured/tenure track faculty numbers grow at least as fast as enrollment; and

Whereas, Enrollment grew significantly between Fall 2013 and Fall 2014, yet the number of tenure/tenure track faculty declined; and

Whereas, Staffing levels have also declined between 2009 and 2014 and staff classifications have been reportedly downgraded;

Whereas, Faculty are teaching more students in larger classes, and the non-teaching workload of tenure/tenure track faculty has increased even more as there are fewer tenure/tenure track faculty to advise more students, coordinate their growing programs, manage their departments, conduct more personnel reviews of their faculty peers, assess their courses and majors, complete program reviews, maintain external accreditation of their programs, chair graduate thesis committees, and perform the many other activities that contribute to our students' success; and

Whereas, The growth in underrepresented minority students, first generation college students, and international students has increased the need for specialized advising, tutoring, writing assistance, orientation and other activities, but the number of tenure/tenure track faculty and staff available to provide these vital services has declined; and therefore be it

Resolved, That EMAC renew its recommendation to the Academic Senate and the Cabinet of California State University, Chico that staff and tenured/tenure track faculty numbers be increased to at least keep pace with enrollments; and

Resolved, That Faculty Affairs and Human Resources be charged with providing regular updates to EMAC

and the university community to report tenured/tenure track faculty and instructor numbers, tenure/tenure track FTES, and total full time equivalent staff positions, broken down by division, together with a regular report on all staff reclassifications; and

Resolved, That this motion be widely distributed among the campus community.

Rick Ford, Chair of EMAC noted that "what motivated the proposal" was things coming out of Cabinet regarding hiring numerous—some 100—faculty over the next three years and "things like that." Additionally, EMAC had provided several enrollment scenarios to Cabinet and "they have indicated preferences for going over targets set by the Chancellor's Office." EMAC is concerned over workload when tenured and tenure track faculty resources decline. More attention needs to be paid to tenured and tenure track faculty density and workload. Thompson added that more attention needs to be paid to minority hiring. Elrod noted that the university has committed to increasing tenured and tenure track faculty density, "but the numbers in the resolution don't point out that picture." We initiated 56 tenure track searches this year. Forty searches have been completed. Most will be successful. A few searches have failed and will be restarted. If all goes as planned, we are only some seven short of the goal of 100 new faculty over three years. We have committed to 32 searches for next year, and probably more will materialize. If you look at the faculty and staff numbers over the past three years, "it increases." Livingston noted that we have made progress; "but the picture is still not rosy." We were "at death's door" some five years ago. Wenshu Lee (Associate Vice President for Faculty Affairs) reported that 17 FERP faculty will end their FERP service this June. Faculty Affairs will team up with hiring committees and offer search committee training, covering things like confidentiality and avoiding unconscious bias. This should help improve the success rate of searches. Elrod noted that we are not getting any more money next year than the Governor has already committed; so we have to be conservative in what we do. Hoffman noted that the Governor's Budget provides only about a 4% increase for next year, and about 2% of that will be encumbered by contractual obligations. We are expending some \$2 million for our equity package for faculty this year; which if you think about it, is "quite unbelievable" and will be a big "push" to faculty. This all came out of Academic Affairs' budget.

Vote: Resolution in Support of Increased Staff and Tenure / Tenure Track Faculty Growth passed as an introduction item.

10. Proposed Academic Reorganization – Teaching International Languages (CME to HFA) – EPPC – Introduction Item.

Boyd moved Proposed Academic Reorganization – Teaching International Languages (CME to HFA) as an EPPC introduction item.

Professor Hilda Hernandez, the only full-time tenure track faculty member in M.A. Program in Teaching International Languages (TIL), has noted the following "compelling reasons for moving the program from CME to HFA:

1. From Dr. Hernandez's perspective, the TIL program has not been a good fit in the School of Education since it was moved there from International Studies in 2009 for several reasons.
 - a. Unlike every other program in the SOE, the vast majority of students in the TIL program do not fit the California credential profile that characterizes the other programs in the SOE.
 - b. TIL is not accredited by NCATE while all other programs in the SOE are both NCATE accredited, and all but the MA in Education are CTC accredited.

- c. Dr. Hernandez indicated that very few TIL students would qualify for certification by those accrediting bodies and that the program had no intention of changing the curriculum to meet that goal because certifying K-12 teachers is simply not the goal of the TIL program.
- 2. Dr. Hernandez indicated that relocation is essential for the TIL program to grow and thrive in the future.
 - a. Most TIL students do not intend to pursue careers in traditional K-12 and thus do not have a need for traditional teacher certification.
 - b. However, TIL graduates do pursue and succeed in obtaining teaching opportunities for adult learners in a variety of international contexts and across a range of linguistic communities.
 - c. Dr. Hernandez believes that HFA, with its faculty in English, Linguistics, and International Languages, Literatures and Cultures is an appropriate fit for the program and offers students even greater linguistic resources than are currently available in SOE.

Thompson noted that most of the courses in TIL are in HFA. Handling the field work for TIL students is "awkward for CME." CME is more focused on credentialing. Ellingson expressed a "serious concern for resources" in the (TIL) program wherever it is housed. "I have grave concern for the health of Teaching International Languages." Discussion culminated in a general consensus among senators of the great value of the program, the need for adequate support, and concern that the program is woefully under-resourced where it is now and this may follow it to HFA or "no matter where it is."

Note: Proposed Academic Reorganization – Teaching International Languages (CME to HFA) passed as an introduction item.

11. Revision of EM 99-003 (Graduate Writing Assessment Requirement) – EPPC – Introduction Item.

Boyd moved the Revision of EM 99-003 (Graduate Writing Assessment Requirement) as an introduction item.

Discussion and concerns focused primarily on implications of [Chancellor's Office] EO 1100: General Education Breadth Requirements (February 16, 2015). In particular:

2.2.2 Minimum Grades

A grade of C or better is required of each CSU or transfer student completing courses in written communication in the English language, oral communication in the English language, critical thinking, and mathematics or quantitative reasoning.

Discussion focused primarily on the following areas of the proposed document.

The prerequisite to all **WP** courses at CSU, Chico is meeting the minimum requirement in GE Area A2 ~~a letter grade of C or better in a course in~~ Written Communication or its equivalent at another institution. This prerequisite must be stated in writing in the University Catalog, each course syllabus, and in departmental writing standards.

1. Create and Develop High-Quality Writing Proficiency Courses

Since 1976, a A letter grade of ~~C-C~~ in the designated writing proficiency course in each major ~~has been~~ is the sole measure of writing proficiency for graduation from California State University, Chico. WP courses in the major are therefore the backbone of the graduation writing assessment requirement at CSU, Chico. They are required upper- division courses in the content of the discipline that include the course elements listed above.

2. Maintain and Uphold Policies and Procedures for Writing Courses

It is the responsibility of each academic department to

- Certify, by a grade of ~~C~~-C or better in the WP course, those students who satisfy the graduation writing standards of the major. **NOTE:** Students who earn below a ~~C~~-C are required to repeat the course until they earn a ~~C~~-C or better.

Ellingson noted that the revision upgrading the "C-" minimum grade to "C" could lead to fewer students graduating, faculty making courses easier, and faculty grading more leniently. It very well may lead to "little change in the quality of graduates we turn out." Faculty shared observations regarding the "essence" of grades of C and C-. Ford noted that we are the first CSU campus to respond to this EO 1100 in terms of changing the curriculum. We don't need to act at once here. "We might wait and find out what this EO 1100 is really doing and get more information on it."

Vote: Revision of EM 99-003 (Graduate Writing Assessment Requirement) passed as an introduction item.

Kaiser/Crotts moved to revise the agenda to group items 12, 13, and 14 together and consider the items en masse as an introduction items.

Vote: The motion to revise the agenda passed.

Boyd introduced items 12, 13, and 14 as introduction items.

13. New Graduate Option: Master of Business Administration Option in Enterprise Information Systems (BUS: BSIS) – EPPC – Introduction Item.

14. Significant Change Proposal – BA Music Option in Music Education – EPPC – Introduction Item.

15. Proposed Change to FPPP: List of Substantive Changes to FPPP – FASP – Introduction Item.

A. FPPP Renewal and Reorganization Flow Chart

Vote: Items 12, 13, and 14 passed as introduction items.

16. Resolution in Support of Transparency in Budgetary Information at CSU Chico – EC – Introduction Item.

Selvester moved the Resolution in Support of Transparency in Budgetary Information at CSU Chico as an EC introduction item.

Academic Senate Resolution

Resolution in Support of Budgetary Information at CSU, Chico 4/30/15

RESOLVED: that the Academic Senate of California State University, Chico urge President Zingg and acting President Richmond and other members of his administration with budgetary responsibility to make it campus practice that budgetary information for the University and all its auxiliaries—including data on revenues, allocations, and expenditures be accessible, transparent, and available; and,

RESOLVED: that this information be shared through an independent and accessible on-line entity, such as opengov.com or a similar service; and,

RESOLVED: that copies of this resolution will be distributed to the Academic Senate of the California State University, Academic Senates of other CSU campuses, the CSU Board of Trustees, and Chancellor Timothy White.

Rationale: Governments and public agencies have a legal and moral responsibility to commit to reliable and transparent accountings of their management of taxpayers' dollars. Historically, information regarding budgets at CSU Chico has been incompletely or obtusely presented. President Paul Zingg and his administration have made public commitments and significant advances toward financial transparency at CSU, Chico, and the CSU, Chico Academic Senate hereby recognizes those major improvements. However, procedures for implementing reliable, clear and intelligible accountings of university funds should be institutionalized at CSU, Chico. Although other services are available, opengov.com provides an inexpensive and effective subscription service that contributes to transparency and public trust. This service has been adopted by our sister campus, California Polytechnic at San Luis Obispo (see, <https://www.opengov.com/case-study/cal-poly-san-luis-obispo-case-study>) and is currently being advocated by CSUDH. In California, the service has also been adopted by the city governments of Los Angeles, Culver City, Santa Monica, Anaheim, San Jose, Bell, among others; the county governments of Marin, San Joaquin, and Sierra; and other government entities, such as the Office of the Lieutenant Governor, the California State Lands Commission, and the Hacienda-La Puente Unified School District.

Kaiser noted that similar resolutions have been adopted by another CSU campus, CalPoly San Luis Obispo, several city and county governments, and other governmental entities, including the Office of the Lieutenant Governor. The context is that we are a public institution supported by public funds. Many of the comments imbedded in the Climate Survey (Questionnaire) conducted early last fall referenced perceptions about funding inequalities and where money went. Funding models are complex and dense, and it is difficult for people to see and track where the public's money is going inside a public institution. The resolution supports moving this budgetary information into an independent and accessible online entity. "And this is part of our moral responsibility to conduct our business in a public manner."

Vote: Resolution in Support of Transparency in Budgetary Information at CSU Chico passed as an introduction item.

16. University Committee Reports.

A. Curriculum Advisory Board (CAB) – Christopher Nichols.

Report from the Curriculum Advisory Board (CAB) for 2014-15 Academic Year

CAB, the CSUC campus committee in charge of oversight of the campus General Education program, accomplished the following during the 2014-15 Academic Year

Assessment

CAB undertook assessment in five of its 10 SLO's during the 2014-15 year:

- Diversity: this assessment has been completed. A report will be made available to the campus community shortly.
- Information Literacy: this assessment has also been completed. A report will also be made available to the campus community shortly.
- Mathematical Reasoning: in progress. A report will be ready by September 2015.
- Creativity: also in progress; report to be ready by September 2015.
- Personal & Social Responsibility: also in progress; report to be ready by September 2015.

Assessment has been carried out in prior years in Written Communication, Oral Communication, and Critical Thinking.

Curriculum

In Fall 2014, CAB approved the following courses, to be added to its program beginning Fall 2015:

- Eight (8) new Writing Intensive Substitution courses.
- Eleven (11) new Major Course substitution courses.
- Thirteen (13) new Capstone substitution courses.
- One new class (HIST/WMST 335) added to the Gender & Sexuality Pathway
- Two courses removed from the program (HIST/ASST 377 and HUMN 228)
- Note that an additional three courses approved in Spring 2014 will be offered in the GE program beginning in Fall 2015.

Additional changes to the GE program were approved in Spring 2015 (or, in some cases, are still pending), to be added to the program beginning in Fall 2016.

- Four (4) new Writing Intensive Substitution courses.
- One new Major Course substitution course.
- One new Capstone substitution courses.
- Three new courses entirely new to the GE program (ENGL 354, PHIL 303(WI), and PHIL 340); four additional such proposals are pending.
- Two courses currently in the GE program were added to additional pathways; one additional such proposal is pending.

Writing

Much attention this year was paid to the slate of Writing Intensive and Capstone courses within GE, and the WI-substitution and Capstone-substitution courses as well. Important notes are:

- A total of 4671 seats in WI, Capstone, WI-sub, and Capstone-sub courses were made available in Spring 2015. Total enrollment in those sections was 4235 (91%). Enrollment varied from 77% for the WI-sub courses to 96% for the WI courses and 97% for the Capstone courses: these last sections were very full.
- A total of 5362 such seats are being made available in Fall 2015 (as of 4/6/15). This is an increase of 15% over Spring 2015.
- In conjunction with the University Writing Committee, a study of the practices of the WI and Capstone courses is in progress.
- Efforts are being made to help students, faculty, and advisors better understand the WI/Capstone course system, with particular attention to the presence of sections of WI and Capstone eligible courses but not offering WI or Capstone credit (e.g. RELS 264I vs. RELS 264; and ANTH 340Z vs. ANTH 340)

Other

Other items dealt with this year included:

- A small workshop on “Wicked Problems” was held in December 2014, in conjunction with faculty at Yuba College
 - A new Executive order governing GE, EO 1100, has been issued by the Chancellor’s Office. It includes one change that will have major impact to GE courses at CSUC: the new minimum grade in Area A courses will move from a C-minus to a “C”. EM 10-001 governing CSUC GE has been edited to reflect this change (which takes effect in Fall 2016), and other campus discussions that have followed the changed EO are underway.
- Please let me know if you have any questions or need any further information. Respectfully

Submitted

Christopher J. Nichols, CAB Chair 2014-15

B. Service Learning Advisory Committee – Holly Nevarez.

Annual Report of the Service Learning Advisory Committee for 2014-15.

Ellie Ertle has been working as the Director of Civic Engagement for over a year. This consistency has been extremely beneficial and has allowed the Office of Civic Engagement and SLAC to move rapidly

forward with making plans and creating goals.

Last academic year select members of the Service Learning Advisory Committee worked on two important applications: the President's Honor Roll and the Carnegie application. CSU, Chico received both of these awards. The Carnegie award is in place for ten years. The President's Honor Roll is an annual application; therefore select committee members are working on this application again.

We are still working to fully form the committee. Current members include:

Ellie Ertle, Director of Civic Engagement	Holly Nevarez, Faculty
Zach Justus, Faculty	Bill Loker, Dean of Undergraduate Education
Ann Schwab, CAVE	Karla Shields, CAVE
Mike Thorpe, Risk Management	Sara Rumiano, Contracts and Procurement
Bentley, Information Resources	Wendy Wendy, City of Chico

Last year, the Service Learning Advisory Committee entered into a strategic planning phase. The goal was to establish the vision and long-term goals for civic engagement at CSU, Chico, the Office of Civic Engagement, and the Director's role. This has been achieved and approved and the committee is now working to turn the strategic plan into an action plan.

Looking forward, the Director of Civic Engagement will offer the annual Civic Learning Institute May 26th and 27th.

Office of Civic Engagement 2014-15:

1. President's Honor Roll Application: Approved for last AY, resubmitting for this AY.
2. Carnegie re-classification in Community Engagement: Submitted last spring, and approved for 10 years.
3. S4 and Implementation of EM 11-046:
CSU, Chico is working on the purchase and implementation of S4 to ensure that internships and service learning meet the requirements of EO 1064. This database will assist faculty in ongoing incorporation of service learning and internship requirements.

In addition, the implementation process will allow for ongoing discussion of improving campus-community relationships and faculty support for service learning and civic engagement. This process is in search of funding.

4. Civic Learning Institute and Faculty Learning Community focusing on civic engagement.

On May 26 & 27th the Office of Civic Engagement will host the annual Civic Learning Institute (CLI).

Instructors teaching course(s) from all disciplines are invited to register for this event. This event will focus on understanding and incorporating civic engagement into CSU, Chico courses. Instructors from courses that already include a civic engagement component will showcase their coursework. Participants will hear the benefits of civic engagement based upon current research as well as from students' perspectives. Participants will then examine the class they teach and identify how civic engagement could fit into the coursework.

Participants from the CLI will be invited to join a Faculty Learning Community (FLC) focusing on civic engagement. The FLC members will participate in an intensive renovation of one or more of their courses to incorporate civic engagement. FLC members will pilot the civic engagement component in the fall of 2015. The FLC will meet during the fall semester for the purposes of project updates and support. Evaluation of the pilot projects will occur at the end of the fall semester.

17. Statewide Academic Senate – Kaiser/Schulte.

Kaiser reported that she and Schulte will take "the results of any resolutions that we think will have an impact at the state level" to the Statewide Academic Senate (SAS). The SAS meets during the week of our finals. Voting will be conducted for members of the SAS Executive Committee

(Schulte and new SAS Senator Selvester will vote in this election). The SAS has forwarded two candidates to the Governor for appointment as Faculty Trustee to the Board of Trustees. The two candidates are the incumbent, Steven Stepanek (CSU, Northridge—Computer Engineering) and Sue Holl (CSU, Sacramento—Mechanical Engineering). The Governor has until June 30 to select one, and if he doesn't, then the incumbent Faculty Trustee remains in office until the Governor makes an appointment. "So we will not be without a Faculty Trustee."

18. Associated Students – Herren.

Selvester noted that Herren plans on presenting the resolutions passed by the Student Academic Senate (noted under Item 3. Announcements) on May 07.

19. Staff Council – Heileson.

Heileson reported that the Staff Council met on April 14.

The complete report is linked to the minutes and available from the Academic Senate Office.

Highlights of the meeting included:

- Reports from Human Resources (Sharyn Abernatha) and Payroll & Human Resources Information
- Information Systems (Rebecca Cagle)
- Associated Students Report (Michael Pratt)
- Academic Senate Report (Joe Crotts)
- Office of the President (Karla Zimmerlee)

Standing Committee Reports

- Governance Committee (Becky Devault)
- Service Projects (Erin Tarabini)
- Ways and Means (Rachelle Sousa)

20. University Report – Richmond/Elrod.

Elrod noted that salary adjustments under the "equity program" are progressing.

By April, or May at the latest, we will "certainly see everybody covered." A memo will be distributed describing the method of implementation. The numbers of those affected should be available by the end of May. Elrod encouraged faculty to "ask your dean" as they should be able to provide information. Once everything is confirmed in Payroll, everybody who gets an adjustment will get a "personalized letter" detailing what they got and why. The process for adjusting salaries can take up to eight steps.

Elrod provided an update on dean searches. The dean search for the College of Engineering, Computer Science, and Construction Management is "all wrapped up" and we hope we will have a candidate accept an offer soon. We have decided to "postpone our success" for the Library dean search. "The pool wasn't very deep." The search will resume in early fall semester. "The Interim RESP positions are out there" and you should be thinking about your colleagues and yourselves for these positions. Elrod has received the final copy of the Academic Plan—"remember that?" and she hopes to get "published" by the end of the semester. Letters have just gone out congratulating faculty receiving tenure and promotion. In response to an inquiry regarding an announcement for an Interim Director of Faculty Development, Elrod noted that this is to replace a person currently in the position under a different title. In response to an inquiry regarding expenditures for salary adjustments, Elrod noted that "I believe" that we are expending some \$750,000 for just the equity component. Total expenditures may be around \$2 million, and upwards to \$3 million including benefits. The overriding effect of salary adjustments will be to move the overall faculty salary package upward.

21. Ask the Administrator.

--Interim Positions

Senators reviewed and shared concerns regarding the status of positions on the document, "Interim Management Positions." Specific concern was noted over the omission of an Interim Dean of Graduate Studies. Sharyn Abernatha (Assistant Vice President for Staff Human Resources) noted that Interim Provost Susan Elrod will serve as Interim Dean of the Graduate Studies" and Sharon Barrios, Associate Dean of Graduate Studies, will remain in that position. Concerns were shared among senators regarding the high number of interim management appointments, and especially interim deans. Regarding associate deans, concerns included whether or not the dean's select the scope of the search, and who *should* be making this decision. A revised table of Interim Management Positions was requested.

22. Other.

No other items were brought forth.

23. Adjourn.

The meeting adjourned at 5:52 p.m.

Respectfully submitted,

Joe Crotts, Secretary