

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

**ACADEMIC SENATE MINUTES**  
Thursday, October 6, 2016, 2:30 p.m., KNDL-207/209

*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 parenthesis for convenience. For accessibility questions, please contact the Academic Senate Office.*

**PRESENT:** Allen, Boyd, Calandrella, Crotts, Ferrari, Fleet, Ford, Heilesen, Hutchinson, Hyatt (A. Grim), Janos, Kim, Kirchhoff, Kemper, Livingston, McConkey, McLemore, Pittman, Ponarul, Pratt (Fleet), Roll (Wilking), Rowberg, Schierenbeck, Scholz (Livingston), Schulte, Selvester, Sistrunk, Stapleton, Sudick, Traver, Ward, Watkins, Wilking, Wyrick, Zartman

**ABSENT:** Boura, Cross, Thompson (J. Shepherd)

Chair Boyd called the meeting to order at 2:30 p.m. announcing a quorum. (1:36).

**1. Approve Minutes of September 15, 2016.** (1:55)

Minutes were approved.

**2. Approve Agenda.** (2:26)

Agenda was approved.

**3. Announcements.** (2:36)

- Fleet announced that the Student Academic Senate is still looking for a Faculty Academic Senator to volunteer to join the student meetings every Monday from 1:00-2:00. Boyd noted that attendance even for a meeting or two would be helpful for sharing faculty perspectives and promoting shared governance.
- Rowberg hoped we could keep Haiti and the East Coast in our thoughts and prayers as Hurricane Matthew ravages this region.
- Meadows reminded everyone that Dr. Tracy Butts will be moderating the BlackLivesMatter Teach-In: Let's Keep the Conversation Going on October 10 from 9:00 a.m. to 7:00 p.m. and on October 11 from 9:00 a.m. to 5:00 p.m. in the collaborative space on the second floor of the ARTS building. Colleagues, faculty, staff and students from across campus will be contributing insights and ideas to further the consciousness raised at the student led Black Lives Matter protest (9/26/16) and the vigil (9/28/16). Everyone is encouraged to drop in and participate.

**4. Chair's Prerogative.** (5:14)

- A. Chico State Rental Housing Certificate Program** (Herbert; Time Certain: 2:40 p.m.)

[http://www.csuchico.edu/fs/documents/academic\\_senate/2016-2017/10-6-16/rental\\_housing\\_certification.pdf](http://www.csuchico.edu/fs/documents/academic_senate/2016-2017/10-6-16/rental_housing_certification.pdf)

Boyd introduced Dan Herbert, Director of Off-Campus Student Services, who was invited to return to Senate this year and give an update of the CSU, Chico Rental Housing Certification Program.

He explained that this program promotes collaboration between the North Valley Property Owners Association and the Office of Student Affairs in order to help students address common domestic issues that can inhibit their academic success. The program attempts to build practices that can help students before, during and after they rent housing.

He noted that students as renters need to be aware of their fair housing rights and responsibilities in relation to the people they choose to room with and who they rent from. The program encourages room-mates to make a rental agreement with each other so that they divide obligations and define expectations of compatibility. It also trains people to pay rent (and write a check).

He also said that the notion of joint liability was foregrounded, so that people understand that renters are responsible for all the bills and even for those their room-mates fail to pay, or the expenses that they accrue.

Other important issues are covered, including: Landlord access rights and lease expectations, Safety: locking doors and windows and renter's insurance, photos of their property, grease and water danger, Cleanliness: maintenance, water damage, Upkeep: smoke detectors, keys, trash, Community Issues: trashcans, couches, police relations, noise, gathering ordinances, Moving out: cleaning, disposal and many other important habits to create an optimal living experience and a positive rental history that will follow them into the future.

At the end of the brief online program, students gain a certificate that can be used as a positive rental reference and help build a credit history. Some owners are considering waiving application fees and other accommodations. This program can help students whether they are freshman or seniors and teaches skills that they will need for a long time.

**B. 2017-2018 CSUC draft Academic Calendar**. (Noble; time certain 2:50). (14:53)  
<http://www.csuchico.edu/apss/images/calendars/DRAFT%20Academic%20Calendar%2017-18%20DRAFT%204.pdf>

Boyd introduced Holly Ferguson of the Academic Publications and Scheduling Service, who will speak for Mazi Noble. Holly Ferguson pointed out that there were no real surprises in the calendar as Fall classes start on August 21 and the Spring semester starts on January 22 - Mondays. She noted that the old pdf format is becoming overcrowded and there are plans to convert it to a webpage that will allow more information to be added with views that are collapsible or not. A condensed pdf version focusing only on the dates will also be available.

Boyd asked how to provide feedback. Holly Ferguson said that comments can be sent to herself, or to Mazi Noble.

She reiterated that many of the features of the calendar are dictated by contract rules, payroll rules and Chancellor's Office rules. Scheduling Services works closely with Faculty Affairs and creates the faculty and staff work calendar, which should match with this calendar. Boyd promised that the agenda would be updated with the link to the webpage.

Selvester asked why the notation for Fall semester 2017 was so insignificant. Holly answered that the calendar is supposed to capture an entire student cycle, so that 2017 actually is the beginning of deadlines that will impact them into 2018. She hoped the webpage would be clearer.

McConky said these are events that are happening for the next semester. There was discussion about using more contrastive colors.

Kim asked if it would be possible to click on the dates so that they are added to one's Outlook calendar? Holly Ferguson thought that was a great idea and they will work on implementing it as soon as they are able.

Meadows asked if there was a way to show on the academic calendar more clearly when students register in the Spring for the Fall semester. McConkey suggested changing the label "Fall Semester" to "For the Fall Semester" or something like that. Holly Ferguson said she would look at that.(23:53)

Boyd wanted to remind everyone that there is an October 15 deadline to submit comments about EO 1071 and to send ideas to her to be forwarded. Meadows reported that she had contacted the Chancellor's Office as suggested, and that the response that was sent implied strongly that the changes to EO 1071 were in reality already a "done deal". Our comments will have no impact. Boyd suggested we return to the topic when Ward gave his report below.

## **5. Standing Committee Reports. (24:58)**

### **A. Educational Policies and Programs Committee – Crotts.**

Crotts reported that the new Certificate we will be considering today passed through the process and that EO 1071 was also vetted again.

EPPC Summary–September 22, 2016, Kendall Hall room 207, 2:30 p.m.

The proposed new undergraduate certificate program: Certificate in Interreligious and Intercultural Relations, passed as an introduction item.

A general discussion ensued on Executive Order (Chancellor's Office EO) 1071 Revised: Delegation of Authority to Approve Subprograms (Options, Concentrations, Special Emphases) and Minors. The EO was last revised on

September 07, 2016. Proposed changes to EO 1071 include:

- Subprograms must require less than half the discipline-related credits in degree major programs.
- New subprograms must be proposed to the Chancellor's Office and receive confirmation of policy compliance prior to implementation.
- Self-support concentration proposals must include a detailed cost-recovery budget.

EPPC Summary–September 29, 2016, Kendall Hall room 207, 2:30 p.m.

The proposed Certificate in Interreligious and Intercultural Relations passed as an action item.

**B. Faculty and Student Policies Committee – Meadows.**

Meadows said she had nothing to add to the written report. We can see all the items on the agenda.

FASP Summary - September 22, 2016, ARTS room 228, 2:30 p.m.

On September 22nd the FASP Guidelines were amended and the following items were passed as introduction items.

1. Proposed EM on Grant Related/Specially Funded Instructional Faculty Classification Policy
2. Revision to EM 98-011 Statement on Final Exams
3. Revision to FPPP 5.1.3.u Hiring – Tenure Track (Probationary) Faculty – Procedures
4. Revision to FPPP 9.1.3 Evaluation of Temporary Faculty – Record
5. Revision to FPPP 11.1 Evaluation of Tenured Faculty
6. Revision to FPPP 13.1.4.c Leaves Without Pay

A subcommittee was formed to review workload issues for faculty with dual appointments.

FASP Summary – September 29, 2016, ARTS room 228, 2:30 p.m.

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The revision to FPPP 9.1.3 Evaluation of Temporary Faculty – Record, was referred back to subcommittee.

The Dual Appointment and Internship Policy subcommittees reported their progress.

**C. Executive Committee – Sistrunk.**

Sistrunk observed that EC met twice and that activity was robust and exciting.

Executive Committee Synopsis Thursday, September 15, 2016, 12:30 a.m., K 103

The Executive Committee met and discussed the following issues:

- How Proposals Move Through Senate
- Campus Safety
  - False alarm lessons
  - Overview of issues: Feeling safe on campus, active shooter responses, disruption in classroom, information and specific training
  - Alert suggestions
  - Need for long term training and safety committee consolidation
  - CARE team should do more outreach and have more members
  - Calandrella and Chief Feeney to lead committee of faculty, staff and students to evaluate resources and procedures
- Senate Progress/ Plans
  - EPPC
    - Interreligious and Intercultural Relations Certificate
    - CSU, Chico International Bridge Program
    - Potential EM about oversight of Centers
  - FASP
    - EM 98-011: Statement on Final Exams
    - EM 79-8: Due date of Final Exams
    - FPPP: Lecturer rebuttals of personnel reports
    - FPPP: Change of Appointment Letters for Probationary faculty
    - FPPP: Performance Review for Promotion
    - FPPP: Notifications for leaves without pay
    - GRIF policy
- Resolution Response Team final report along with Chancellor’s Office report from Gretchen Bataille to be combined into President’s 100 day listening tour report
- Working groups to study and define varied safety concerns
- Audit of international study abroad support systems
- ARTS elevator problems
- Fund raising successes

Executive Committee Synopsis Thursday, September 29, 2016, 12:30 p.m., K 107A

- Change UBC from November 11 to December 8 to accommodate Board of Trustees budget decisions
- Upcoming Senate agenda (10/6/16)
- Committee Appointments (University Writing Committee, Academic Status Committee)
- Report of the Taskforce on the Advancement of Ethnic Studies – Discussion about how to fashion Chico response to Chancellor and local action
- State Legislation and Policy Summation
- Senate Progress/ Plans
  - EPPC
    - EO 1071 discussion

Interreligious and Intercultural Relations Certificate  
CSU, Chico International Bridge Program  
Graduation Initiative Proposal discussion

FASP

EM 98-011: Statement on Final Exams

FPPP: Lecturer rebuttals of personnel reports

FPPP: Change of Appointment Letters for Probationary faculty

FPPP: Performance Review for Promotion

FPPP: Notifications for leaves without pay

- Campus support for Black Lives Matter Protest (9/26/16) and Vigil (9/28/16)
- President's 100 day listening tour:
  - Chairs, Staff Council Executive, more to come
  - Student diversity groups.
  - Will be a brief midway update
- Allocations to Colleges one month earlier than last year
- Discussion of making Campus Climate Survey biannual and permanent with an EM
- Recommendations about future UBC to focus on Advancement
- Graduation Initiative
- New emergency management committee ideas –should be faculty, staff and student participation
- Public safety –locks for rooms
- C.O. Audit of International Study Abroad support systems
- Changes to Research Foundation Board
- Reform of Research Foundation and University Foundation accounting
- Chancellor's Office solar energy initiative

**6. Statewide Academic Senate – Schulte/Selvester.** <http://www.calstate.edu/AcadSen/> (26:21)  
Boyd asked the Statewide Academic Senators to report.

Schulte underlined the two major topics that were discussed: Academic Freedom and Intellectual Property. These two issues are getting a lot of attention by the State-wide Academic Senate but not by the Chancellor's Office. Schulte reported that the Senate would like to work on a policy about Academic Freedom with a committee made up of members of the State-wide Senate, the California Faculty Association and the Chancellor's Office. The Chancellor's Office consented, but only if the CFA gave up their bargaining rights on this issue at a later time. Both sides refused. The efforts have been ongoing for a year.

Schulte reported that many campuses have Intellectual Property policies (including our own) that are waiting at the Chancellor's Office to be approved or not. All the campuses have been requested not to act on these issues until the Chancellor's Office issues their own Intellectual Property policy. There are many campuses that need an intellectual property policy to protect their faculty and staff. She said EM97-007 was the current policy at Chico state and asked everyone to give feedback about their departments or experiences on the need for their new policies or other ideas.

**A. ASCSU Resolutions & Faculty Trustee Report – Sept 2016 BOT Meeting**  
[http://www.csuchico.edu/fs/documents/academic\\_senate/2016-2017/10-6-16/legislation\\_review.pdf](http://www.csuchico.edu/fs/documents/academic_senate/2016-2017/10-6-16/legislation_review.pdf) (29:25)

Selvester said she would talk about recent legislation that will impact us, including some Chancellor's Office EOs and some coded memoranda that have been issued in the past few months. She said these disparate rules and orders will impact us as we try to situate our own efforts in state-wide efforts.

[SLIDE TWO] She began with the legislation that passed in March of 2016 in which the legislature mandated that transferring courses across the Community Colleges, the U.C.'s and the CSU should be made easier. She pointed out the correspondence of Mallon from August 2016 that told the story of a student with good connections who went to the legislature to testify about his difficulties in transferring GE courses between two CSU's, and tied this to the letter of Blanchard asking for clarification about policies on GE transfers in the CSU. This correspondence all points to the heightened sensitivities about GE and transfer credits in the CSU.

These form the context of the revised EO 1071 that the CO has sent out to mandate iped data to measure whether Options in majors make up less than 50% of the Core of that major. This has then become the foundation for asking the statewide senate and the local senates to begin considering the roadblocks in GE practice that might slow students to degree. She asserted that some have questioned the upper division GE courses, for example.

Our EPPC has created an ad hoc committee to look at our GE program so that we participate in statewide efforts. She suggested that Departments and Chairs look at their programs to discover obstacles that may have grown up as programs have aged and changed. Some of our certifications and programs may need refinishing and we should look at our advising and staffing efforts.

She explained how the attempt to clarify iped data was a way to define what courses and programs actually offer, so that we can embrace "Truth in Advertising". These efforts will be part and parcel of Graduation Initiative efforts as well, since the more accurate our data is the more easily we will be able to drill down into department practice.

[SLIDE THREE-FIVE] Selvester quickly condensed the faculty trustee's report that calls for six-year system graduation rates for first-time freshman to rise to 70% by 2025. This will require coordination with K-12 education and will be impacted by the Quantitative Reasoning reports that calls for California high schoolers to have four years of quantitative reasoning instead of three.

Among the ways to make these rates happen, there are still those advocating for higher tenure-track density with more tenured faculty and staff.

**B. Other ASCSU Reports**

**7. Associated Students - Pratt. (43:53)**

Fleet announced that there is an open position for a student Senator for the College of ECC in the Student Academic Senate. The applications are due today and the Senator will be named on October 24.

Students in all the Colleges are currently forming College councils to discuss issues with their student constituents and faculty are welcomed as well.

Fleet reported that Pratt was currently at the AAUP Shared Governance Conference and Workshops in Washington, D.C. collecting information that will help guide our campus conversations to develop the Statement on Shared Governance.

The students held a First Presidential Debate Watch party that worked well, and AS will also host a party to watch the Third Presidential Debate as well in the Uhub.

There will be a Wildcat Vote effort on the last day to register to vote on October 24 to promote student participation in the elections.

Finally, on Saturday October 29<sup>th</sup> there will be Halloween programming events where there will be pizza in the BMU.

Zartman wondered if AS was coordinating with the First Year Experience efforts to promote student election participation. He thought this year was the first in his long tenure at Chico to see coordinated efforts to register students to participate in community and campus events. This has led to the creation of a special candidate forum directed to students. Fleet said the Associated Students Director of Legislative Affairs is partnering with many varied organizations to promote such participation.

Ford recognized Bill Loker who explained that FYE, AS Student Government, Office of Civic Engagement, the Chico Great Debate and Chico City Council members were all involved in promoting student political participation. The Fire Department would also like to come on campus and hold a barbeque to invite city council members to come and speak. The Town hall meeting is the Monday before the election.

Sistrunk asked where he could find information about the fees that AS is asking to use their facilities like the BMU. He had heard from constituents that AS is charging twice the fees they did last year for events and that they are asserting more control over who may be vendors in Colusa hall. Fleet thought he should speak with the Executive Director, David Buckley, or someone else from facilities, or the AS Vice President for Business and Finance. She did know that there is an agreement that AS is the business provider when it comes to food on campus.

Hutchinson recognized Debra Barger who wanted to continue to speak in support of voter registration as she is the treasurer of the League of Women Voters. She said there are a number of candidate forums open to the public as for example at Marsh Junior High tonight there will be a city candidates' forum. She urged people to check the League's website for a complete listing.

She reminded everyone that October 24<sup>th</sup> is the last day to register and that local postal service does not run after 6:00 p.m, so that registrations must be submitted before this.

**8. Staff Council – Heilesen.**(51:50)

Heilesen reported that the Council has not yet convened, but that since they opened four at-Large positions to MPPs, more than four have applied.

**9. University Report - Hutchinson/ Ward.**(52:24)

Hutchinson offered congratulations to everyone who was involved in the successful awarding of the Hispanic Serving Institution (HSI) status to the University.

She also congratulated the staff and faculty who organized the CELT Conference Awards Luncheon under the guidance of Zach Justus. She wanted to reiterate that she believes this is a valuable conference and is happy to see this continuing.

She announced that the University Budget Allocations are out one month earlier than they were last year.

She observed that the Graduation Initiative is upon us and that Dr. Loker and Provost Ward will be discussing the challenges throughout the year. She hoped it might be viewed not as another Chancellor’s Office obligation, but as an opportunity to think about how to best serve our students and look at our own practice and pedagogy. She trusted that we could cultivate our stewardship of their education in ways that are responsible that help our students progress toward degree.

Hutchinson said she has talked with Betsy Boyd and the Executive Committee as well as the University Diversity Council to respond to the Chancellor’s Office [Report of the CSU Task Force on the Advancement of Ethnic Studies](#). She said we will be putting together a group to examine the recommendations made by the Taskforce.

The searches for Provost and VP Academic Affairs and VP Business and Finance were mentioned. Chuck Zartman and EMEDC were recognized for the work they are doing to facilitate this work.

Zartman described how the University has received communications about the position announcements, and he hoped people would continue to send in their comments and modifications. He gave the number of respondents as of October 6 and the number of the pages of their comments and promised that the position descriptions would be influenced by these. He said that EMEDC is working closely with the search firm to create a position announcement, a University profile and an “elevator pitch” to attract the most suitable candidates. He said the position forum and individual interviews with varied groups have made the firm confident they can find our best matches to help the campus move forward in the most positive ways. He was complementary of their efforts to help us as open and receptive about what the campus wants.(58:48)

Ward began his comments by addressing the revised EO 1071. He agreed with Meadows that feedback to the Chancellor’s Office will not have much impact as the “train has already left the station”. He said they are committed to collecting iped data in order to promote “truth in advertising” or accurate depictions of the programs and options that are proffered without undue

dilution of their supposed core purposes. He said there are 1,000 of these subprograms in the system and they don't receive the same level of scrutiny given to degree programs. He observed that it is our responsibility to look critically at what we have and to clean up inaccuracies and inefficiencies.

He also addressed degree programs that might have options that have only a tiny number of students over a five year period. If such options were not offered, the faculty employed to teach these very small offerings could be deployed elsewhere. There can be real efficiencies and real cost savings for the departments, the colleges and for the whole campus.

He concluded that although this winnowing is a mandate, it is ultimately in our own best interests. The Chancellor's Office is asking by April to receive a list of all the degrees, programs and subprograms and their options and an indication of whether the options have more or less than the fifty percent of the units that are in the major. They also need to know when the degrees or options are slated to be reviewed in the five year cycle. He hoped departments would work to clean up their options even before these reviews.

Schierenbeck warned against using blanket statements about the inefficiency of small programs or options because these are sometimes needed by other majors or programs, or for other purposes. Ward acknowledged this but hoped true cases of inefficiency would be uncovered.

Ward said that the system Provosts had met and all their proposals to garner Graduation Initiative moneys had looked very similar. The comment was that "we are learning how to build the airplane while flying it." Continuing to attract this kind of state money will require incredible staff and faculty involvement to make work, but he agreed with the President's statement that this initiative and its intentions will be here to stay.

He thought the one time money for Chico would be about \$1.3M and will require serious strategic planning in the next year. He believes we should have our eye on the longer term as well because this one time money will set the stage for future disbursements. The trustees have asked for \$75M to backstop this initiative system-wide. If we are not fully funded there is a good chance that they will ask for a tuition increase. He said it is difficult to determine what to do next as the hard data is not in our hands.

Department Chairs have been mailed lists of students who are 2.5 year transfers or 4.5 year students to think about accommodating them. Can we find common Spring classes or summer school offerings that will help them to degree? That can be funded. The \$1.3M short term will be targeted primarily toward this group. We will also need to consider long term ideas that can bear fruit later.

Schierenbeck said in biology they intentionally tell students to wait until they are super seniors to take required courses so that the majors in biology can get a job since this requires students with more than the biology courses alone. Some fields, like the engineers for example, require more courses to be viable. Ward pointed out that the engineers do not save courses up until the last semester. Ward thought that students should look at other options to get them employed, like a Master's degree, or an MBA.

Schierenbeck said the initiative did not seem to understand who our students are and that they have children and other jobs. Ward agreed that this makes things more difficult, but reiterated that our job is to see what is possible. Have we created a scheduling gauntlet and a prerequisite structure that can too easily harm student progress?

Hutchinson agreed that we all understand that our students come from diverse backgrounds with a number of responsibilities, but that we have control over our own program delivery and pedagogy and the goal is to see how well we are meeting students' needs.

Ward reiterated that the impulse is not to dumb down our quality, which is recognized by students and nationally, but to identify unintended barriers.

Schulte said this emphasis is not always communicated by the Chancellor's Office, since they seem to be putting the hammer down on four years as the most important part of the initiative. She hoped that the message that we are looking for efficiencies and best practice can be foregrounded consistently, instead of the bald call for deadlines that sounds ridiculous.

Meadows asked if there is data that proves how many students come into the CSU who want to graduate in four years and are not able to do so. Perhaps some have six year plans, or want to take time off, or go abroad. Ward admitted that we don't have that kind of data. He thought students did not think in these terms exactly, but that they saw professions they wanted to pursue. Hutchinson emphasized that we can help students move efficiently through our systems and that the state will need its graduates. As the Chancellor has pointed out, by 2030 we will be one million short of the trained college educated people the state will require.

Boyd told speakers waiting to be heard that they can ask their questions under "Ask the Administrator" in the agenda as we need to address the introduction items before us.

**10. Proposed EM on Grant Related/Specially Funded Instructional Faculty Classification Policy – FASP-Introduction Item.** (1:15:38)  
[http://www.csuchico.edu/fs/documents/academic\\_senate/2016-2017/10-6-16/em\\_grant\\_related\\_instructional\\_facultyv3\\_clean.pdf](http://www.csuchico.edu/fs/documents/academic_senate/2016-2017/10-6-16/em_grant_related_instructional_facultyv3_clean.pdf)

Meadows over the proposed EM and gave background information about it. Grant funded are a special category within the CSU that are limited to only 100 for the whole system. It is targeted toward high performing faculty (who are associated with bringing in large moneys) who can earn additional compensation funded through non state funding. System wide policy HR2005 called for the creation of local policies to garner these kind of positions and we have not done this yet. This policy is guided by the Chancellor's Office memo and practice at other CSUs.

Boyd reminded everyone this is an introduction item that is open to discussion and debate now. At a later meeting if it goes to Action, it can be amended.

Cross said that he had only found one other fairly old example of this type of award at Chico and thought that the policy could promote more participation in the future.

Introduction Item - Passed

**11. Revision to EM 98-011: Statement on Final Exams – FASP Introduction Item.** (1:19:01)

***STATEMENT ON FINAL EXAMS***

Because of continuing complaints from students and because of our responsibility to meet requirements in regard to the number of instructional days in a semester as well as the number of workdays in an academic year, the University will rigorously enforce the final examination policy beginning with the current semester. The policy on final examinations is that all classes are required to meet for one two hour period during finals week for instruction or examination. Faculty are required to give final examinations at the time and place scheduled, normally specified in the schedule of courses. For fully online courses, the course must be active during finals week for instruction or examination. Requests for exceptions to this policy must be in writing and approved in advance by the department chair and by the college dean. Failure to conform to this policy may result in a letter of reprimand or formal discipline, depending upon the circumstances.

A closely related matter is the Academic Senate's resolution [INSERT DATE OF SENATE RESOLUTION] that faculty are advised not to use the last week of classes for examinations unless there is no scheduled examination during the week of final exams (~~e.g., laboratory classes have no final examination time scheduled because the classes do not meet during finals week~~).

Another policy which may warrant a reminder in this context is FPPP ~~4.13~~ 1.1.14 which states: "A faculty member must report to his/her department chair any absence from a scheduled responsibility (e.g., a class, an office hour, or a meeting of a campus committee of which she/he is a member). This notice must precede the absence if at all possible. The notice will include the reason for the absence and efforts which are planned to mitigate the effect of the absence (e.g., substitutes, make-ups). If the reason for the absence includes external income- or compensation-producing activities, a potential conflict occurs."~~(see Section 2.3.4).~~"

~~I request your careful observation of these policies and of the Academic Senate resolution as we continue to focus on serving the educational needs of our students.~~

Meadows moved the revision to this EM and reminded everyone of the announcements that come out at the end of every semester requiring that people hold their finals as scheduled. She noted that many have asked if this applies to fully online courses' exams or final events. She also explained that Kathy Favor had pointed out that some labs have finals and this language was therefore deleted. Finally, she explained that she will find the date of the Senate resolution that is referenced in this policy and she will rectify this next time.

Rowberg asked why an online course would not be active during final week. Meadows replied that there have been issues in the past when faculty have given their exams during the last week of classes and did not meet their classes at all during finals week.

Introduction Item - Passed

**12. Revision of FPPP 5.1.3.u: Hiring – Tenure Track (Probationary) Faculty (Procedures) – FASP Introduction Item.** (1:21:11)

FPPP 5.1.3.u Once a candidate has accepted an offer, the appropriate Dean will send an appointment letter. As much as possible, appointment letters shall follow a standardized format, and must contain in their bodies or, as appropriate, as attachments/enclosures.

- 5.1.3.u.1 an assignment to a specific academic department or equivalent;
- 5.1.3.u.2 the granting of any service credit, including the specific year(s) and credited evidence of prior professional development; and
- ~~5.1.3.u.3 deadlines for the first year’s evaluation (periodic evaluation or performance review) cycle;~~
- ~~5.1.3.u.4 criteria to be used in the first year’s periodic evaluation or performance review;~~
- ~~5.1.3.u.5 the procedures to be used in the first year’s periodic evaluation or performance review; and~~
- 5.1.3.u.6~~3~~ other details as specified in CBA Article 12.2.

Meadows explained that Faculty Affairs found that requiring appointment letters to contain all the criteria and procedures listed here is not often possible as the RTP calendar has often not been determined yet and department RTP guidelines have not been approved. The CBA 12.2 provides a fourteen day deadline to provide this information and it is not really available before then.

Sistrunk explained that a colleague in HFA thought that it was best practice to inform a candidate about the requirements they will have to be retained as early as possible and this should happen as they decide to accept the position or not. Should we add language that it is best practice to do this? Meadows said she hoped these requirements were discussed during the interview.

Introduction Item – Passed.

**13. Revision to FPPP 11.1: Evaluation of Tenured Faculty – FASP -Introduction Item.** (1:23:44)

FPPP11.1: Evaluation of Tenured Faculty - ~~Periodic~~ Performance Reviews for Promotion

11.1.1 Tenured faculty (1) not eligible for an SSI or (2) having served four years at the same rank normally will be reviewed annually for promotion unless the individual requests in writing that the review not take place in a particular academic year. (See CBA, Article 14.3.)

11.1.2 Promotion of Tenured Faculty will follow the provisions under 10.3, Evaluation of Probationary Faculty – Performance Review Process

Meadows moved the revision to the FPPP and confessed that a booboo had been made during the FPPP renewal project that wrongly named the performance review that associate professors go through to be promoted full professors is not called a periodic review. A line was added to guide

the review process more clearly.

She also described that during the revision process the entire section of the FPPP about the RTP process was left to the future work since it was beyond the charge of that committee. Future work of FASP might be dictated by this unfinished business which will be a large undertaking.

Ferrari asked if the language change was just a correction, or an actual change of policy. Meadows said it was just a correction –the review is already a performance review.

Crotts said that if a tenured faculty person was not seeking a promotion, the review they participated in at the end of their five years is just called a “five year review”.

Wyrick asked what the review that acts like a periodic review is called and Crotts said “review of tenured faculty” is the official name. It is more like a progress report. Wyrick suggested that there might be anote in this section directing people to the reference Crotts was depicting to make the same distinction.

Ford asked why tenured faculty did not receive SSIs. Meadows said that would be discussion for another time.

Introduction Item –Passed.

**14. Revision to FPPP 13.1.4.c: Leaves without Pay – FASP – Introduction Item.** (1:28:58)

FPPP 13.1.4 Leaving From and Returning to the University – Faculty Leaves – Leaves Without Pay

13.1.4.a Leaves Without Pay – Personal Leaves of Absence Without Pay (Please see CBA, Articles 22.8 - 22.23).

13.1.4.b Leaves Without Pay – Professional Leaves of Absence Without Pay (Please see CBA, Articles 22.24 - 22.27).

13.1.4.c Leaves Without Pay – Eligibility and Approval for Leaves of Absence Without Pay

13.1.4.c.1 An application for a Leave of Absence without Pay shall be submitted by the applicant to the Department Chair. Application forms are available in the appropriate College Office and the Faculty Affairs forms website. The application for any given term must be submitted ~~before the deadline set by the Office of the Provost.~~ 30 days before classes begin for the semester in which leave is being requested. The President may waive the required notice period.

Meadows moved the last revision to the FPPP and explained that the Provost’s office never sets deadlines for these leaves without pay as there are many reasons that people take them. The thirty

days was decided and the President's ability to waive this will allow for the accommodation of emergencies.

Introduction Item - Passed

**15. Proposed New Undergraduate Certificate Program: Certificate in Interreligious and Intercultural Relations –EPPC – Introduction Item.** (1:30:24)  
[http://www.csuchico.edu/fs/documents/academic\\_senate/2016-2017/10-6-16/certificate\\_interreligious\\_and\\_intercultural\\_relations.pdf](http://www.csuchico.edu/fs/documents/academic_senate/2016-2017/10-6-16/certificate_interreligious_and_intercultural_relations.pdf)

Crotts moved the Certificate as an introduction item. He noticed that it has been many years since EPPC did not bring the first introduction item of the year to Senate and the shouting drowned out any false modesty or general charity.

Crotts prefaced the measure with an introduction. Interreligious understanding is a modern challenge that will promote Chico's commitment to active learning, multicultural understandings and civic engagement. Religious diversity is an important aspect of identity in a pluralistic society and this program will equip students with religious literacy and tools for facilitating the interconnections that will need to be made. The program aims to compliment rather than replace a student's chosen area of study and can add to work they may have done in their major, or General Education courses. This effort represents the repackaging of existing resources to achieve a new and contemporary outcome –interreligious communication that is largely interdisciplinary in nature. Over half the courses supporting the program can be counted for GE credit and twelve departments have courses listed. No other CSUs offer this type of certificate and when this certificate is approved, we will be the first public university to offer this possibility nationally.

Crotts introduced Kate McCarthy, Chair of the Department of Comparative Religions and Humanities and Jed Wyrick, who helped in the Certificate's development. Kate McCarthy told the news story of the school teacher who accidentally had her students copy out an Islamic prayer with articles of faith from that religion. This was problematic in many ways not the least is that the school district had to close for a day because of threats of violence. This underlines the problems of not having religious literacy.

She hopes teachers and pre-teachers will avail themselves of this certificate. She articulated three aspects of the program:

- 1) In distinction to the major, this certificate is more practically oriented and civically engaged. This Certificate is not about the deep textual meanings and social practices of traditions as the major, but seeks to instill basic religious literacy and fostering engagement across disparate communities. Only three courses of the 21 to 24 unit certificate overlap with the major.
- 2) The certificate is truly interdisciplinary
- 3) The program is held together the development of religious literacy goals.  
There is an upper division course as well as an internship class that has actual curriculum around interfaith problems. Inter religious also means non-religious ideologies.

Wyrick explained that Kate McCarthy's work in the faculty learning committees particularly attempted to integrate the varied course into this curriculum so that there are embedded cooperative learning goals. All the courses now have units covered by the certificate as a whole.

Meadows wondered about the process of getting approvals from all the departments involved. McCarthy said she collected letters of confirmation from the Chair of every department involved.

Zartman asked about the goal of creating a certificate for perspective teachers he wondered if inter religious was more marketable than interfaith? McCarthy said that is was intentional to use the terms since although interfaith is more broadly known language, it presumes a kind of Christian orientation and as a category is western in origin. This is opposed to various types of practice.

Ford asked about why a new course was needed and what about the synergies of different courses. McCarthy said they hoped the students could gain deep immersion in inter religious communication. This will be the one connecting themes of the certificate. As far as being able to get the certificate and a major, this will be very possible as the certificate is smaller than some minors.

Sistrunk wondered what was meant by an internship –work in a soup kitchen? McCarthy answered that the internship is not for doing religious work, but for doing inter religious work. Students are working with religiously diverse populations and organizations serving religiously diverse populations. An example will be working with the Chico Area Interfaith Council that does community programming.

Introduction Item – Passed.

**16. Ask the Administrator.** (1:43:50)

As a follow up about the Graduation Initiative, Ferrari asked if there will be funding to make summer school viable? Sometimes, classes are just too small but sometimes for summer school courses to make, they must be online. But, some classes are not best taught as online courses. Can we offer summer classes with a lower enrollment that are not online courses?

Ward answered “yes”. He elaborated that he has been reworking with Dean Barger and the VP of Business and Finance, the MOU that sets Continuing Education summer school funding. This proposal is going to Cabinet now and will expand summer school possibilities. Other ideas include creating a subsidy for students to take a summer school class, or other offerings irrespective of whether they are online or face to face. He said there are limitation to this: we have to follow the education code, we must follow Dean based spending, so we must be cautious. He could easily subsidize some Dean to make sure a Graduation Initiative course works.

Schulte wanted to remind everyone that Chico has an Olympian. She is a para-Olympian who appears on our website. Hutchinson said she would tell the CO.

Zartman added as an addendum to his report that we can expect the Provost search to unfold in January and February and the VP Business and Finance in early Spring. He emphasized that his work to compile comments is always completely confidential and anonymous.

**17. Other.** (1:50:44)

None.

**18. Adjourn.**(1:51:04)

Ward asked Ford about what the Cubs will be doing while the Giants..., and Boyd gaveled the meeting to a close amid the uproar at roughly 4:21 p.m.

Respectfully submitted,

Tim Sistrunk, Secretary