

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

ACADEMIC SENATE MINUTES
Thursday, October 25, 2018, 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. CSU, Chico is committed to making its resources accessible for all audiences. If you have accessibility-related difficulties with any of these documents, please email oats@csuchico.edu.

PRESENT: Adamian, Akinwande, Allen, Altfeld, Boyd, Connolly, Day, Donze, Ferrari, Ford, Gruber, Hart, Herman, Hidalgo, Horst, Hostetter-Lewis (Mitchell-Brown), Hutchinson, Kaiser, Kim, Kitchell, Livingston, McConkey, Mitchell-Brown, Paiva, Peterson, Pittman, Sharma, Shepherd, Sistrunk, Sudick, Teague-Miller, Trailer, Underwood, Watkins, Wyrick (Chair), Zartman

ABSENT: Boura, Lang, Larson

Wyrick called the meeting to order at 2:32 p.m. (5:03-5:13)

1. Approve [Minutes of October 4, 2018](#). (5:14-5:23)

Minutes were approved.

2. Approve [Agenda](#). (5:24-6:33)

Wyrick requested two changes:

To Item #9 Proposed Significant Change to BA in Natural Science, etc. a time certain after 4:00pm will be added.

Include under Chair's Prerogative a recognition of our colleague.

Amended Agenda was approved.

3. Chair's Prerogative. (6:34-16:30)

• **Recognition of Dean Ricardo Jacquez** (6:34-13:26)

Wyrick recognized that campus has been saddened by the recent loss of Ricardo Jacquez, Dean of the College of Engineering, Computer Science and Construction Management. He noted that a ceremony was held yesterday as the campus flag was lowered to half-mast in Ricardo's honor. He invited acting Dean, Melody Stapleton, to say a few words.

She praised Ricardo for providing a very strong foundation to the college of ECC as he led its members to resolve to pull together and elevate college ideals and build upon the projects that he had helped to start.

The Leadership Council of the college (that Ricardo helped to create) responded to news of his passing with a commitment to rebuild the environmental engineering laboratory and find funds to do it. Ricardo was an environmental engineer, and it will honor his commitment to this field to rebuild this lab and name it the Ricardo Jacquez Environmental Engineering Laboratory as a dedication to him.

This lab will support his vision of reimagining environmental engineering courses, promoting the work of student clubs and providing a space for academic research. Since Ricardo was a collaborator by nature, this lab will lend itself to collaboration across departments and colleges with partners from government and industry to continue our mission on this campus to foster sustainability.

Wyrick asked for a moment of silence to honor our friend and colleague, Ricardo Jacquez.

- **Strategic Plan and Master Plan Update (Rebecca Lytle / Mike Guzzi)** (13:36-16:30)
Wyrick introduced Rebecca Lytle, Kinesiology, and Mike Guzzi, Director, Facilities Management and Services (FMS), to give an update on progress in writing these plans.

Rebecca Lytle reported that input about University strategic planning is underway and data is still being collected on the website survey through the end of October. There are also at least two or three meetings a week in people's locations in the community and on campus. By November 5 planners hope to have some preliminary categories to begin to organize responses.

Mike Guzzi added that on November 5-6 meetings scheduled to present summaries and seek feedback. On the 5th there will be outreach to the Senate and on the 6th other community meetings with Enrollment Management, IT infrastructure and others. There will be further announcements from Public Affairs about more opportunity to give input.

Everyone is welcome to email Rebecca Lytle or Mike Guzzi with any questions or comments.

4. Standing Committees Reports (16:31-17:38)

- **Educational Policies and Programs Committee – Ferrari**
Ferrari noted that her reports were attached and asked for questions.
- **Faculty and Student Policies Committee – Pittman**
Pittman said the FASP meetings synopses were attached.
- **Executive Committee – Sistrunk**
Sistrunk noted that EC had not met since the last Senate meeting and there was no report.

5. Statewide Academic Senate Report – Ford/ Boyd

- **<http://www.calstate.edu/AcadSen/>** (17:38-46:41)
- **ASCSU Resolutions & Summaries**

- [Tenets](#)

Wyrick asked Ford and Boyd to report.

Ford noted that the Statewide Academic Senate had not met since our last Senate meeting and that the next ASCSU plenary would occur on November 6-8. He said that one of the topics that will be discussed is the Tenets statement included in the agenda and feedback from senators is still hoped for.

Kaiser raised concerns about the hasty implementation of EO 1100 and 1110 that attempts to raise high school standards in California to promote quantitative reasoning by adding a fourth quantitative reasoning course to student requirements to graduate. The CSU will require students meet this requirement to be “college ready”. She said that this clashes with Federal interests in promoting Career and Technical Education (CTE) that mandates three courses so that students are “career ready”. California hopes to create students who are both career ready and college ready.

She pointed out that many high schools in the state were not staffed to offer this additional instruction in quantitative reasoning and that scheduling alone would be extremely difficult. Kaiser noted that Chico Unified will need some two to three years to try to implement such changes and it may be that we will box ourselves out of showing success.

Hutchinson asked what impacts the EO’s might have on Community Colleges.

Kaiser wondered if students might be dissuaded from entering the CSU. She pointed out that CTE courses that emphasize vocational skills often provide income to students to go on to the CSU. She concluded that attempts to promote one set of requirements always end up bumping another set of requirements.

Sistrunk pointed out that these concerns underline many practical problems that need extensive discussion locally that should have occurred before the implementation of these EO’s. The [Tenets](#) statement is supposed to contemplate this implementation, and he wondered how Boyd and Ford will respond to it.

Ford thought the [Tenets](#) encompassed more issues than the interface of the EOs, the CSU, the CU’s and requirements of the CTE, and the Community Colleges. He said the assembly of the University of California has just recently adopted an entry requirement for a third year of science. He said this dovetails with the CSU quantitative reasoning requirement (which is fairly flexible about what courses could meet this requirement). He believed both of these requirements will likely be phased in over several years. He thought math and science both figure heavily in CU, CSU and CTE requirements and that he should carry back this impulse to work on their interconnections to the ASCSU.

Ford read the endorsement statement of the [Tenets](#) from CSU Sacramento Senate and said that we do not seem to have the same level of support for the [Tenets](#) at Chico.

Wyrick asked if it was worthwhile to have a more structured conversation about this document at Chico.

Boyd thought that would be a good idea. There is controversy around the Tenets and how they were developed. She said that the Sacramento endorsement addresses some of this by underlining that the Tenets preserve local autonomy since there is concern that the way the ASCSU acquiesced to the Chancellor's office at the statewide level will color local practice. Boyd hoped for more information from more individuals at Chico about the Tenets and whether people think that the ASCSU behavior should influence how we govern ourselves. She said this understanding will direct our representatives' voting about the Tenets.

Kaiser argued that there is no data that supports the advantages claimed by adding another quantitative course requirement to graduate from high school. There are arguments that there is not enough proof about what high school preparation does to promote college success because the Universities do not share their data to make these determinations. It may be that a course designed to accomplish three things: science, quantitative reasoning and career tech might be the answer, but there is currently no data to tell. Both the CSU and the UC's are rushing in to promote change without data.

Boyd noted that some statewide representatives have worried that the Tenets document is a band-aid that covers the lack of measured, time intensive effort that should be undertaken to have discussions over such questions as the place of the CTE program in the type of curricular change contemplated by the EOs. The impacts of the hurried EO's have already been felt as campuses have tried to develop widespread curriculum that impacts very student within the last year.

Boyd said there is supposed to be a Center for Quantitative Reasoning with a part time director who will work with K-12 and liaise with the UC to provide curricular support to develop courses that might be double or triple counted as Kaiser suggests. She did not think this has been undertaken yet, and she believes this is because of the hurried timeline set by the CO for implementation.

Paiva pointed out that CSU Chico represents the service area in the far north of California with more isolated communities and often less advantaged schools. Our potential service area will be more adversely effected by heavier requirements for quantitative reasoning courses. Our area towns are already struggling to get their basic needs met. They often do not have the option to find the other kinds of resources that exist elsewhere, and these rural limitations should be brought up at the state level.

Hutchinson agreed that our service area is rural and we have a teacher shortage and a science, math and special education teacher shortage. It is an unintentional consequence of changing curricular requirements that they can put added pressure on communities. Our populations are already struggling and sometimes fill the need for instructors with volunteers from the community.

Boyd said that there was a Quantitative Reasoning Report undertaken by the ASCSU in

collaboration with the K-12 and community colleges, but to some extent this report was set aside by the release of the EOs. There are ideas, for example, about how to integrate these skills into education before the last year of high school or the first year of college. The timeline for the rollout of the requirements are not allowing the appropriate conversations to be had.

Akinwande noted that the shortage of qualified teachers is experienced in southern California as well. He came from a “partnership school” that had limited support for such courses as AP classes, so that students typically failed their second semesters. A large number of students of color and first generation students come from such backgrounds. The last thing needed are requirements that inhibit these students from qualifying. We need to look at the students who don’t have the resources to meet such new standards.

Kaiser recognized that southern Californians sometimes imagine Sacramento as the farthest north that California educational grant needs to reach and are loathe to award much money that far north in any case. Long Beach does not remember how much equipment and lab space scientific and other quantitative study requires.

Hutchinson said that that is one reason in the last 2 years, we have had 6 Board of Trustee members, 4-5 members of the Chancellor’s Office and representation from the Department of Finance come to visit to keep trying to make our voices heard about what our capacities are given that we are a large rural area with particular needs. We need all hands on deck from our institution however they are serving in the state to tell this story.

Sistrunk thought our rich conversation here was emblematic of what should be happening across the system. The Tenets document should be discarded as beside the point. Thin, legalistic, overly obsequious language misses the main issues. Of course, the Chancellor has a place, and of course faculty control the curriculum. Let’s get rid of the mechanics and move onto the heavy meaning of the conversation.

Wyrick concluded that we may need to have more structured conversation about the Tenets soon and he would try to make that happen.

6. University Report - Hutchinson/Larson (46:42-1:05:05)

Hutchinson

The President shared that the Provost is in China working on developing relations with certain Universities there.

The ground-breaking for the Physical Sciences building happened a few weeks ago. Beside the anticipation of the building, the ceremony was exciting because it became another way to express our partnership with the Mechoopda in the area. There was an opportunity for one of the tribal council to speak about the importance of the land and our relationship.

Strategic and Physical Master planning continue and updates and future sessions will be announced. She hoped people would go online to comment if they could not attend the meetings.

Hutchinson asked Zartman to comment on the search for the Vice President of Business and Finance since the third and final candidate was on campus the 25th and 26th. Zartman said Ann Sherman from San Francisco State was on campus. He said it was very important if Senators go to, or have been to any of the candidate sessions to comment online by noon on the 29th. All the comments will be factored into the search committee deliberations.

Hutchinson congratulated Zartman and Lori Miller and the entire search committee for their input. She thought the large committee with representatives from across campus had brought highly qualified candidates to campus.

Zartman noted that the search committee with so many members outside Business and Finance exemplified how shared governance works on this campus as committees really bring people together for the important work.

Hutchinson noted that 30-40 CSU Assistant Deans of Education are on campus being hosted by the School of Education.

Last week, Hutchinson said she was in San Diego at the Chancellor's Office GI 2025 system-wide meeting. There were excellent speakers and dashboard information to help us evaluate our efforts to close achievement gaps and other issues about the Initiative. There is more to do, but the trend is in the right direction as rates of graduation and gaps between different groups are improving across the board.

Ferrari said it was nice to see how the initiative is discussed in system terms and how the whole effort is really organized around the central mission of equity. She thought the event is designed mostly for administrators and more faculty presence would broaden the conversation.

Hutchinson listed Chico's attendees and said that she had tried to include more faculty as well.

Larson

Daniel Grassian, Vice Provost for Academic Programs, reported about where Chico is with our numbers in six areas of the GI 2025:

- 1) 6 year, first time student graduation rate rose about 1%
- 2) 4 year graduation rate went down about .5%
- 3) Transfer student rates went up:
 - 2 year rates were about 32%
 - 4 year rates were about 38%This puts us close to the 2025 goals set for us
- 4) Equity gap went down from 9.6% to 7.something
- 5) Pell Grant recipients went up a little

Four of the areas of evaluation went up and two went slightly down.

Tomorrow applications to fund collaborative projects to work on meeting our GI 2025 goals will be due. These will go to Kate McCarthy, Dean of Undergraduate Education, or Chela Paterson, Vice President for Student Affairs.

Kitchell

Kitchell reported that she had investigated the confusion that had arisen at the last Senate meeting about using Anthem Blue Cross insurance at Walgreens. She discovered that Anthem Medical is not accepted at Walgreens, but Anthem Blue Cross that contracts with Optim is still accepted. There are other details that can impact service.

If others have issues about insurance they should raise these with Sheryl Woodward, Assistant Vice President for Staff Human Resources.

Campus Police Active Shooter Training took place today and another session will be offered on October 27. This can be signed up for at DTS. The course will watch the video made at CSU Fresno and then questions and issues will be addressed.

Ford said he watched some of the GI speakers from the System Conference and wanted to encourage people to watch the speaker from Georgia State University. He noted that this presentation was rich with career information that was provided to students to help them select majors. Georgia is not just focused on graduation but career success as well. Ford thought we sometimes focus too much on graduation and not upward mobility and career success. We might broaden our data collection to include these kinds of features. The equity gap might disappear with graduation numbers but appear huge with career success.

Zartman asked if Daniel Grassian had information about why many of our GI numbers might be moving in the right direction?

Daniel Grassian said we don't know the answer to this question right now, but we will have to report back by November 15 to the chancellor's Office about what we did with our funds and what we plan to do in the future. This might reveal some of the things we did to move the needle in the right direction. The GI team will work on this to assess at least informally what we have done that has had positive impact.

Paiva wondered if the GI committee was looking at other things like student wellness and student connectedness to the campus while they are here. Other questions might include student satisfaction and job placement. She said over her teaching career, she has seen a significant change in how faculty teach and the number of students in significant emotional distress.

Daniel Grassian thought Chela Patterson might have some answers from the work being done in Student Affairs. He knows they have initiatives and other GI funds that they have put in place, or plan to put in place to support student wellness. As far as considerations about post-graduation, that has not been part of the CSU conversations since he has been here.

Hutchinson hoped these questions could be raised with Lang when he returns to campus.

Ferrari hoped Wyrick could share the electronic links to the presentations with senators.

8. Staff Council Report – Peterson (1:05:05-1:06:02)

Peterson said that she attached the report to the agenda.

Staff Council is currently selling raffle tickets for the holiday Joy of Giving event. All the proceeds are spent on buying grocery cards for low income families. Every building has a staff ambassador selling these tickets, and senators can contact Peterson if they don't know who to ask.

If departments want to sponsor a family they are encouraged to do so.

7. Associated Students Report – Sharma/Akinwande (1:06:02–1:15:10)

Wyrick apologized for skipping the Associated Students and going to the Staff Council report in the wrong order.

Akinwande said there was no written report because he, Sharma and Trevor Gunther, the new AS Director of Legislative Affairs attended the statewide meeting of the CSSA, (the California State Student Association).

Students at this meeting discussed the growing size of CSU executive administrator compensation. The CSSA will have a resolution asking how executive pay is determined and who decides how much. The students think they should be a part of the decision making about pay raises since they have knowledge of the different qualities of the varied Presidents across the system. These decisions have direct impact on student funds.

The students are also discussing how administrators need to be more hands on when issues arise within university communities. For example, the murder of Josiah Lawson, a student at Humboldt state has never been explained. Students are still waiting for their administration to speak about it. Students are not only members of their campus community, they are also part of their community at large.

At Chico state the students are part of the wider community of Butte country. So, when things happen we need our administration to say more and do more.

Sharma, Trevor Gunther and Akinwande are planning to hold CSSA forums to let students across the campus hear the news and give their feedback about their issues and concerns. Their three representatives can then take Chico interests back to the state-wide assembly. The first Chico CSSA forum will be November 6 in BMU 220G from 5:30-6:30 pm.

There is one position open for a student senator from BSS. The position attends meetings and holds 5 office hours a week. The application can be found in the AS offices in the BMU.

This Saturday AS students along with AS productions will host a Silent Disco in the BMU Auditorium from 10-2:00pm. Free pancakes will also be served.

Sistrunk congratulated the CSSA for the serious issues they discuss and the feelings Akinwande expressed about being an essential part of the community because it has a lot of power. He thanked the representatives for working for this.

Wyrick asked again for senate volunteers to join the Student Academic Senate Friday 2-4pm every other week.

Item nine was held until after 4:00.

10. Proposed New BA in Intersectional Chicana/Latina Studies - EPPC –Introduction Item (1:15:10-1:20:41)

Ferrari noted that the senate already approved a newly named minor in Intersectional Chicana/Latina Studies and this BA major continues to elevate the status of the work and transformation of this program into department. She invited Sara Cooper, Director, Multi-Cultural and Gender Studies Department to guide conversation through the rationale of the proposal and answer questions.

Sara Cooper reminded senators that the conceptual abstract outlining a BA the Multi-Cultural and Gender Studies and turning the program into a department came before the senate last year and went on to the Chancellor's Office. All of these steps have been completed and the members of the program have fleshed out the original proposal. She noted that senate approved the conceptual abstract and she now hopes it will approve the particulars. They now have a program they believe they can staff, and other things will come in time.

She asked for questions.

Ferrari complimented the efforts of the program and their capacity to listen to EPPC suggestions. She noted that the Arts and Humanities group of courses can now potentially include languages.

- It was asked if only Spanish was contemplated or did that include Portuguese. Sarah Cooper said only Spanish was appropriate now. Contemporary Brazilians do not typically identify as Latina. There is almost no scholarship at this time on Brazilian Americans
- Are all students are required to take 3 units for internship credit and how do you propose to staff their supervision?

Sara Cooper answered that this is part of the model of instruction that MCGS has been offering for a long time. All students take an intern training course and complete 120 hours of an internship through a placement site. Some of these are on campus, while others are off campus. Students are encouraged to choose a problem or issue that they would like to work on. They can find a non-profit, or agency that is working on the same thing.

The actual supervision is done at the site after the program has vetted them and MCGS has given them its expectations. The person who runs the internship course requires

check-in mid-semester and at the end of the semester with the supervisor. Interns read seminar papers and keep a journal of their experiences as well as some other assignments.

Introduction item passed.

11. Proposed Significant Change to the BA in Multicultural and Gender Studies – EPPC – Introduction Item (1:20:42-1:23:25)

Ferrari explained that this proposal will make the MCGS major compliant with the requirements of EO 1071. She asked Sara Cooper to explain the rationale of the proposal and answer questions.

Sara Cooper said the program decided to restructure both the options of the major comply to EO and make a core experience for students courses in various categories from gender to sexuality, to race and ethnic studies, to courses that look at the intersections between the various parts of our identity. The applied these precepts to creating the 15 unit options within the major. The new degree will be more comprehensive and cohesive.

Wyrick asked if other names were considered for the "General Option". Sara Cooper answered that the program members decided on this because we were not quite ready for a consensus on how to label the dynamics of this part of the program.

Introduction item passed

9. Proposed Significant Change to the BA in Natural Sciences; Degree Designation Change from BA to BS in Natural Sciences; Proposed New Option in Science Education; and Discontinuation of all Current Options in Natural Sciences – EPPC- Introduction Item (1:23:47-1:56:29)

Wyrick noted that four parts of the proposed changes were part of a single motion. Ferrari explained that this was how EPPC had considered them since they are all so connected to each other. Parts of this proposal were brought forward last year and approved by senate, but the Chancellor's Office found it in violation of Educational Code 44259. B1 (that the CO interprets as prohibiting using the term education in BA degree titles though it can be used in subgroups – or options within a degree). As part of the changes required to reconcile the proposal with these requirements, more units were added to the degree and the BA was changed to a BS.

Julie Monet, Chair, Science Education, explained that this degree reorganization was a long time in the making for many reasons:

- It was necessary that Liberal Studies complete their reorganization since many students in Science Education are students of that program.
- This proposal meets the need for students who want to be future teachers to have this Science Education emphasis.
- Originally, the department offered six options staffed by people from many departments.
- Pre-credential courses will no longer be electives but required in the program.
- 8 foundational courses are included in the major

It was asked how long this degree option in Science education will take to complete and how

does it impact getting a teaching credential. Julie Monet said that getting the degree has been streamlined. There is one additional course, but the rest have been reorganized for efficiency. The options that used to be offered of pre-credential courses have now become required which will mean students don't have to get a credential after they complete the degree.

The BS in Natural Sciences can be completed in 4 years. It offers many possibilities to work in a museum, teach outdoor education and other things. If the student chooses to go on to teach, they would spend a year getting their teaching credential, but they have already finished the pre-credential courses.

Other features of the degree include:

- Students can teach general sciences, grades 6-9.
- the capstone will be aligned with regular education courses
- there should be no significant impact on the courses offered by the education program and all the courses will be offered online as well

Wyrick wondered why the new 15-19 unit Option offered in the program was not optional. He thought the Option violates the state-wide definition of an option and the definition contained in our Department Manual. He said there is currently no program on campus with only one option and thought there could be a second option.

Julie Monet said that the degree in Science education had two different possibilities: 1) Science education, and 2) Science education with a foundation in general science

If the student went on to get a credential after this degree, they would get a waiver for the foundational science courses required. When this degree was first proposed, the courses that might serve as pre-credential courses to get the waiver were called an "advising pattern". This language is no longer available, but the option can serve the same function as a nascent possibility that can be articulated if the student chooses –this is now called a "cluster of courses" (this is a feature of the Liberal Studies degree as well)

Now, it appears that parts of our department manual prohibit having only one option. This clashes with the Chancellor's Office attempts to dissolve "advising patterns".

Ferrari said we have no rule. We have definitions of a major and minor (found in EM 86-001) but this does not specify what an option should look like, or that a major cannot have a single option. She said there are other programs that will be in the same situation (like Art).

We are not violating policy –we are only violating logic. She said that if we think this is a real issue, we should go back and revise EM 86-001 to refine our definitions and articulate fully what an option within a degree means and whether there can be only one. She cautioned that interpreting our department manual too stridently will continue to create more restrictions (currently degrees cannot use the title "education" and we will now require two options).

Wyrick quoted the Department manual: "an option is an aggregate of courses within a degree major designed to give a student specialized knowledge, competence or skill" and the manual

claims this is a system-wide definition. Ferrari did not see how this required having more than one option.

Dean Vela read a letter sent by Dean Hassenzahl that addressed the proposal. Hassenzahl hoped the senate would move the proposal forward as it has met every requirement suggested through many iterations. Since the department is prohibited from calling their degree a “BS in Science Education” they have had to be creative in finding a name and program format that will be compliant with CO requirements. He recognized concerns that there was only one option, but this approach appears to be permissible. He concluded that if someone objects to this approach, they should offer a better and more efficient alternative.

Adamian suggested using the word “emphasis” instead of “option”. We were told that this language would not show up on the diploma unless it is an option.

Boyd recognized that the language of our department manual might suggest that we cannot have only one option in a degree, she said that much of the verbiage in the academic manual was not necessarily policy. She echoed some of Dean Hassenzahl’s concerns;

- the proposal has been around since last year as the department tried to get “education” in the name
- the proposal went all the way through our senate process and up to the CO that issued this decision
- today we are messing around with a technicality that allows us to use the word “education” so that it appears on someone’s diploma
- This technicality is not overruled by any policy in the CSU at this time
- She is concerned about that we have already postponed the policy with an idea that there should be no “advising patterns”
- She is concerned with the workload the implications of our understanding create
- She is concerned about the potential damage to the students

Boyd hoped we could take up the rule as a separate item and let EPPC consider a policy about options as is its responsibility as designated by the CO.

Use of alternative words for Education like “Instruction” is also prohibited. The CO does not like proliferation of degree names.

Wyrick thought we needed to address the issue of language now. The term “option” should be logically coherent. We can add language to clarify for students that they have the real option of pursuing courses that will help them in the credential program. This can appear in their DPR as the classes they need to take in order to get into this program. This will help students.

The question was called. Debate ended with a 2/3 vote.

Introduction item passed.

12. Proposed Name Change to the Certificate in Forensic Identification – EPPC – Introduction Item (1:56:29-2:00:31)

Ferrari noted that no one from Anthropology could attend today, but the rationale was offered in EPPC. The change from Certificate in Forensic Identification to the Certificate in Forensic Science better matches the program learning outcomes (found on page 2):

- 1) To provide a diversified background in scientific and legal studies
- 2) To develop students' writing abilities, particularly scientific and report writing
- 3) To increase the professional development of students through internships in active forensic science laboratories and law enforcement agencies.

The Anthropology department also wishes the name to reflect the standard language of the field. The American Academy of Forensic Sciences is the professional organization of the discipline. The courses included in the certificate includes a significant selection of science offerings. The students are trained to act as forensic scientists within the medical legal system and can be called upon to render scientific opinions based on careful research according to the latest standard practices of forensic science.

Introduction item passed.

13. Proposed Elevation of the Option in Crops, Horticulture, and Land Resource Management to BS in Plant and Soil Science; and Discontinuation of the Option in Crops, Horticulture, and Land Resource Management – EPPC – Introduction Item (2:00:33-2:08:36)

Ferrari noted that this was a proposal prompted by the changes in EO 1071. The two proposals are interconnected since the CO requires that when an Option is elevated to a degree a discontinuation form also be submitted. The rationale for both of these is included in the discussion of elevating the Option.

Boyd recognized that EO 1071 provided a salutary impetus for Agriculture to change this older option and create a stand-alone degree that identifies what the specific course work really entails.

- Stakeholders have been asking for this
- Students have been asking as well

In the past the college offered a single degree in Agriculture with 4 options (these served in lieu of departments).

- Agricultural Business
- Agricultural Education
- Crops, Horticulture and Land Resource Management
- Animal Science

Agricultural Business and Animal Science now have their own stand-alone degrees.

This left us with a degree in Agriculture with 2 options that have pretty disparate foci programmatically. EO 1071 does not allow options to have a certain number of units compared to the major core. The older option in Crops, Horticulture and Land Resource Management has been very confusing to students. It contains two areas of study within it: 1) Crops and Horticulture and 2) Land Resource Management. These do not show up separately in a student's

DPR. If we did not have mandatory advising, a student would not be able to distinguish between the courses that apply to each option.

The new degree really parses out the two options. The College of Agriculture is rooted in multi and interdisciplinary study and our entire program is very integrated. This is revealed in the core coursework. This new conceptualization will allow us to pull in other interdisciplinary courses from biology, the College of Natural Sciences, the College of Behavioral and Social Sciences, from the College of Communication and Education. This process has allowed us to reenergize our offerings particularly in what we call the Land and Resource Option.

The remaining older Option in Agriculture that is not a department will have one option left in Agricultural science and education and that is currently being examined.

The changes today did not alter our core very much. The Land and Resource Option was made quite strong by partnerships with other colleges.

Dean Unruh noted that alumni and industry representatives are fully supportive of these changes.

Introduction items passed.

14. Proposed Revision to [EM 14-013 - Policy on Time, Place, and Manner of Expression – FASP - Introduction Item](#) (2:08:45-2:33:37)

Pittman invited Sistrunk as Chair of the subcommittee to speak about the rationale of the proposal.

Sistrunk noted that we just observed Constitution day at Chico and celebrated free speech and considered all the legal ramifications of thinking about free speech and how significant that is in University spaces. The original policy adopted in 2014 was a copy of the policy used in CSU East Bay. It balanced the fact that you can't control speech but can moderate the time, place and manner in which it is undertaken.

The guest speaker we had on Constitution day, Erwin Chemerinsky noted that worries about the unlooked for problems of free speech can be moderated by policy about when and where such speech can take place. Modern free speech events can create terrific expenses for public safety and potential for violence, but universities might meet these challenges with intelligent Time, Place and Manner provisions.

Our older policy was revised by many people across the University and particularly by people from Student Affairs who have to manage public events on campus. This policy is based on the experience of people working with students and the public trying to promote free speech and experiences across the system with significant events in modern times.

Mary Wallmark of Student Life and Leadership led the effort to rewrite this.

Many interesting and brilliant comments were offered:

- Page 9, paragraph e: Question about harm caused to departments or other co-sponsors

- requiring them to reimburse security costs –could speech be forestalled by threats?
- List on page 3 of activities that are not protected:
 - not well defined
 - should we include basic references?
 - older University policy
 - incomplete list
 - errors (imminent violence or harm language inaccurate)
- Page 11: process of withholding Approval
 - what is route by which community gains access and get the approval to Free Speech Committee besides the President?
- Page 12 paragraph one: sponsoring group may appeal to Free Speech Committee
 - unclear how
 - unclear how denial is handled
- Major Events
 - no definition of authorized campus officials
- Page 2 paragraph three: University should do more than tolerate differing points of view (how about “respect” or cut “tolerance of” all together)
 - some question about words “discourse criticism”
- Concern about speech targeting LGBTQ or Undocumented students
- Think how policy addresses real speech dynamics on campus
- Guidance about how to proceed and engage modern groups competing on campus
- Think about defining the areas listed on bottom of page 4 as having speech guidance about time, place and manner as well –educational purpose

Introduction item passed.

Suggestions made by conversation today will inform an attempt to offer a substitute document with substantive revisions at the next meeting. These can be added to the agenda before we meet.

15. Ask the Administrator (2:34:07-2:35:48)

Boyd wanted to ask for public announcements about when the open forums will be held to discuss Sustainability and the Institute for Sustainable Development. Kitchell said announcements would be forthcoming with more detail.

- November 9, 2:00pm Colusa 100A
- November 14, 2:00pm ARTS 107

16. Announcements. (2:35:49-)

- Kaiser noted the Almond bowl will be played tomorrow night at Chico High at 5:30
- Faculty may apply to opportunities to teach with Study Abroad, being an international traveler with students, and being a resident scholar in university housing. Deadlines are approaching! Please contact Study Abroad if you want more information.
- The week before Thanksgiving will celebrate International Education. There is a faculty seminar on November 14 to discuss international education with some of the international faculty and staff.

17. Other. (2:37:52)

None.

18. Adjourn. (2:37:53)

Meeting adjourned at 5:05 p.m.

Respectfully submitted,
Tim Sistrunk, Secretary