

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

ACADEMIC SENATE MINUTES
Thursday, April 5, 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, Aird, Allen (Wilking), Boura, Boyd (Ford), Camacho, Connolly, Ferrari, Ford, Hidalgo, Hostetter-Lewis, Hutchinson, Larson, Livingston, McConkey, McLemore, Pittman, Roll, Rowberg, Schierenbeck, Sharma, Shepherd, Schulte (Livingston), Selvester, Sistrunk, Stivers, Sudick, Teague-Miller (Thompson), Thompson, Trailer, Underwood, Watkins, Wilking, Wyrick (Chair), Zartman

ABSENT: Cross, Day, Kim, Lang, Scholz,

Wyrick welcomed everyone to the meeting at 2:31 p.m. (4:04-4:56)

1. Approve [Minutes of March 15, 2018](#). (5:57-5:11)

The minutes were approved.

2. Approve [Agenda](#). (5:12-6:09)

Wyrick noted that the structure of the meeting agenda was different since there is a great deal of business to conduct. He asked that people keep their comments to the point and try to address the issue no more than twice in order to give others a chance to speak. He hoped we would have a full discussion.

The agenda was approved.

3. Announcements. (6:18-9:56)

- Larson asked Wyrick to explain that he is providing piano accompaniment for a local singer at a fund raiser Saturday evening at Congregation Beth Israel
- Ford announced that Sharon Barrios, Pam Morrell, Debra Barger and himself were working on restarting the previously suspended minor in Math Education this summer
- Sistrunk said that the California Faculty Association will hold a lunch and learn on April 16 from 12:00-1:00 to discuss its [Anti-Racism and Social Justice Transformation](#) project. Jennifer Eagan, Statewide President of the CFA and Cecil Canton, Statewide Chair of the Affirmative Action Committee will speak.
- On April 20 at Mom's from 5:00-6:30 CFA will host another Social Justice conversation and discuss Sexual Assault and Sexual Harassment with Alix MacDonald of [Safe Place](#).
- Camacho noted that Associated Student officer elections will be held next week and said that any current AS officers would come to classes and speak if invited.

4. Chair's Prerogative. (9:57-15:14)

- **International Friendship Program** (Time Certain 2:35; Trechter)

Wyrick introduced Sarah Trechter, Professor of English, to give an overview of the new International Friendship Program: Promoting Cross-Cultural Friendships. Sarah Trechter explained that the Office of International Education hoped to recruit international students and provide them a rich experience since they bring incredible diversity to our campus. She noted that we have do a number of things:

- we have a free ESL student resource center that no one else in the system has where we offer free tutoring in writing and conversation and events;
- international housing puts international students together with domestic students;
- the buddy/mentor program connects domestic and international students through a variety of activities

She also reported that at an international forum last week two Arab students spoke and one reported being spit on and called a terrorist and another said that a faculty member had called the police because he had been smoking and he was pulled out of class. She said these events occur because of cultural misunderstanding. She noted that Chico is dedicated to cultivating multicultural respect and understanding and diversity, not just as an idea but as a community to form. She hoped the International Friendship Program could promote this.

Cindy McKay, Coordinator and Advisor in the Office of International Education, explained that the program will start in the Fall. It will give Chico State faculty and staff the opportunity to meet and share time with students from around the world so they can get “the Chico Experience”. Volunteers can meet students just once for an activity or sign up to meet monthly over a semester.

As the handout notes, faculty and staff friendship will help these young people:

- 1) learn more about American culture
- 2) improve their English language skills
- 3) ease their transitions into university life and living in the U.S

Interested people can contact www.csuchico.edu/iss/ifp

Sara Trechter noted that 80% of international students living in the U.S. don't step into an American home and that this program can be an opportunity. This program allows people to meet safely.

Hutchinson said that she had heard stories from students about some faculty members' insensitivity and that the University takes diversity and inclusion seriously. She said that the Diversity Academy has offered courses over the summers and other times for a number of years. An Inclusive Pedagogy Academy will also be offered this summer. She hoped we would all encourage our colleagues to partake in these opportunities to learn how to be more inclusive and even empathetic to develop more cultural competencies as we work inside and outside the classroom.

- **WASC Update – Larson (15:15-17:03)**

Larson reported that Vice Provost Daniel Grassian had been working very hard on the WASC institutional report and that we are on version 5 (See, WASC Website updates <http://www.csuchico.edu/wasc/wasc-accreditation-process.shtml>).

She said that program portfolios had probably been were many senators had been touched by WASC activity and that things are advancing well. She noted that two colleges were a little slow and people could ask her in whispers who they were. She hoped the website could be cleaned up as well.

She announced that reliable student success dashboards had been established on the “Fact Book” on the IR website. These dashboards will be showcased on April 17 in order to show how the University is moving to become a “data informed University”.

She asked for questions and wondered if everyone was becoming excited.

5. Ask the Administrator (17:04-50:57)

Michael Coyle, Faculty, Political Science and Criminal Justice Department, asked what administrators would do to not raise student fees? He asked the Senate if it was going to take a stance on the issue. He declared that Chico State should not raise fees.

He argued that fees will not adequately go to counseling. He pointed out that according to the Chronicle of Higher Education more fees lower diversity.

Although he lamented that the state was not adequately funding higher education, he asserted that administrators need to exercise their creativity and sophistication to think of alternatives.

He hoped the Academic Senate would be a powerful voice against the false move to increase fees.

Mimi Bommersbach, Counselor, Counseling and Wellness Center, reported that she was shocked to hear that fees of some \$200 a semester might only give us one counseling position. She said this will create no noticeable difference to students. She argued that students don't need counselors in summer as was suggested as a benefit of fees, but that they need them year round during surge periods.

She observed that during the 1990's when the University was predominantly white, Chico State had 12 full time counselors. Now we have 9 people for 17,000+ students. Our counselor numbers are not nearly at the minimum required for professional accreditation standards. These call for 1 counselor for every 1000 students.

She observed that if there so much money to pay for things beyond public health needs, that we should seriously think of other uses and possibilities for that money.

She hoped the question was not decided and that it was already a “done deal” She noted that the coaches of student athletes routinely tell students how to vote and to attend public forums. She thought the fraternities and sororities would generally follow suit and that the vote for the voices of the vast majority of other students would be lost.

Hutchinson weighed in with a thorough description of the past context of the vote as she understood it. She explained that back in 2007-08 when the Great Recession hit and faculty and staff in the CSU went on furloughs. She remembered that everyone in the system was struggling to figure out how to make ends meet and sustain quality of education. Around 2011 at Chico, it was decided to move counseling under the health center and it lost its 1\$M independent budget. She said this was a cut that had to be made.

She remembered that across the University significant cuts were made to the institution at the same time. She was a dean back then and her college of BSS suffered a budget cut of 10 to 12.5%.

In 2018, she asserted that no one wants to see tuition or fees raised and placed on the backs of students. The real effort to raise tuition statewide was happening in discussion in Sacramento. She noted that there were ongoing efforts politically to influence politicians. She concluded that the Board of Trustees will come together in May to determine if they will raise student tuition.

She said that from the time she had become President of Chico that her evaluation showed that the institution has been engaged in deficit spending since 2010-11 or 12. This has meant that it has consistently taken funds from savings to sustain quality. She said that we have reached a critical point when we can no longer do this.

She protested that the fee advisory referendum was just a proposal and that no decision has been made. To date, her Vice Presidents have held 7 forums with some 303 students in attendance and collected 82 written comments and 200 comments on line. The Website about the fee increases was rich with information and various student groups like SQE and athletes have been organizing themselves to comment. She said that CFAC and the AS Government Affairs Committee had created a Pros and Cons Voter pamphlet for referendum items (that was online too).

She encouraged everyone to spread the word that the vote is coming and that the University wants all students from all perspectives to vote

She also provided a chart that shows how Student Health which includes counseling has suffered from an annual deficit. She said that established revenue for the unit was \$4.4M while established program expenses were \$6.7M. This showed that the University was engaged in deficit spending of some \$2.3M overall. She concluded that there is no more money to find

This means we have two choices. 1) Go forward and raise fees, and then come together and really have conversation about where the funds should go. If we did raise fees, we might enjoy a modicum of stabilization and raise are profile here and there. 2) If we don't raise fees services will be reduced to the minimum by policy. Some services will be eliminated and we will set up fee for services protocols. We may have to impose limits on counseling sessions and open positions will not be filled. This would mean wait time will not improve. It may also result in reliance on off campus services for things like pharmacy, x-ray and lab work.

Hutchinson argued that for the last 18 months she has been diving into fiscal health of the University and trimming around the edges as well as possible –but this is deficit spending. There were some \$11.4M in unfunded mandates on this campus. She said we have done a lot to find alternative funding including increasing philanthropy as a way to fund general fund items and grants.

She hoped as we move forward with WASC, that we can also begin to look at our strategic planning. We will probably have a shortfall next Fall as the state does not look like it will give enough. We must use our strategic planning to decide where to invest and where we will stop investing as we reallocate our funds to advance the mission.

Selvester observed that the statewide academic senate had requested that the Board of Trustees consider a long term plan for funding the CSU, and think about providing adequate funding in lieu of tuition. She said they also made declaration that mental health care is important for the students and the system.

Ford noted that reporting at statewide concluded that the average ratio of counselors to students was 2000 to 1. He said this will be a long-term effort to change things. Chico's ratio is 1800 to 1.

Thompson said that things she had read in the Chronicle of Higher Education suggested that beyond the public divestment in education there was a growing distrust in the size and growth of administrator salaries. What kind of example would it be for the highest paid administrators on our campus to make a good faith effort to add to a fund, take a pay cut and see what kind of money might be produced. The Chronicle said

that other campuses are considering this.

She also asked if fees were passed could the percentage of fees given to athletics, versus those for medical care and student success be adjusted. Approximately 2/3rds of students do not participate in athletics, intramurals or sports clubs. She said feedback from her students favored spending all the fees on public health services and student learning instead of athletics.

Hutchinson said that of the 2000 employees on this campus only about 150 were MPP administrators. She said the number of MPPs on our campus was low compared to other campuses. She said administrators were doing the best they could to remain understaffed.

She said the rate of the fees was determined so that they could stabilize the disparate services. She insisted that recreational sports sees a lot of students. She thought having opportunities of places to belong was good for student mental health and progress toward degree. She added that student athletics serve an important purpose of creating student identity to a campus and recruiting. She did not think to subject matter of the fees could really be compared as they each have unique value.

Sistrunk wanted to revisit the question of administrator salaries. He thought that faculty led the pay cutting during the furloughs and that long term administrator salaries continued to rise. He said that faculty took one for the team, and that for years after that the system failed to meet even cost of living increases for them. Faculty pay continued to decline in terms of workload and inflation until the cycle was broken when we threatened to go on strike. This succeeded in changing the momentum of defunding faculty from the days of the furloughs. It is important to ask if administrators are paid too much.

Hutchinson said she has written the idea down and will take it into consideration.

Camacho said that she wanted to help advocate for Senate bill 968 in Sacramento. Mimi Bommersbach explained that the bill required that the CSU staff counseling centers according to professional standards of 1 per 1000 students. She said that legislators were trying to attach marijuana tax money to the bill as a way to pay for it.

Larson said that administrators already gave money to the Tower Society to support student needs. She said it was voluntary.

She also praised our athletic program as focused on education and as great at building our reputation and raising gifts at the same time as they provided alternative healthy activity. She said we will lose our division two sports without the increase.

6. Proposed Revisions to EM 04-036: Policy on Academic Integrity and the Establishment of the Academic Integrity Council – EPPC – Action Item (50:58-54:58)

Livingston moved that the substitute document be considered as the new Introduction item. Passed.

Proposal with Changes – to be offered as substitute

Shepherd explained that there were no real standards about using footnote styles in Chancellor Office documents, so she imitated a few EOs that used the Chicago Manual of Style. Camacho thanked Shepherd for her work.

Wyrick said that all policy that came before Senate should be proofread and edited as a whole.

Action Item passed.

7. Proposed Reclassification of Multicultural & Gender Studies from Program to Department – EPPC-Introduction Item. (54:59-1:13:45)

Ferrari explained that the program as vigorous and growing and the decision was made to transform it into a department. She invited Sara Cooper, Director of the program in Multicultural and Gender Studies and Eddie Vela, Dean of BSS to comment if they were moved.

Sara Cooper explained that MCGS used to be a department many years ago. At some point this status was lost and many of the faculty were given new homes in other departments. She said the issues that existed when the change was made have been corrected. She thought they have been functioning as a department for the last several years. She noted that Dr. Vela had infused the program with some resources from the BSS budget for a Director which had been one of the issues holding the program back over the last ten years. He also paid for an administrative support coordinator and found space so they could move out of the science space. The Provost also allowed a hire to go forward and an adjunct appointment was added to the program.

He program has a vibrant curriculum, new courses and curricular revision ongoing.

Selvester reported EPPC discussion that recognized that this is a well-supported program and they felt confident in the program.

Wyrick asked what it meant that a few more resources were needed. Sara Coper explained that programs and departments can have ASCs with a little different salary and degrees. These can have different numbers of faculty. The program already offers a Bachelor's degree with two options and seven minors. She admitted that if retirements were not replaced the program would fade which is a common result. She could not think of what else the department would need.

Dean Vela noted that Hutchinson had agreed to move MCGS from HFA to BSS. He said that the program was run on a shoestring. Since he had become interim Dean he had been able to hire 7-10 new faculty a year. He noted that senior more expensive faculty were being replaced with cheaper faculty. He said he had been able to receive CO money for a single hire and then, in order to get the program on a firm financial setting.

Sara Cooper has been able to bring MCGS into the 20th century with curriculum, values and class hires. Dean Vela said that none of the other programs in BSS are suffering any reduction in expenses or support.

Ferrari observed that this is the way we show that we are supporting diversity.

Ford observed that the program acts like a department. He wondered what the real difference is in terms of expense. Dean Vela answered that the program was being supported on a shoe-string budget (the acting head only got .2 release time). He was able to get an ASC and an independent director for the program.

Livingston asked why dual appointments who were discussed on page 4 of the application were described as being in a "home department". Why is the term in quotes? Sara Cooper thought the faculty referred to felt equally at home in both departments.

Larson said that the difference between a department and a program. There are provisions in the CBA that make it helpful to be in a department. Hires can be easily attached to a department. It shows that BSS has the budget to make this a priority and gives the curriculum a better status.

Zartman noted that the way BSS insured support to this program can serve as a model about the way others

could support the priorities of this program. Other Deans and programs looking to promote Diversity could follow this design to grow their own efforts.

Introduction Item passed

8. **Proposed Significant Change to BA in Liberal Studies, New Option in Multiple Subjects Credential, and New Option in Multiple Subjects Credential, and Education Specialist (see Summary of Proposed Changes in Liberal Studies Program and PowerPoint Presentation) –EPPC - Introduction Item.**

(1:13:47-1:44:54)

Ferrari introduced the changes contemplated above by explaining that they went through EPPC as one item because all the parts must really be approved or not altogether. She asked Selvester to introduce the major and the two options and pointed out the summary of all the changes provided.

Selvester said these proposals were the work of three years and many faculty and departments contributing. She explained that the Liberal Studies program is an interdisciplinary program that reports directly to the Dean of CME.

She said the original program has not been revised overall for about 40 years. It has been remodeled so that it has a major with electives and now part of it participates in General Education. This means it complies with Senate bill 1440 that allows community colleges to participate in teacher education. When these students transfer the Universities are required to exit them in 60 units. The old program tended to penalize students transferring, late declaring or switching majors, because any general education they had done did not always transfer.

- This violates many EOs
- It made it hard for them to get the 4 writing courses we require
- Our options needed to comply with EO 1071
All our options have the same major core
- Title Five education elementary subject matter standards set by the CTC changed and no longer make students pass the California subject matter exam

We were also animated to integrate the credential courses into the baccalaureate program to accelerate students' time to graduation to supply the great shortfall of teachers in California.

There was no major capstone for assessment which is essential for interdisciplinary or multi-disciplinary majors. We also used grant money to help faculty redesign their courses to participate in the online option. All students now have multiple areas of concentration to choose from built into the major (they chose from four areas with four courses in them).

The next two proposals are two options that integrate the School of Education programs into the major. This will allow them to finish the major in four years and then take a fifth year to get a teaching credential or take four years to get a multi-subject credential and the bachelor's degree. If they want to get the special education credential they would take an extra semester.

Wyrick asked what students who transferred from community colleges with an Associate Degree for Transfer (AAT) but did not have a particular course that we require? Selvester said that the past practice was more problematic in that a student might come with 70 units and we would take 15. Community college students were advised to take the courses so that they would transfer, but we would not accommodate them. Until this new program is launched in fall 2019, we will carefully evaluate the content of what students have taken and allow courses to transfer more readily than the past.

Wyrick asked about the Liberal Arts option on page 47-48 and how a student fulfills the content of an area of concentration (which will be done by major course). Selvester said they currently have the possibility of using many courses. Wyrick thought that the catalog copy did not clearly explain that a student in the Liberal Arts option could take a second major, or they could take a minor alongside the core to complete the Option.

Wyrick asked whether the list of recommended electives in the same Option could be added to the catalog. He hoped the course map could include a course from the Comparative Religion and Humanities Department that fulfills area C1. Selvester said that the program is trying to avoid listing many specific courses so that it is as flexible as possible to accommodate student's transfer possibilities.

Dean Trethewey pointed out how intentional the design of the ESM was about accommodating GE requirements. Selvester emphasized that courses in the core meet the elementary subject matter standards and GE.

Zartman said that a course might be on the list of recommended courses, but it will not be included on the map. Selvester said the students will have a map with the major plan on it that tells them the core courses they must take, but for GE it will identify only the GE area and they can go to the GE planning sheet and make their own choices. She said there will also be a list of recommended GE courses that will constantly change. The work to put these into the catalog annually (since they typically change readily and their number can grow swiftly) would be overwhelming.

Roll noted that EPPC had been solicitous to guarantee that Selvester had done a great deal of consultation with many departments to arrive at this structure. She thought the proposal was really strong and flexible.

Ford noted that the Liberal Arts Advisory board had unanimously endorsed the policy and had complimented Selvester on the consultation she undertook to develop it.

Introduction Item passed

9. [**Proposed Reorganization of the Geographic Information Center \(GIC\) and the Center for Economic Development \(CED\) to the Northstate Planning & Development Collective / visual map – EPPC - Introduction Item**](#) (1:44:55-1:53:00)

Ferrari explained that the proposal merges two centers into a super center and gives the rationale for doing this and a visual maps of proposed reorganization

Dean Vela said this was an effort to combine these two very successful centers in BSS. The CED lost its major grant donor that funded its Director and six sub-centers. This provided the opportunity to bring two projects together creatively to do something new in a thoughtful way (and address the criticism of academic work that it is overly siloed). This application is part of the formal process that must be undertaken to be recognized in the Chancellor's Office. Both CED and GIC will continue to operate with their respective missions. The collective will provide synergies from collaboration.

The Director position of CED was lost in September but this unit can continue to host 2 EDA grants. In collaboration with the President, Provost and the Director of GIC, this new center will manage the many contracts that are housed in GIC while discovering their economic development implications. A Director of EDA grants celebrated this change since it will strengthen the center's impacts. The center is being called a collective since there may be more ways to increase cooperation between CED and GIC to be discovered. GIC has the capacity to provide analysts, oversee the grants and even assure growth in CED.

Roll said that as Director of Civic Engagement she was excited about working with CED.

Introduction Item passed.

10. Proposed New Minor in Mathematics Education – EPPC- Introduction Item. (1:53:01-1:58:57)

M.E. Mathews, Faculty in the Mathematics and Statistics Department, introduced the measure. She noted that there are currently many ways to get certification to teach math in the state of California. Right now some people can take a few tests and then apply to a credential program. This is an effort to allow people to be trained in mathematics and the way it can be related to their teaching, or let the develop mathematics competence to add to their teaching credential.

This pathway will let STEM majors who decide that they want to teach math as a career possibility take 18 more units beyond what they do in their major programs and get certified to teach. It will promote more highly qualified teachers in our schools who will be trained specifically to teach the math components of their fields.

Thompson said that she coordinates secondary education in the credential program in the School of Education, and she noted that bringing in highly competent math subject matter trained teachers is commendable. She particularly liked the course work in modelling pedagogies and math teaching strategies that is current and relevant. This is not true of many courses in mathematics that also have very high failure rates and are creating real equity issues since college preparation can vary so widely because of income. She pointed to the example of students who had failed calculus three times when all they need to do in their careers is teach foundational mathematics.

Wyrick noted that the application asserted that annually 2-4 students in other science fields decide to teach middle grades mathematics without completely changing their major. He asked for a description of the path these examples might take. ME Mathews explained the variety of courses or primary education levels they might try if they have the qualifications. This would distinguish them markedly from people who merely have a bachelor's degree who are being hired to teach math without any training about how to do it.

Introduction Item passed.

11. Proposed Policy on Policies, Procedures and Guidelines – FASP – Introduction Item. (1:59: 00-2:07:26)

Willing noted that this item came out of the Fall retreat where we discussed changes to the policy process and the way Academic Senate works. This is the first policy effort, more will be coming. This policy defines policy, supplements to policy, and guidance about how to write policy and organize it.

It addresses many things that senators need to know. This year we have had before us policy suspensions, and questions about creating a policy on an emergency basis. There was no guidance in place about these.

This policy guides senate in determining when a policy is needed and presents best practices that maintain our commitment to shared government practices.

The Appendix A lists things to include on the University website and Appendix B lists aides in writing a document. For example, it calls on writers to revise a document holistically, or use track changes to communicate within a writing committee.

She said writing this policy as taken about eight months with much fairly close consultation between herself and the office of the Provost and the President and changes prompted by feedback from different sources.

Wyrick asked about the formatting of Appendix A and Wiling said there were problems formatting the document for Senate. We can append the EM template differently so that the bullet point formatting is clearer.

Roll asked about an experience she had with the EO requiring campuses to create a database of internship sites utilized by the campus across the curriculum. We do not currently have the resources to effect this. Should we be writing policy (as this policy does) that require the use of resources we don't currently have or that are not spent in this way?

Hutchinson said that many of the EOs are policy and that we should not layer our local policy on top of policy when it is not useful. Campuses should come up with information and procedural plans about how to effect EOs, but this should be considered.

Wyrick noted that this internship policy question will be discussed in EC this next week.

Wiling pointed out that this policy underlines that our campus should only write policy when required to supplement the EOs. In the case that Roll is discussing, the EO actually tells us that we need to write a policy.

Hutchison noted that sometimes there are federal policy that we don't have funds to implement, but we must find money to do them perhaps with ad hoc funds.

Pitman observed that FASP thought this policy was a way to decommission, or archive policies to reduce some of the clutter of our current raft of policies and regularize them. It is a way to record what policies are being replaced and their relationship to other policies. He said that the Library is currently developing the capacity to archive our policies and that FASP purposefully designed this policy to include that.

Hutchison thanked Wiling and FASP for the herculean effort to think these processes through and create good sense protocols about how to proceed. It preserves what we most value about shared governance.

Wiling pointed out that the policy references a University website which will help make policies collaboratively but also archive them as active or discontinued and this does not currently exist. She said this will involve fairly small effort and some resources, but its impact will be significant.

Hutchinson said she has often lamented the inability to search our policies easily and looks forward to the effort to make this happen.

Introduction Item passed.

12. Standing Committee Reports. (2:07:35-2:29:56)

- **Educational Policies and Programs Committee – Ferrari**

Ferrari offered her report for comment. She said that certain items are forthcoming, including a proposal from Health and Community Services and a new center proposal from Accounting. This will probably be all EPPC can consider this year. She reminded that various permanent committees attached to EPPC oversight that they must submit their reports for Senate.

EPPC Summary – March 29, 2018, Kendall Hall room 207, 2:30 p.m.

The following items were passed as action items and forwarded to the Academic Senate office for

inclusion as introduction item on the Academic Senate agenda for April 5, 2018.

1. Minor in Mathematics Education
2. Reclassification of Multicultural & Gender Studies from Program to Department
3. Reorganization of the College of Behavioral and Social Sciences Geographic Information Center (GIC) and the Center for Economic Development (CED)

The following item was not passed as an introduction item and was postponed indefinitely. Revisions to EM on General Education - language other than English requirement EPPC recommended waiting results from the GE 5-year review, including the self-study and recommendations from our external reviewer, and to revise the proposal based on those findings.

- **Faculty and Student Policies Committee – Wilking**

Wilking proffered the following report and asked for questions. She corrected the report about early tenure. The report says that candidates must receive superior ranking in all three categories, but actually the policy says “have greatly exceeded the expectations of superior ranking” and FASP is planning to change this language at Action to remove the word “exceed”. Interested people should attend the meeting. She also noted that the EMs about executive evaluation will be changed at action.

Hutchinson asked if FASP had considered department practice that sometimes had definitions of exceptional practice when evaluating faculty. Wilking said that the EM also adds criteria about national reputation in the category of considering promotion to full professor. Livingston noted that there must be an expectation that the behavior will continue.

Larson thought we needed to step back and assess our criteria about what tenure means and what its purpose is. A fairly wide-ranging conversation about the variance in terminology employed in speaking about teaching and performance ensued in different departments. Levels of promotion, post-tenure review, promoting senior faculty development, automatic sabbaticals and the teacher scholar model were also discussed.

FASP Synopsis – March 29th, 2018

- FASP passed the Policy on Policies, Procedures and Guidelines as an action item.
- The FPPP subcommittee of FASP has done extensive work comparing standards across departments on campus and is recommending language in the FPPP to help standardize this practice. The proposed language regarding early tenure passed at introduction. FASP had a robust discussion about which standards are appropriate and realistic for a person to receive early tenure. The language passed at introduction requires individuals to be ranked superior in all three categories of evaluation to receive early tenure.
- A FASP subcommittee tasked with revising the EMEDC EMs 03-010 and 04-043 also brought draft documents to FASP as introduction items. Both documents passed at introduction and will appear as action items at the next FASP. The committee discussed several changes to be moved when the items appear at action.
- Jonathan Day will be the FASP representative to the committee working on a draft EM on Chair Appointment and Evaluation.

- **Executive Committee – Sistrunk (did not meet since last Senate meeting)**

13. **Statewide Academic Senate – Ford/Selvester.** <http://www.calstate.edu/AcadSen/> (2:29:56-2:33:9)
Selvester had nothing to add but clarified what the context of the letters was. When the Chancellor’s Office moved so precipitously last Spring to enact EO 1100 and EO 1110 and then claimed formally that it only

consulted with academic senates as a courtesy, the national body of the AAUP responded with a strong statement about the need to follow shared governance in making academic policy. The Statewide Academic Senate Chair wrote to the AAUP and explained that her executive committee was consulting with the CO. The Chancellor wrote further letters which are included below.

- [ASCSU Resolutions & Summaries](#)
- [AAUP Items – to CO, Paula Selvester, and response from CO](#)
- [Other ASCSU Reports](#)

Ford added that significant bridge-building has occurred subsequent to all the letters. He hoped senators would read the short summary in “Other Reports” and let him and Selvester know what they were thinking.

14. University Report – Hutchinson / Larson (2:33:10-2:45:25)

Larson reported that three searches are currently underway:

- 1) 3 candidates are coming to campus for the Executive Director at the Research Foundation
- 2) 2 candidates will be interviewed for the interim Director of the Office of International Education
- 3) The pool of the candidates for the Dean of the College of Business will also be examined to determine if it is strong enough and we will proceed with the search

Hutchinson recognized that tragedy on campus is never easy and losing a student is traumatic and we will need to think about how to care for our campus community. She wanted to commend our campus and she is very proud of the Associated Students government. She is proud of the student group called “JustUs” for calling for a candlelight vigil to bring the community together. There will be a celebration of life for Zachary on April 9. She commends the Counseling and Wellness Center and all the faculty and staff who have reached out to students. She thanked the community for sending their help as well. She hopes the support services set up to end the semester will continue to work well.

She recognized that the campus is concerned about issues of safety. At the end of the month, we will have an active shooter drill. She wanted the Chief to share information about it as soon as possible. It will be a small event in a narrow area (more like a fire drill)

She recognized that there is much interest in the work of the Public Safety Committee and she will be sure that this is convening before the end of the semester. She knows that there are different safety groups and we need to evaluate these and trim redundancies.

She commented that she didn’t mind the change in the agenda when “Ask the Administrator” was brought forward in the meeting. She thought it would be useful to think about having questions before hand so that administrators could answer them fully. Her job is to inform faculty and staff as much as possible and this would help. She did not want to speak too quickly and provide inaccurate information. We might think about how to make this efficient and comprehensive.

Ford asked about the ongoing vandalism in the Physical Sciences building. Hutchinson said that the location of the building was problematic. Seven windows have been replaced in the last week and a half. She and her Cabinet were trying to think of ways to limit disruption, intimidation and vandalism. All of the side doors are now locked. Ordering of additional security cameras has been moved up in priority which may allow police to be alerted more quickly. There is an effort to consider who is in the building and we may be able to floodlight the Greek amphitheater to prevent problems.

Sistrunk congratulated the President and her team for leading the community in problem solving. He thought it was a great idea to think about how to send questions ahead of time, he could not help but note that it used to

be that the Senate Chair sat in the Cabinet. This had a purpose. People were alerting people. He also thought we were not having very many meeting of EC lately. This is another place where faculty and cabinet are working out problems together.

Hutchinson thanked Sistrunk. She said she is working on having Wyrick attend meetings of the Cabinet. She agrees that there needs to be more meetings of EC and Cabinet is willing to work to be there. Wyrick said there have been some scheduling problems, but they will be fixed.

15. Associated Students Report – Sharma (2:45:25-2:47:05)

Wyrick introduced Camacho to give the Associated Students report.

She said the report was included.

She added that on Tuesday April 3, she and other student representatives from across the state participated in advocacy for the CSU at the California legislature. A team of students travelled back to Sacramento to continue advocacy efforts and conduct follow-up visits. The CalState Student organization (CSSA) students have taken positions on many pieces of legislation mostly around those that involve food and housing security and student mental health. Students also passed a number of resolutions that are available at CalState Students.org. This advocacy will continue this month and into the future.

16. Staff Council Report – Aird (2:47:10-2:49:12)

Aird noted that the minutes of the Staff meeting are attached.

Planning the staff luncheon is ongoing.

There is a video project that is ongoing and people may see pirates on campus at different times.

The finalists for the Spring fund raiser Student Giving Program were determined and the PATH Group won (Promoting Student Achievement through Hope). Their plan is to reach out to current and future students who are foster children. The group addressing the needs of the student homeless also won support. These are the worthy causes for which raffle tickets will be sold by staff. Please purchase them! There are many great raffle prizes available.

17. Nominations for Academic Senate Officer Positions open 4/9/18 and close 4/26/18 – Information Item. (2:47:45-2:47:57)

18. Other. (2:47:57-2:48:00)

None.

19. Adjourn. (2:48:00)

Meeting adjourned at 5:14 p.m.

Respectfully submitted,
Tim Sistrunk, Secretary