

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

ACADEMIC SENATE MINUTES

Thursday, October 3, 2019, 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, Alfaro Ramirez, Allen, Altfeld, Bailey, Boura, Boyd, Buffardi, Connolly, Day, Ferrari (Chair), Ford (Boyd), Gruber, Guthrie, Herman, Hidalgo (Sparks), Holbert, Horst, Hutchinson, Irish (Allen), Kaiser, Larson, Livingston, Medic, Millard (Paiva), Ormond, Paiva, Parsons-Ellis, Perez, Peterson (Westbay), Schartmueller, Seipel (Adamian), Shepherd, Sherman (Stacie Corona), Sistrunk, Sparks, Teague-Miller, Trailer, Underwood, Westbay, Wright, Wyrick, Zartman

ABSENT: Boura, Hostetter-Lewis, Millard

Ferrari called the meeting to order at 2:30 p.m. [5:32-5:45]

1. Approve Minutes of [May 9](#) and [September 19](#), 2019 [5:46-9:04]

Ferrari asked for corrections to the last meeting of last semester, and the first meeting of this academic year.

Minutes of May 9 were approved.

Minutes of September 19 were approved.

Ferrari noted that these past minutes demonstrate that we all could remain more mindful of making our comments concise and to the point, and respect a variety of voices as well. She said this will mean that she and Paiva will sometimes give priority to people who have not spoken about an issue yet. Our agendas can represent many people waiting to address specific items and we ought to remain cognizant that there may be many who need to speak.

Sistrunk added that announcements are important, and he hoped people would remain loud as they articulated what was coming and clearly include the time, place and name of their events as well as give the secretary a written note that spelled this all out.

2. Approve [Agenda](#). [9:05-9:15]

Agenda was approved.

3. Chairs Prerogative

- **[Pronouns Discussion](#) (Michael Allen)** [9:16-15:40]

Ferrari introduced Michael Allen, University Registrar, to lead a discussion of pronouns. Allen

announced that on October 15 in honor of “International Pronouns Day,” the Office of the Registrar and the Office of Diversity and Inclusion would roll out a new option to allow students to enter their preferred pronouns in PeopleSoft. These will be automatically sent to other records including the class roster, self-service and other areas like that.

[Slide 1] depicts the starting options. “Fill in the Blank” is an option required by the Chancellor’s Office and if there are concerns, the Office of Diversity and Inclusion will handle these coaching opportunities.

Allen noted that parents cannot see these choices through the Parent Portal so that no one will accidentally opt themselves.

Questions were raised:

- What is the Parent Portal? Allen answered that this portal allows parents to log in themselves to pay bills, look at class schedules and other things like that.
- It was pointed out that if a student gave their parent their portal id, the parent could see that information. Allen agreed.
- Does this limit the student to male or female gender? Allen said there is another section of the Portal that allows them to pick their gender, gender expression, gender identity, or sexual orientation. That information is already being captured and has a wide variety of options.
- When are students made aware that they have these options, or are they presented as something that can be opted into? Allen answered that his office is partnering with the Associated Students to get the word out, but it is not a registration requirement yet.
- If students don’t participate, what is the default? Allen said that the system does not try to guess.

Allen emphasized that whatever the students select is what the Registrar’s office will have to use. (They can change their choices whenever they want).

- It was asked if there would be language informing students that their parents won’t be able to see the choices. Allen said this had not been intended, but it can be looked into. (it was suggested that a pop-up or something be added saying “no one can see this, unless...”).
- It was asked how professors are informed when students change their choices? Allen said that it will automatically update on the class roster, and elsewhere, but there is no planned announcement specifically to instructors. This idea will be taken back to IT.
- Is there an option for faculty or staff to make this change to their pronouns? Allen said “not yet.” The system is only set up for students and no one else can change these records for them or themselves right now.

- [Associated Students Organization](#) (Trevor Guthrie) [15:41-22:07]

Ferrari introduced Trevor Guthrie, Associated Students President, to explain the organization and responsibilities of the Associated Students.

[Slide 2] “The Associated Students (AS) is a non-profit auxiliary corporation of the CSU, Chico that enriches the quality of campus life through programs and services created by the students.”

[Slide 3] Gives a breakdown of some of the programs that enrich the lives of the students.

1. The AS collects fees from the students. The AS Businesses Committee (ASBC) is chaired by the Vice President of Business and Finance and an elected student officer which oversees all the retail dining services.
2. The Bell Memorial Union Committee (BMUC) is chaired by the Vice President of Facilities and Services. An annual \$800 fee collected from the students supports the WREC, the 3rd floor art gallery, custodial services, and the many other services listed.
3. The Government Affairs Committee (GAC) oversees all the activity fees collected. This supports the students officers, the Student Academic Senate, campus elections, and various committees like the Diversity Affairs Committee, the Event Allocation Committee, and the councils.

The Event Allocation Committee gives money back to student organizations to fund program ideas and carry out their agenda (right now this is up to \$4000).

[Slide 4] is a flowchart of the Government Affairs office. This is led by a Board of Directors that includes the Vice President for Student Affairs and the Vice President for Business and Finance, and six student elected officers. The chart shows the directors of all the services and their relation to the rest of the governmental structure.

[Slide 5] shows the contract services that are funded on campus. These include the newly opened STAR center, GESEC, CLIC, and the CCLC as well as graduations. We also partner with Butte County to fund the B-Line (Student Shuttle) which allows students to ride for free.

[Slide 6] depicts the breakdown of the cost of a hamburger in the BMU to illustrate how funds are allocated in retail dining. This shows that the AS runs a little bit of a deficit in food sales. 2.5% of AS sales are paid back to the University (or \$300,000 annually). These expenses are set at market value in comparison with town prices so students don't have to leave campus to get cheaper items.

Larson noted that appointing some Board members external to Chico State can sometimes be a great source for needed expertise and contribute to the quality of the conversation about making budget decisions and gaining community input.

It was noted that the Student Basic Needs Project is not being funded by AS.

4. Information Item: [Campus wide Duo Multi-Factor Authentication](#) (Ray Quinto) [22:18-42:08]
Ferrari introduced Ray Quinto, the University Information Security Officer, to explain DUO the new two-step verification system that is being implemented.

[Slide 1] Quinto noted that he is responsible to protect user accounts and sensitive applications and data from bad actors. To this end IT hopes to roll out 2 factor verification protocols.

He explained that in 2017 a Chancellor's Office IT audit found that we needed to protect our PeopleSoft, Box, 0365 email and the Portal assets more. Modern passwords are easily phished. Modern banks, airlines, phones, cable and utility accounts all require 2 factor authentication so that besides your password one needs a six digit code to gain access.

The university needs to follow suit and reach out to staff, faculty and also protect PeopleSoft that serves student employees accessing sensitive applications.

[point three of the Slide] Quinto described what to expect when enrolling in 2-Step verification and how users will be guided by specific [directions](#) to gain a six digit password on a token (other options for devices will be supported including cell phones or the like if people wish).

[Slide 2] shows the address where to go to enroll in the service. This process is already underway as PeopleSoft financials, HR and Campus Solutions (the student information center) have already been enrolled. All of Information Resources has been completed and the divisions are being brought in as well. As soon as faculty and staff sign up they are protected. Quinto said his office is ready to work with any groups to facilitate enrollment.

Questions were raised and addressed:

- The 24 hour window to enroll in Duo once one has the 6 digit number is longer than the default setting of one hour. Quinto said he was open to discussion about this enrollment window. It was pointed out that most banks give a 30 day window.
- Student employees are included and students can add the service on their gmail accounts next Fall.
- It was noted that because there is a single sign-on and a second verification, once a person signs on this way they must bring their token or device ever after. What if there are restrictions on the use of phones in class? Quinto said this has been resolved because Blackboard will be bypassed by the Duo requirement since it is not a level one application. If one goes directly into Blackboard using Learn instead of the portal, they will have no problems.
- How much will the devices cost student employees, and who will pay for that? Quinto said the price has dropped to \$8 and his office will pay for them. If a student loses theirs it will be replaced by the University unless this becomes too much of a pattern.
- Quinto said his office hoped to collect most of the devices back when students graduate. They are good for five years.
- Quinto noted that this month is Cyber Security Awareness Month. Faculty Outreach about these upcoming changes will be tie to this messaging. There will be ongoing announcements and he will visit the Chairs meeting etc.
- The necessity to log in will recur if someone changes browsers
- People can add up to nine connections to different devices beyond the tokens.
- If places like Computer Science are dealing with L1 data on their own servers they should talk to Quinto

Ferrari delayed discussion of items 5 and 6 and moved to item 7.

5. Proposed Degree Designation Change from BA to BS Communication Sciences and Disorders – EPPC - Introduction Item [1:08:17-120:39]

Ferrari asked Allen to introduce item 5 now that Suzanne Miller, Program Director, Communication Sciences and Disorders, was in attendance.

Allen said she was happy to bring the first introduction item of the year to the Senate. She noted there is very little policy about what it means to be a Bachelor of Science versus a Bachelor of Arts and our

campus policy is EM 86-001. The only requirement there is that a BS must not be less than 48 or more than 112 units and there must be a minimum of 18 upper division units. In comparison the BA is no fewer than 24 or more than 60 units. EPPC has a subcommittee that will be working on policy to give our campus more guidelines about what these two degree designations mean.

The master's degree is the minimum requirement for a career in speech pathology so the primary function of this particular degree is to provide pre-professional preparation for graduate education to go into this field.

There are a few reasons for this requested designation change:

- In January, the primary accrediting body for this program will start requiring core certification. The student must have met some science knowledge standards through a course in human or animal focused biology and a course in chemistry or physics.
- These science requirements have already been added to this degree and they will be required for admission into the graduate program at Chico state (these are highlighted in yellow on page 8).
- These science based courses join other courses currently part of the major including anatomy, biology of the speech and hearing mechanism, voice and fluency and psycho-acoustics among others
- Given the science based curriculum in the major it seems that the BS degree is a better fit
- Even the name of the degree underlines the Science dimension of the degree
- Other degrees in this field in the CSU have this science designation (listed on page 5)
- The next item on the agenda will be a companion application to change the masters in this program to a Science designation

It was noted that every single K-12 school has a need for this kind of specialist. Our students are successfully placed often.

It was moved to suspend the rules and consider the items as action items. Seconded.

Paiva said she did not like suspending the rules for this purpose since there is no urgency not to consider the measure over time. Allen agreed with Paiva that she supports the program proposal but as a matter of course she thinks senators should be given time to think about the proposal at their leisure.

Zartman asked if there was opposition in EPPC. Allen said there was material added after the measure came back for action but no negative votes. Zartman said he thought we should balance respect for the time of the faculty who are offering proposals against the academy's need to voice their approval unanimously.

Wyrick wondered if we should give people more time to digest thinking about the difference between a BS and a BA.

Larson noted that Daniel Grassian keeps her advised of the activity in EPPC and they had wondered about having better clarity about what differentiates a BS from a BA. This would be helpful for us as a campus to have this clarity, and she thought the proposal was very good.

It was pointed out that there is no reason to wait since the proposal is so strong.

The motion to suspend the rules failed.

Introduction items passed.

The items will return on October 24 as action items.

**6. Proposed Degree Designation Change from MA to MS Communication Sciences and Disorders
– EPPC - Introduction Item**

Ferrari congratulated Allen for shepherding the policy through the voting stage and introducing it so thoroughly. She hoped the senate would regularly start to consider items that pass out of the standing committees as not so much the property of the host departments that wrote them as now in the provenance of the senate. She wanted to thank Allen for taking that ownership.

7. Standing Committees Reports [42:12-44:34]

• **Educational Policies and Programs Committee – Allen**

Allen offered to answer any questions about her report.

Livingston asked what changes were envisioned to the University Syllabus policy. Allen said EPPC was tasked with this by EC and a subcommittee will consider earlier work and think about the possibilities. There is no real vision yet.

Ferrari explained that the Policy on Digital Learning that will be coming to FASP soon mentions some requirements of campus syllabi and we do not have a complete policy about these yet. The hope is to clarify syllabus practice independently of indirect requirements “sneaking” in and determining practice

• **Faculty and Student Policies Committee – Underwood**

Underwood asked for questions about her report.

• **Executive Committee – Sistrunk**

The Executive Committee did not meet since the last Senate meeting.

8. Statewide Academic Senate Report – Ford/ Boyd [44:34-1:08:17]

<http://www.calstate.edu/AcadSen/>

- [Statewide Report – May 2019](#)
- [Statewide Report – September 2019](#)
- [Resolution Summary – May 2019](#)
- [Resolution Summary – September 2019](#)
- [ASCSU Resolutions & Summaries](#)

Ferrari asked Boyd to report.

Boyd described the reports and resolution summaries included in the agenda. She noted that the resolution summary is really the official one that comes from the Senate Chair and lists approved resolutions. Resolutions not approved are found in plenary agendas for specific meetings. Boyd discussed the example of the two resolutions that responded to the GE Taskforce report that was so

controversial and explained how one could find information about their current status.

Boyd then brought up the contentious discussion about how to respond to the Ethnic Studies requirement posited by the legislature in AB 1440. She reminded everyone that FASP and EPPC had both held full discussions of the measure prior to the September plenary. This allowed Ford and her to participate with campus guidance in leading the adoption of AS-3397-19/AA that resolves that the ASCSU explore with the campuses questions about how an ethnic studies requirement might best be implemented and report back by November 1.

She wanted to give senators a heads up because she and Ford will need further campus responses to take back to the ASCSU especially about questions a-e in the first resolution clause of AAS-3397-19/AA. This will fulfill “an ask” by State Senator Pan wanting to receive feedback from campuses. The Chancellor’s Office is also gathering responses, but this particularly looks for faculty opinion that faculty leadership will take up.

She asked for other questions.

Kaiser asked if Ford and Boyd were going to return to our standing committees for feedback and Boyd answered that they now should because they are responding to a formal request from the ASCSU to query the campus. Kaiser wondered about the complexity of applying racial appellations to people.

Kaiser asked for feedback about the Interrupting Racism workshop that Ford and Boyd attended in Long Beach this last session. Boyd said they attended a CFA led workshop that was great. She thought it was part of Chair Nelson’s attempt to change the scope of ASCSU work.

Romey Sabalius was named Faculty Trustee for a second term in August.

She concluded by observing that some resolutions will be coming forward at the next plenary and soliciting feedback on those.

Hutchinson asked about one of the State-wide resolutions in support of Quantitative Reasoning. She noted that our AS officers just submitted a resolution in opposition to the notion and wondered if Boyd would comment.

Boyd referenced the resolution from the May plenary meeting AS 3377 that recommends a fourth year of high school quantitative reasoning for admission to the CSU. The ASCSU has endorsed this notion twice. Once when the Quantitative Reasoning Taskforce submitted their report and one of the recommendations was to support a fourth year of quantitative reasoning. She said she could forward more information about the ASCSU support of the measure.

She said that the Chancellor’s Office has given several presentations that demonstrated that the evidence is pretty overwhelming that students who complete a fourth year in this study have dramatically increased student success in their collegiate experience. She thought the fourth year was being misconstrued as requiring a fourth year of math when it is actually a quantitative reasoning requirement that can come from many different courses.

Boyd recognized that there is concern that some schools could not support this requirement, but that one of the taskforce recommendations was to create a center for quantitative reasoning in which faculty would collaborate with K-12 entities to create innovative course work to meet the requirements. The roll in is supposed to give adequate time to develop suitable materials. There is a recorded presentation given at the September Board of Trustees meeting with much more information as well.

Kaiser said that the CSU does not look beyond Sacramento in considering programmatic ideas and the north part of the state is ignored. The high schools in the north are small and not well funded. How will funding be spent to train the teachers that are supposed to take this on? Boyd thought there would be challenges to implementing the changes.

Sparks wondered what problem this quantitative reasoning requirement is trying to solve? She also wondered if we had data about our students that illustrates this conclusion that those with a fourth year of quantitative reasoning have more student success? It seems challenging to have this data since our student population continues to change so rapidly.

Boyd thought the Board of Trustees presentations addressed some of these questions. She said she would mine this and get some specific answers from time stamped material. The answers to the question about the problems we are attempting to solve are complex. Some have argued that people coming into the CSU spend more money taking remedial courses because they don't meet developmental mathematics and quantitative expectations.

There is also the argument that those who get high school diplomas with more of these skills will do better. There is more information in the Quantitative Taskforce Report.

Bailey noted that Chico serves many students outside our service area and leaves many within our service area out.

Holbert asked if there were examples of courses that could fulfill the quantitative reasoning requirements besides math. Boyd said there was an extensive list shared with the Board of Trustees including Evolutionary Biology, Science courses, and others and she thought it was more diverse than she had expected. Boyd said she could find these as well.

Ferrari thought we could discuss this more when the state-wide senators have more of a chance to prepare material.

Ferrari returned to items 5 and 6.

9. University Report - Hutchinson/Larson [1:21:48-1:31:47]

Hutchinson

Hutchinson wanted to mention a couple of items:

As the Presidential Liaison for the California State Native American Initiative she called the first meeting of the year in Sacramento for a day meeting last Thursday. Every campus in the CSU has a delegate working with native peoples in their region to develop pathways to go to school and go to college and work on barriers to Native American youth and communities. About every campus was

represented.

The Steering Committee which Hutchinson serves on (accompanied by Rachel McBride, our tribal liaison) managed to set some action items for the year. They will hold two meetings a year and an annual Fall meeting that this year coincided with California Native American Day. In the future this event will coincide with the annual Native American Conference.

She mentioned these events because the CSU has always been committed to serving the underserved students and these efforts demonstrate that we are really adding Native American students to those we serve in a more robust way.

Hutchinson noted that the Customs and Border Patrol came to our Career Fair. She said she has been listening and watching and is very proud of the AS government officers along with our Career Center for coming together and having real conversations. She looked forward to future conversations going forward.

One thing she is hopeful that we can really engage in dialog that is productive to really improve humanitarian crises both for our undocumented students and citizens of this country and the humanitarian crisis that we are seeing on the southern border as we have more asylum seekers trying to gain entry as never before. Maybe we can work with our students and faculty to offer more educational programming about these humanitarian crises and learn more about immigration policies and where they fall short. We can think about pathways or the lack of them to offer undocumented people citizenship. We can think about ways to assist border control during our current circumstances.

We might think of ways to take our energy and funnel it into educational opportunities. We can add additional energy to focusing on our voting center since the millennials are a larger demographic than the baby-boomers (some 9 million more). The vote is really going to matter. We should educate our students in the importance of the vote and in electing progressives who will actually tackle and deal with the policies that are just not working.

She thinks protest is always important but she hoped to caution us about censorship and what that means. She has read what was written in the Orion that she thought covered the story well. She thought the Career center really availed themselves of the student officers. She believes that debate may be tense sometimes but that productive dialog can occur. We are an educational institution and it is our responsibility to tackle these very issues while figuring out what happened in the short term and trying to move forward in the long term.

Larson

Larson wanted to thank everyone who attended the UBC this past Friday. She thinks it is important to present as much as we can about our budgets and the way that decisions about them are made. She thought attendance was good and the quality of the questions continues to be more informed.

She announced that the new CEO of the Chico State Enterprises, Mary Sidney, joined us on October 1. Larson is extremely excited about her knowledge and scope of experience that is already bringing the type of leadership we have all been hoping for as we make this transition.

Kate McCarthy, Dean of Undergraduate Education, and Sharon Barrios, Interim Dean of Graduate

Studies, have put together a Title V grant to provide opportunities to provide Hispanic students with the opportunity to go into graduate education. This was funded for five years at \$3M.

The School of Education received news on Friday that close to \$7M was awarded to distribute stipends to our student teachers to support their work further afield out in rural California.

A few weeks before this, the College of Engineering received two major National Science major research grants, and she is proud of these examples of how our faculty and staff are committed to sponsored work.

Ferrari asked to save questions until we discuss Item 12, Ask the Administrator.

10. Associated Students Report – Guthrie/Alfaro Ramirez [1:31:47-1:39:05]

- **Resolution in Opposition to the Proposed Addition of a Fourth-Year Quantitative Reasoning Requirement for Admission to the CSU**

Guthrie noted that the report is attached but wanted to highlight a couple of things:

He wanted to respond to concerns raised about the student resolution in opposition to the additional fourth year requirement of quantitative reasoning. He said AS leadership was not against students gaining ability to reason quantitatively, but in their resolution they highlight the lack of knowledge surrounding this issue that needs to be addressed more proactively in the primary and secondary educational system. They are calling for professional development for faculty across all disciplines to enhance quantitative reasoning course work.

They did not think the information presented to the Board of Trustees has a strong correlation between an extra year of quantitative reasoning leads to higher and faster graduation rates. He thinks it has some impact on students, but that an additional year of a statistics class in high school does not seem to have much to do with a student staying in college or graduating any faster. They think this policy will do more damage than it will resolve.

Alex Smith, Student Academic Senator for HFA, was recognized to continue with the remarks Guthrie made. He said in the data about the fourth year of quantitative reasoning enhancing student success there is some correlation but not causation. The study that purported to show how the fourth year of quantitative reasoning would actually work to effect completion rates and retention rates was impacted by the \$7M given to the Long Beach unified school district to reform their system to prepare for the introduction of quantitative reasoning as well as subsidizing AP tests (which brought them from \$95 to \$5) alongside a whole range of reforms that went along with this fourth year.

The beneficial impacts were not necessarily caused by the fourth year itself.

He added that the proposal creates a barrier in the CSU system which is supposed to be one of the most accessible systems for students in California. The UC does not have this requirement.

Amanda Widgay, Student Academic Senator for CME, said that implementing this program will take away a student's right to a well-rounded education because fulfilling this requirement will take away other opportunities like access to the arts and access to communications, and all the other skills that

students need to be successful humans and not just useful in the workplace.

Quantitative reasoning can be addressed across all fields and not just in Math, or Computer Science or other science based programs. One highlight in the CSU report was the enhanced use of computers in education. This will require all the expense of purchasing and maintaining computer labs across the state. This will not be accessible to all.

Guthrie responded to the class lists offered in the CSU report. They shared examples courses from one of the wealthiest districts in the state which can offer a wider variety of classes than others in the state. They thought the information presented to the Board of Trustees by the CSU was biased. This happened in the summer when the CSU presented information about raising student fees when all of the data was positive. There information is very one-sided.

Guthrie added to his report. In response to Chico Preview Day falling on Halloween weekend (or “Chicoween” as many students call it). He thought the first and second year students were the most excited about Chicoween, but as one gets older you realize it’s a bunch of “out of towners” being pretty scary. Many older students plan to leave on the weekend.

AS will be launching a “Keep Halloween Local” campaign. Student leaders across campus will offer statements about why they want to keep the holiday local. I Love Chico yard signs will also be purchased to put in the yards of houses in the downtown area so that parents can see the community solidarity and how much we care about our campus.

11. Staff Council Report – Peterson [1:39:05-1:39:22]

Westbay explained that Peterson was unable to be here today but left word that those with questions should contact the Staff Council Office.

12. Ask the Administrator [1:39:21-2:06:18]

Kaiser wondered about the possibilities of offering a program in Casino management to attract Native peoples.

She also added that it will take a great deal of effort to make sure no students are harmed by the Quantitative Reasoning requirement.

She asked whether we hit our enrollment goal this year? Hutchinson said that we typically come in about 2.5% over our funded targets, but this year we were under by 1.5% of our funded target. Larson added that we did receive enrollment money for 2% growth and we are being held harmless. One can go to the UBC agenda to view the power points submitted at the meeting.

Kaiser continued and asked if we knew why we had a drop in enrollment. Laron said we cannot fully understand why, but that last year there did seem to be student concern about a shortage of housing after the Camp Fire. She thought we did not get in front of the new stories about the impact of the fire but it remains unclear. Hutchinson agreed with Larson and noted that the Camp Fire happened during the same period we are diligent to press applications to the campus. The publicity around the Camp Fire also gave people the impression that we were not open for business.

Hutchinson said Chico was present at a community area meeting about housing needs on Saturday and asked Kaiser if she was there. She was not. Hutchinson said she was told that conversation turned on affordable housing. This impacts us at the University, though of the 19 faculty we hired last year, only one needed help to attain housing especially. In addition to this there is concern about student housing though there seems to be an adequate number of beds on campus and in town. There is a faculty research project underway this fall to get a handle on why some students are still suffering from housing insecurity. She said it will be interesting to see the impacts of the 1000 to 1100 students that Butte College saw drop last year because they are a feeder school to us.

Larson wanted to respond to the idea of having programs that train professionals to serve in the hospitality industry. She said at Northern Arizona University where she taught, that many students had internships to serve in the tribal casinos. They did not specifically have a degree or focus but the overall connections and internships made the work succeed. She did not think we necessarily needed to do anything differently than nurture the possibilities.

Zartman asked about a presentation that happened a while ago about Warner and student housing. Hutchinson said she presented some ideas in draft form at convocation about the Physical Master Plan. We are still in the midst of doing our environmental impact report and once that is done we hope to submit our plan to the Board of Trustees in November. One of the main priorities of this plan is to bring our students closer to the core of campus. This will require building additional residence halls. This will give us the opportunity to make the academic care more vibrant. They will also try to add on to the area where Shasta and Lassen Halls currently are. This will be a way to bring the first year students who are living in University Village closer to the campus. University Village could be used for students with families and graduate students

Zartman had a second part to his question. Does this model that is being looked at look at price points? Hutchinson answered affirmatively. Zartman continued: what he is finding working with first semester students this semester that price is a real issue. Hutchinson said there is ongoing study about how we make housing more affordable. Zartman observed that this is important.

Paiva asked about the faculty hires data the Provost reported at UBC last week. She said we had 19 successful tenure-track hires, three of these were lecturers who were already on campus. We also had 17 resignations of Tenured or tenure-track faculty, 15 ended their FERPs and 27 starting their FERP. Don't these numbers show we have fewer faculty today than we had in May? Are we doing anything to see why people are leaving?

Larson explained that she gathers the data about how many faculty we can support by looking at separations and the savings we get as well as applying GI 2021 money to that. In 18-19 Larson approved 25 searches and we were successful in hiring 19. It was a less successful year than normal. For the coming year she has approved 29 recruitments because of the large number of faculty who changed their status this year, and we have left 7 positions to the side to be able to respond to emergency situations that happen all the time. This will be a big class.

Larson said that of the 17 who left, only 7 of these were mid or early career people. Of the seven there were a couple who left because of the Camp Fire, there were a few who left because they

wanted to develop their scholarship, and one faculty left because of salary issues. Larson said that a recently completed Chancellor's Office survey shows that we have been losing about 29 faculty (full-time equivalent) on average in every year in the last five.

Sistrunk commented on the recent visit of the Border patrol who we had said we did not want on our campus. He noted that we passed a resolution in 2017 that we were fully committed to protecting our undocumented students and that if any other enforcement agencies came on our campus they would notify our University Police. We tried to set up many things to show our goodwill to look at after our student colleagues and families and this visit was a tragedy. He wanted to say as a faculty representative that the faculty remain deeply dedicated to diversity and inclusion and these are heartfelt because we mean what we say. He is glad that our administration and the people we work with are fully committed to this as well but if people are screwing up we need to figure out how to help this.

Hutchinson wanted to say that our staff are as passionate and dedicated to this as the faculty and that the entire university is passionate and dedicated and we can always do better. But she wanted to encourage us this way that if we end up with a challenge as we did this week that we maintain to the best of our ability and environment of civility and that we don't take it out on people who are trying to do their work. She values debate and different perspectives but wants everyone to feel safe and respected at this institution. We need to remain respectful and mindful.

Adamian agreed that everyone at Chico has really good intentions about holding space and having love for our students and especially students of color, but while we have respect in discourse if we have to call something out we have to do it no matter how well intentioned people are the consciousness that the presence of the border patrol would be problematic should have been felt. We need to name the problem and think about what kind of training our staff and faculty need to go through so that seeing the border patrol impacts their lives the way that it impacts the students we have on this campus. They should not have been dressed lie that in this campus.

Hutchinson agreed and she pointed to her report where she said we need more education to address these issues and the way we implement our values. Sistrunk apologized if Hutchinson felt there was some kind of attack going on. Adamian noted that the students felt extreme violence. Hutchinson thought we needed to better educate ourselves about privilege and power. Adamian pointed out that students should not be having to stand before the border patrol to protect their fellow students –that is not their job. We need to protect our students. Hutchinson continued to agree but hoped we would figure out how to come together with a sense of civility.

Ferrari reminded people that she will make sure they get to speak.

Parsons-Ellis said that this has been a hard week for a lot of people. She thought Adamian was right that someone should have been flagged to see that the border patrol wanted to come on campus but she said that they were. She said Border patrol has been on campus the last four years. The process is that the director of the Career center immediately meets with Teresita and Pepe and Elie who can support the dreamers and inform them. The counselor assigned to the Dream center is informed. These people were clued in and took steps ahead of time. She said there must be more research but the Chancellor's Office had said we cannot deny Border Patrol access to our campus because we are a nonpartisan public

institution.

Adamian recognized the many constraints that government agencies may have, but did border patrol need to come dressed up and armed on this campus. Is that necessary?

Holbert said that AS gov has developed a subcommittee called Students Take Action and it is about addressing the negligence and discrimination we have seen throughout our entire educational lives at all levels. She hoped anyone interested in participating can join our efforts and join in our efforts to impact things at the federal level through our governance bodies across the state.

13. Announcements. [2:06:18-2:23:26]

- A brand new professional theater company will be opening in Chico and will be performing Shakespeare in the Park launching tonight. Dr. Kyle Horst will be starring in the production. It will run to the beginning of November
- The Visiting Professors Application for the 2021/22 academic year from the [University Studies Abroad Consortium \(USAC\)](#) is now available for full-time faculty interested in applying to teach abroad during the Summer 2021, Fall 2021 or Spring 2022 terms with USAC. For more information, or to receive an application, interested faculty should email Jennifer Gruber, Study Abroad & Exchange Coordinator, at jlgruber@csuchico.edu.
- The Grand GAC will meet today from 5:00 in the Trinity Commons to talk about a civil disobedience and social revolution resolution.
- Larson noted that the University is planning a moment of silence for 86 seconds at 11:08 on November 8 to remember the Camp Fire. This plan is being coordinated with the city.

Sistrunk reminded people to send him all the information they want recorded in the minutes with the time, place and name of their events.

14. Other. [2:23:27]

None

15. Adjourn. [2:13:30]

Meeting adjourned at 4:38 p.m.

Respectfully submitted,
Tim Sistrunk, Secretary