

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

ACADEMIC SENATE MINUTES
Thursday, January 31, 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, Akinwande, Allen, Altfeld (McConkey), Boura, Boyd, Connolly, Day, Donze, Ferrari, Ford, Gruber, Hart, Herman, Hidalgo, Horst, Hostetter-Lewis, Hutchinson, Kaiser, Kim, Lang (Chela Patterson), Larson, Livingston, McConkey, Mitchell-Brown, Paiva, Pittman, Sharma, Shepherd, Sherman, Sistrunk, Sudick, Teague-Miller, Trailer, Underwood, Watkins, Wyrick (Chair), Zartman

ABSENT: Peterson

Wyrick called the meeting to order at 2:33 p.m. [0:51-1:42]

He welcomed Ann Sherman, Vice President of Business and Finance, to her first Academic Senate meeting, and said we will look forward to her participation.

1. Approve [Minutes of December 13, 2018](#). [1:42-2:03]
Minutes were approved.

2. Approve [Agenda](#). [2:05-2:17]
Agenda was approved.

3. Chair's Prerogative. [2:18-35:35]

Wyrick introduced Jason Nice, Chair of the Curriculum Advisory Board (CAB) to discuss the Five Year Review of GE and the recommendations and timeline they are contemplating.

- **[5 Year GE Review Recommendation and Timeline](#) – (Jason Nice)** [2:53-]
Jason Nice, History, noted that the reports linked to the agenda are also on the GE webpage (<https://www.csuchico.edu/ge/>), and he reminded senators that Kate McCarthy had reported in Senate on the GE [Self-Study March 2018](#) last year.

Jason Nice noted that WASC had specifically commended our GE program in its early report.

He summarized the other commendations and CAB recommendations:

Summary of Commendations of the External Reviewer, Concluding Essay, Vice Provost Grassian, and Provost Larson

- The program is a distinct, innovative approach to General Education.
- The ability to minor in a Pathway is an additional, valuable benefit.
- The program incorporates High Impact Practices associated with student retention, and progress to degree and academic achievement.
- The program has an ambitious and rigorous programmatic assessment plan.
- Under-represented Minority students (URMs), women, first-generation students, and Pell-eligible students have a favorable impression of the program.
- The faculty, staff, and administrator of CAB work hard to ensure the rigor and quality of the program.

Jason Nice noted that CAB last year had produced an extremely detailed Self-Study and the committee this year evaluated the comments of the external reviewer and produced a concluding essay which were all used as the basis of the recommendations CAB will make about amending EM [18-005: General Education Program](#).

Summary of Recommendations of the External Reviewer, Concluding Essay, Vice Provost Grassian and Provost Larson

- Continue the Pathways Program by making the adjustments indicated by the Self Study.

Nice explained that this study concluded with ideas about rethinking GE that were intentionally flexible. They include some thoughts about GE SLOs, Pathway Minors, Course Restrictions, and Writing across GE (this last area has already been taken up by the creation of the University Writing Committee).

- Re-engineer the Pathway structure and reduce the number of Pathways.
- Improve the thematic coherence of the Pathways.
- Establish a policy to discourage double-counting courses with other programs.

Nice noted that this referred to double counting within the GE pathways.

- Reconsider the policy of counting foreign language courses for all Pathway minors.
- Add Information Literacy SLO, revise other GE SLOs, and develop ILOs.
- “Close the loop” in assessment.
- Provide the resources for a GE Assessment director.
- Make the use of Smart Planner mandatory for students, build the Pathways into the Smart Planner, and analyze how the schedule may impact GE Pathways.
- Prioritize recommendations, and establish a timeline and plan to address recommendations.
- Submit a two-year interim report on accomplishments that are mapped against the plan.
- Assess and possibly redesign the current Pathway Coordinator management model.

The next steps this Spring:

- CAB will propose changes to EM: 18-005. At the February 7 CAB meeting a draft of these changes will be discussed. The plan is to bring the completed recommendations

to EC in February so that they can be an introduction item in EPPC by March. He said the hope was to give adequate time for review at every level.

- In Fall 2019, the number and content of GE minors will be modified (current GE courses will not forfeit GE status).
- 2020-21: Campus promotion of GE through new graphics, digital interfaces, and general outreach
- Fall 2021: Implementation

Kaiser asked why foreign language courses could not be double-counted. Nice answered that right now foreign language courses can count for “Area C” courses and also for every other pathway area. This is effecting the thematic coherence of most of the pathways.

Ford asked whether the external reviewer knew about the constraints of EO 1100 and 1110 on Area D1 and D2.

Wyrick wondered if put too much burden on the GE program to deal solely with the SLO of Information Literacy since all the majors should work on this as it applies to themselves. Nice said in the absence of Institutional Learning Outcomes, the GE SLOs have had to serve. The external reviewer encouraged us to think about implementing ILOs. The plan is to map them closely to the WASC core competencies and start talking about them.

Akinwande asked for more information about the Smart Planner. Kate McCarthy explained that this was a program that allowed students to map out their whole academic career so they can see their path to graduation, and it will assist departments in scheduling courses appropriately.

Underwood reported that she uses the Smart Planner with all her students when she advises them. This works to coordinate different advisors working at different times as well.

Watkins added that you can run a DPR for department planned courses and students can run their own courses against this and be alerted to problems (about courses that are unsuitable). It will not let you add a class that has a prerequisite you have not taken. It is required in Engineering programs, and he strongly recommends it.

Ford pointed out that for Chairs to use the Smart Planner for enrollment planning takes a very high level of students actually using the Planner themselves. We will need to consider policy that will encourage or require students to use it.

Kaiser remarked that GE is supposed to allow students to discover majors they did not know existed. There are many courses not offered in High schools that people have no exposure to. She noted that the ASCSU had already endorsed the notion that we should avoid a cookie cutter approach to education and this adds to our own reputation as well.

Boyd commended the Smart Planner idea but noted that it does not work for the program she advises. She also hesitates to push policy on students that changes how we form curriculum and have computer programming dictate how we do curriculum. She said some agriculture

“areas of study” do not program into the DPR form.

Larson said if a program of study could not be programmed into a computer program, maybe it was too confusing for people. The exercise of creating programs will help us present clear pathways that will be beneficial to students and advisors.

Paiva wondered why only opinion based questions were used to complete the Five Year Assessment and not analytic questions that she did not find. These would include: tenure density for lower and upper division GE classes, class size of upper and lower division GE classes, DFW rates, overall GPA, retention rates in GE classes, how many times classes had to be repeated, and other questions. She noted that whenever a student says they like her, she wonders if it is because she gives them all A's, or because she challenged them?

Nice said that there is some effort recently to look at data about DFW rates, but the other data has not been gathered. Kate McCarthy said the limited time and resources available did not allow us to collect all of that data. This assessment was of the GE program. She said elsewhere on campus tenure density, DFW rates are being explored to get a picture of the impacts on student success.

Larson added that we did not have universally available tools to collect all that data. Today, however, as we restructure Institutional Research, we are continuing to put dashboards up with such data to allow people to do some self-guided inquiry and analysis. We will keep building more complicated questions to build more complicated dashboards.

Wyrick invited Paiva to continue to ask her questions and others could interject:

Paiva pointed out that if we did not know these specific answers, how do we know how the pathways compare to the previous model of GE and how well it was received by certain populations on campus. Our program is 7 years old, do we have any of those kind of numbers that are comparable?

- what the problem is with areas D1 and D2. Jason Nice said that it was a system-wide requirement to combine area D which does not allow two subareas as area C does. How we interpret that is still being discussed. Paiva asked if we were collecting data on the projected impacts on faculty who teach in those areas? Nice said that the college of BSS was particularly impacted and they have been thinking about this since August.
- how faculty will be compensated as they respond to the recommendation that they collaborate more across classes. Nice said the CAB recommendations have not been finalized though this will be addressed. Paiva said this appears to be a problem with classes right now as coordination between faculty is difficult. Nice said some pathways had over 100 faculty teaching in them and CAB is still thinking about the problems of pathway coherence.
- how will the university will change the current scheduling practices so that GE classes are not filled in the last minutes before class starts for the semester, because we can't have coherence and collaboration if we don't know who is teaching the class soon

enough. Larson hoped the Smart Planner would give chairs understanding of demand so that they don't have this last minute scramble. Paiva noted that some classes had been scheduled last Fall but they were not filled until very late.

- some Pathways are very popular and some faculty are in high demand. Cutting the number of pathways may only exacerbate this problem of bottle necks. The limited expert faculty available should be addressed in the GE plan as well.

Nice commented on the question about GE providing possibilities for students and the problems of coherence. He said it is difficult to strike a balance between the two. He noted that CAB was not unanimous about how to treat these problems and there is a robust ongoing conversation between those who favor a more flexible model and those who favor tighter control.

Gruber said the Study Abroad programs allow all students including URM's the chance to go abroad and get GE credit for it at the same time in the summer, or over the semester. Our GE pathway coordinators work to accommodate these opportunities and other CSU study abroad programs envy our practice here.

Nice said another idea was to open up the lower division GE areas so they are not tied to the pathways. They will still keep the requirement that they must be offered annually, so this might restrict a flood of new courses into the lower divisions.

Kaiser said that high school students can have limited knowledge of their options. There may be a few attracted to science, but the rest will think about psychology and business. They don't know about fields like sociology or anthropology or other things, and they only end up in those classes because we have let them explore.

Akinwande wanted to second this. He said at the high school he came from we only thought of business, nursing or law, and he did not think of sociology until he took a GE class and he realized his calling was social justice. He hoped we would continue to allow students to move through GE with the greatest fluidity to discover their own interests. Students rely on the university to help them navigate the world.

Nice said that consultation would continue. He said that all of CAB's agendas and minutes are posted online and that the public is welcomed to attend CAB meetings.

Ferrari reminded everyone that EPPC will discuss CAB's recommendations next Thursday.

- [UTAC-LMS Digital File Retention Recommendation \(David Rowe\)](#) [35:36-1:00-06]
[Distributed Learning Technologies LMS Status & Data Retention](#)

Wyrick introduced David Rowe, Manager, Distributed Learning Technologies.

David Rowe wanted to give an overview of the status of our Learning Management System and alert us about an issue his office is facing (see inserted file [Distributed Learning Technologies](#)... above).

[Slide 2] shows the activity in the LMS by day and over the whole year. (The gap in November use is a result of the Camp Fire. He said things have been going well as they have been getting less tickets than usual about spikes and performance issues.

[Slide 3] because things are running so smoothly, we have gone over our storage space utilization contract limit. We found this out in May and were able to negotiate a delay to being billed for space overage. (This slide shows the cost and the percentage of content users in our system). We have effected many mitigation efforts migrating old content from Vista, reaching out to individuals who use a lot of storage and other ideas. This has reduced our storage use some, but this has been time consuming and frustrating because we need to have a holistic strategy to meet our challenges. We need to move more quickly because we need to reduce our storage use significantly by June (to the red line)

[slide 4] Attempt to mitigate storage use

Findings:

- Storage use decreased in Spring 2018
- Non-holistic approaches are problematic and time consuming
- Small % of classes consume a large % of space
- Communication with Department Chairs has been helpful
- Managing student content is critical!
- Peer Universities have 1-4 year retention policies.
- Off-prem. migration, combined with Box, allow system admin to archive entire terms or years.

David Rowe explained the process by which his office thought about creating a data retention policy for our campus, and that a compromise time to hold data of 3 years seemed reasonable. He will use the BOX to archive data long term and since this will be off premises, we can archive entire terms. This would allow his office to restore content to the users on demand. This will off load the pressure from the system.

[Slide 5] This is how the recommendation will roll out. This will give us almost 2T. back in space. There are many campaigns to help train faculty to make different choices with storage space impacts. This slide contains the File Retention Policy.

[Slide 6] shows the timeline that would be repeated annually to archive material. This contemplates a ordinary Spring cleaning. They have operationalized how to retrieve material easily. The CSU requires that data not be kept longer than 7 years. So, the first 3 or so years, it will be retained and then archived until it must be finally deleted.

[Slide 7] asks for senate feedback.

Hart admitted that she is one of the faculty using a great deal of storage space. Her students upload videos they have made. She said if students had someone to go to for help for using the programs it would help alleviate storage space problems. She said she has class resources

to train them but they need help in the moment. David Rowe said he could work with her to target the help they need.

David Rowe explained that archived material would be provided for faculty upon request in their non-productive space so it would be added as needed.

Underwood said learning to use Box to load material individually from BBL is time consuming and frustrating. She asked if everything that was already in BBL would automatically be archived after three years beginning in April.

David Rowe said the first year his department would have to catch up with all the back-logged data, but the hope was to annually archive data at the same time every year after that. Returning data to non-productive space will provide most of the course material (gradebook, assignments, etc.) but will take some care to maintain integrity and security. He said he would love to have conversations with individual faculty about how to be more efficient within their courses to save space at the front end.

In answer to the question of how long this solution will work given the movement to do more online instruction, David Rowe answered that they hoped to change behavior, teach about other tools to accomplish the same purpose and other creative possibilities. He recognized that it impedes the mission of the university to go too shallow with maintaining access to older data. They will have to see how behavior changes in the next months to plan next steps.

Wyrick asked about the necessity to keep the gradebook information sometimes long after 1 year, 3 years and possibly even 7 years. The students would be impacted. David Rowe said that such data cannot be kept after 7 years according to CO regulations. Wyrick noted that this might impact letters of recommendation which are asked for after the seven years.

Kaiser noted that people have a right to claim they completed their GE courses 20 years prior to reenrolling. (There may be other legal reasons that this data should be kept). Faculty may need to use the data for professional reasons. David Rowe said he is constrained by CO regulations to seven years and that initially keeping data available outside an archive seems to be a reasonable compromise.

4. **Standing Committees Reports** [1:00:06-1:01:04]

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

Ferrari said the report was available and to ask Allen questions since she was not the chair at the time.

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

Pittman said that FASP had not yet met this semester.

- **Executive Committee – Sistrunk**

Sistrunk noted that EC had met three times since the last Senate report in the Fall.

5. [Statewide Academic Senate Report – Ford/ Boyd \[1:01:04-1:20:56\]](#)
<http://www.calstate.edu/AcadSen/>
- [Chair Nelson’s Report to the Trustees at January Plenary](#)
 - [ASCSU Resolutions & Summaries](#)

Wyrick asked Ford and Boyd to report.

Ford reported that much was accomplished at the last plenary meeting of the ASCSU. Linked to the agenda is a detailed report of the plenary and a video recording of Chair Nelson’s presentation to the Board of Trustees. He highlighted some resolutions that were taken up:

- The Tenets of Shared Governance in the CSU was finalized and approved with some adjustments. Language was added that if expedited processes must be used in emergencies, they should not be applied to curricular issues as well as other qualifications. This document was negotiated between the Chancellor’s Office and the Executive Committee of the Senate and the understanding is that this document will be reviewed and amended over time

Boyd noted that the Chico voice was split in order to represent the feedback she and Ford got from our constituents.

- Encouraging Responsible Curriculum Development and Modification under HEERA
The resolution is based on work with the General Education self-study and offers help to local Senates about modifying curriculum. The ASCSU encourages campus Senates to engage in the full exercise of their shared governance practices under HEERA when implementing EO 1100 revised especially in considering the D1 and D2 issue and other matters, only in so far as the campus finds that such change is consistent with best practices, are appropriate to the campus, can be implemented in a reasonable timeline and are likely to attain stated goals and on balance improve programs and help students.

Kaiser noted that in this report on page 3 of 8 it says “that a standardized GE is not desirable”. A program of GE should be designed considering each institution’s character, their strengths as faculty and the needs of their students. We need to remember that in serving the North State we have many students who come from high schools that cannot mount all the programmatic complexities we might wish they could. We have an incredible role to play but we must remain cognizant that our circumstances are unique.

- Ford addressed the resolution about enrollment growth and the GI 2025 objectives. We know we are being asked to shorten times to degree in response to the perceived need that we need to produce 500,000 additional graduates in a certain timeframe. This resolution points out that shortening time to graduation mathematically does not increase the number of graduates. There is a paper linked to this resolution that shows the fallacy of this connection.
- The last resolution Ford discussed was about closing the achievement gap. The ASCSU would like to encourage a more holistic analysis of what the achievement

gap actually entails. Currently, it is defined as the discrepancy in graduation rates between Under-represented minority students and others, the resolution states that efforts must address the need for prerequisite courses, advising practices, majors and degrees selected, earnings potential and career satisfaction.

Boyd noted that a General Education Taskforce was formed a year and a half ago which is currently led by Dr. Jodie Ullman from San Bernardino who has been giving periodic reports in ASCSU. Boyd said she has gotten questions about what the taskforce is recommending, and she thought the recommendations coming forward were markedly just draft proposals thus far. More information will be coming out in March. She reported that constituents had asked about the American Institutions requirements and Ethnic Studies ideas and she hoped people would continue to communicate with her about what they were thinking.

Sistrunk pointed out that the taskforce considering GE and the American Institutions requirements did not have any historians or faculty from Political Science on the committee. Since they are the people that actually teach those courses, it sounds strange to say the task force is just “being conceptual”.

Shepard highlighted the resolution that supports the electronic core collection. This is the 23 campuses across the system that share their resources. Since 2008, over \$5M has been lost for supporting this initiative. Working together, the CO can negotiate resources packages that individual libraries could not do on their own and this is very important. Boyd pointed out that this resolution was approved unanimously and there was applause afterward.

Boyd noted that a resolution supporting the practice that during University presidential searches, the finalists should visit campuses publically.

She also noted that the ASCSU supported Governor Newsom’s proposed budget to the CSU.

6. University Report - Hutchinson/Larson [1:20:56-1:39:37]

Hutchinson

Hutchinson welcomed everyone back to a California spring semester.

She said that there is excitement about Governor Newsom’s proposals to fund the CSU. She reminded everyone that this is just a proposal and there is a long time between now and May. We should all continue to collectively advocate for the CSU. She said she was most impressed with the Governor’s knowledge of the budget.

She noted that the Chancellor told the Board of Trustees that tuition will not rise this year and this is another reason to continue our advocacy.

She said that we are still working on solving problems caused by the Camp Fire and that efforts to provide ongoing support to students, faculty and staff continue. We are thinking of the issues discussed in this body last time including getting information out to people, dealing with secondary displacement, and other issues. Dan Herbert is working with property owners in the community, as she is with the city to address housing concerns. She

hoped any senators who had conversations with students about housing problems would send them to Student Affairs, Dan Herbert or herself.

She hopes we can all move forward with recovery efforts. She applauds faculty who have integrated considerations of the Camp Fire into their course work and research (including the efforts like the [Teaching the Camp Fire](#) website), and underlined that this is the time to bring our students out into the community with civic engagement projects and volunteerism. She said efforts to coordinate all these efforts are ongoing and Megan Kurtz has been appointed a liaison to help with the complexities. We need to know what people are doing and we need to know where we might best serve the community as we think about reimagining our priorities to help rebuilding.

We cannot do everything as our resources are limited. We also have to help all of our students making progress toward their degrees, but we are committed to the community and will help in any way we can.

Ferrari mentioned that the second meeting of the Camp Fire teaching and research group on February 8, 2:00-4:00 in Colusa 100B.

Hutchinson was happy to welcome Ann Sherman to campus. She will be working to learn about who we are and getting oriented.

She wanted to congratulate Jeni Kitchell for doing such an extraordinary job as interim CFO (the applause was loud and extended).

Hutchinson said she will give more information about what is coming ahead at her [Spring Convocation](#) this Monday at 3:00 in PAC 144. She said she will talk about our financial health which is trending in the right direction.

We are making good progress on our University Strategic Plan and the Physical Master Plan. There will be more fora this Spring for input. She thanked Brooke Banks and the Strategic planning team who have gone through all 860 comments from the varied fora and 1,300 online comments as well to categorize and evaluate.

Larson

Larson thanked the great team that set us off for a great semester at the [Tipping Point Summit](#) with over 350 participants (half faculty and half staff). What is important about this is that it takes all of us from Academic Affairs and Student Affairs to continue to offer the experience we do for our students. The volunteer team for the summit included the leaders Kate McCarthy, Chela Patterson and Matt Thomas, Kaitlyn Baumgartner Lee, Ellie Ertle, Mary Wallmark, Teresita Curial, Josh Trout, Josh Wittinghill, Erik Wasinger, and Angela Trethewey.

On December 11, we received our formal letter from the WASC review team with “lines of inquiry” which are a set of questions and queries for documents they want us to follow up on in preparation for their visit on March 5-7. We have begun our drafts and are in back and

forth conversations with the WASC team about the agenda for those days.

Teams have been writing responses to the nine categories of the lines of inquiry that are due on February 7. Vice Provost Grassian will finish these reports.

We submitted two nominees for the prestigious CSU Wong Awards: Brian Brazeal and Chuck Zartman. They did not receive the awards, but we remain very proud of them as representatives from Chico.

Boura wanted to celebrate the \$5,603,252 the University has raised since July 1, 2018. He pointed to an information sheet that summarized how the money has been spent, and who the donors have been. This is part of being transparent about how we support students, faculty and staff. He noted that this is only our 6th month of the fundraising year.

Boura also recognized that Giving Day will happen on February 14. This was delayed from November because of the Camp Fire, but our students, staff, faculty, students and alumni continue to come together to give. He said Giving dates supports 100's of programs including CILC, Nursing, Athletics, the Library and many other centers and institutes that we have in the colleges and the departments. He hoped everyone would share the calls for giving through their social media platforms and groups. If we have collective ownership about supporting our programs, we will do better together.

He reported that the Capital Campaign with a target of \$100M had surpassed \$70M and it was time to go public with the campaign. He also reported that April 27 there will be a big party to celebrate from 7-9 on Kendall lawn. More details and information will be forthcoming soon.

Conversation was had about the problems of compassion fatigue and the hope that people would remain mindful of the ongoing stress and potential emotions of ourselves and the people around us.

Kaiser reported that FEMA and the SBA had just today extended their disaster assistance deadline to February 15.

7. Associated Students Report – Sharma/Akinwande [1:39:37-1:42:38]

Sharma greeted everyone and said she was happy to be back in the Senate, though it was a little bittersweet since both she and Akinwande are graduating in May.

She noted that the report is attached but wanted to highlight and add a few items.

The Wildcat Leadership Institute's "Women Like You" Leadership Conference will be held on Friday, February 15 from 10-2:00pm. The event is designed to empower and inspire students with the stories of Chico faculty, staff and administrators that will be shared during the event. About 40 women will be participating in the event from across campus. There will be six speakers throughout the day telling their stories including Hutchinson, Larson, Chela Patterson, and Tracy Butts. Also throughout the day, the other women will be sharing their stories

throughout the day on conversation couches. She hoped we could encourage students to go and some faculty are even offering extra credit to do so.

Two programs of the Associated Students have earned prestigious distinctions this month: Adventure Outings and CAVE.

The Associated Students are happy to see that Chancellor White will not be raising tuition this year after Governor Newsom's proposed budget, and are planning advocacy with the campus and with the annual Higher Education Student Summit when we go to Sacramento and talk to law makers.

The Student Academic Senate has reached out for help from people involved in distance education. This communication and organization with these students will start in the Spring. He hoped people would share their ideas if they have any.

8. Staff Council Report – Peterson [1:42:38-1:42-49]
Peterson was unable to attend.

9. EM 18-018 Interim Executive Memorandum for Oversight of Ancillary Units (including Campus Centers and Institutes Renewal) – EC – Information Item. [1:42:49-1:43:42]

Wyrick made an announcement from the Executive Committee that the interim EM 18-018 would be extended for 6 more months until the end of July to give the FASP subcommittee rewriting it more time to complete their work.

He asked for any questions.

10. Proposed Changes to the Academic Senate Constitution – EC - Introduction Item
[1:43:42-2:12:58]

- **Summary of Changes**

Wyrick handed the gavel to Livingston so that he could speak as an advocate about the proposed changes. Livingston explained that this item comes from an ad hoc committee formed by EC. He asked Wyrick to introduce the changes proposed.

Wyrick recalled that this change came from a Senate Retreat two Fall semesters ago [that repeated older ideas of two former Retreats]. At this Fall Retreat questions were raised about 1) voting procedures (which were solved by By-Laws changes) 2) the idea of a Policy on Policies (which was passed last Spring) 3) recommendation to create a Committee on Committees (to make sure Senate committees are functioning) and 4) changes to the constitution to expand the Senate membership. These proposed changes to the constitution attempt to solve these last two unmet designs.

Wyrick pointed out the list of proposed changes and went through them swiftly. The Chair will then open up the floor for discussion.

A summary of the main proposed changes to the Academic Senate Constitution:

- 1) To raise the number of students to 4 total: AS President, Director of University Affairs, and 2 additional students selected by the Student Academic Senate.
- 2) To increase the number of non MPP staff on Senate to 4 total, selected by procedures determined by Staff Council (from a current 2: Staff council chair and a student services professional personnel).
- 3) To allow all lecturers with an academic year entitlement to serve as college representatives.
- 4) To reduce the number of At-large members to 6 (from 8), in recognition of the fact that lecturers with an academic year entitlement are now eligible to serve as college representatives (see Article VIII Section 1).

Wyrick explained that the number of at-large senators did not need to be so high as lecturers could now serve as regular college representatives

- 5) The increase in members will therefore be 2 total (42 total; or 43, with Immediate Past Chair position as a separate position).
- 6) To include Counselor and Coaching faculty together with Library faculty in allocation of representatives and in elections and representation
- 7) To eliminate representatives of non-voting members (Article III section 1) as is current practice
- 8) To create a Committee on Committees charged with “convening, coordinating, supervising, recommending decommission where appropriate, and tracking all permanent University Committees. The Committee on Committees also solicits and recommends members in consultation with the Executive Committee of the Academic Senate.”
- 9) To specify the membership of the Committee on Committees as including the Senate Vice Chair, the Staff Council Chair or designee, and the Director of University Affairs or designee. The Senate Office Manager shall serve as non-voting staff to the committee
- 10) To allow for meetings of the Academic Senate to be requested by not less than ten percent of its membership (from fifteen)
- 11) To specify that in the future, changes to the constitution will be approved by 2/3 of the voting members of the Academic Senate, but not by a vote of all regular voting members of the faculty and by the President of the University as is currently the case.

Allen asked why the idea of allowing lecturers to apply for college positions necessarily meant the faculty representation should shrink overall. Wyrick said it was true there would be a reduction of two faculty members. He said one consideration was just about unwieldy numbers in this chamber. This is certainly open for discussion.

Shepard said that she had no objection to counselor and coach representation, but said there is nothing inherently uniting these groups. We have a Dean of the Library, but there is no comparable administrator for coaches and counselors. She thought it was beneficial for EPPC to have a librarian’s perspective especially. She thought lumping the professions together would probably eliminate the librarians.

Hutchinson applauded the effort to make the Academic Senate a more university wide body. She said there are times when she, or the vice presidents could not attend the Senate and it seems

more inclusive to allow them to designate a proxy if needed. Finally, she wondered why the vote of the University President was eliminated in Article X, Section 2, bullet point 2. This important voice should not be taken out of the mix when the constitution is being changed.

Paiva asked what type of lecturers were being referred to as eligible for a Senate seat. Ferrari added that that language might need to be clarified. Allen said she could imagine situations when a lecturer had an entitlement but did not get an appointment.

Wyrick said we are currently facing this ambiguity. If a college requires a full time appointment, they could lose that anytime. Wyrick said the intention was to allow people to be seated regardless of whether they drop below fulltime subsequently. The caveat might be if they are not employed by the university, could they still serve?

Ford thought the President and Vice Presidents could appoint a permanent proctor. Ford thought that none of the other senate positions can pick a designee or representative, only a proxy. Hutchinson noted that students can do this. Ford thought we should be consistent and eliminate that as well. He thought this did not restrict things.

Boyd thought we could define the language about proxies clearly to include this.

Ford said there will be concerns about lecturers who get a three year senate term who don't have three years guaranteed or discontinuity of service. This happens with regular faculty senators who go on sabbatical or other things. We request a substitute be appointed during that time. We might deal with this question similarly.

Sistrunk noted there are all kinds of technicalities associated with the financial gymnastics of paying people the least amount possible for their labor, he thought the idea was to allow the colleges to elect whoever they chose and let the electorate make the distinctions. They are faculty in good standing, everything else is politics to be decided by the voters.

Sharma said that sometimes the students need a permanent replacement because of scheduling.

Boyd said that the subcommittee had had to consider the problem of space in the room in determining membership. There is a trade-off of faculty numbers to increase staff numbers. She also pointed out that any vote that treats an FPPP issue is reserved to faculty alone.

Pittman said that the philosophy of the change in Lecturer membership was a response to the notion that the Senate is to represent all faculty. If we eliminate half of the actual faculty membership, we are not in fact a representative body. We are trying to democratize membership. We need new faculty and junior faculty we will increase buy-in for shared governance.

Shepard thought talking about room constraints as a reason we cannot have a more inclusive body seems wrong. The Library is no longer connected to IR which has no faculty except for David Rowe, who is business faculty.

Ferrari said that Lecturers who do not have job security have important things to say and this is exactly why they should be included in the Senate. We should include this possibility precisely because of what the role means for the university.

Ferrari would also like to second what Shepard said about separating the Library faculty from the others, especially because we need library scrutiny for many of our measures. Boyd agreed with this and said it could be fixed.

Motion was seconded. Livingston observed that a 2/3 vote was necessary for a Constitutional change, and he calculated that meant we need at least 20 people to pass this motion.

Boyd clarified that we are voting whether to bring this item to action when it can be amended. After that it would need to go to the whole faculty and the President. If we vote it down, we would not see it again.

Livingston counted 25 aye votes, so the motion carried.

Introduction item passed.

Livingston urged people to send their amendments out before the meeting

11. Ask the Administrator [2:12:58-2:16:01]

Kaiser hoped the CSU would defend against the changes to sexual harassment policies contemplated by the U.S. Department of Education. Larson said that the CSU collected many comments and submitted a formal response to the proposed changes on January 29.

12. Announcements. [2:16:02-2:21:26]

- Kaiser said that Enloe Hospital had just extended its agreement with Anthem through February 21.
- February 14 is the 99th anniversary of the League of Women Voters in Chico, stop by for cake.
- February 6, the new PV stadium will be dedicated.
- Patrick Newall said that the Library together with the Butte County Library is working with the Story Center which will be collecting oral stories of people who went through the Camp Fire. The State Librarian will underwrite the entire effort. An organizational meeting will happen this Thursday. If you are interested, please contact Patrick Newall even if you are only sending students, so we can reach out. The Story Center will be here an entire week. The story teller will hold the copyright and the library will get a copy.
- Larson reminded everyone that the This Way to Sustainability Conference will be held March 28-29
- Wyrick said those contemplating amendments to the constitution could send them to him and he will combine them and send them out to the senate.

13. Other. [2:21:25-2:20:04]

14. Adjourn. [2:20:04]

Meeting adjourned at 4:43 p.m.

Respectfully submitted,
Tim Sistrunk, Secretary