

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

**ACADEMIC SENATE MINUTES**  
Thursday, April 4, 2019, 2:30 p.m., KNDL-207/209

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**PRESENT:** Adamian, Akinwande, Allen (Paiva), Altfeld, Boura, Boyd, Connolly (Trailer), Day, Ferrari (Shepherd), Ford, Hart, Herman, Hidalgo, Horst, Hutchinson, Kaiser, Livingston, Mitchell-Brown, Paiva, Pittman, Sharma, Shepherd, Sherman (Jeni Kitchell), Sistrunk, Sudick (Day), Teague-Miller, Trailer, Underwood, Watkins, Wyrick (Chair), Zartman

**ABSENT:** Boura, Donze, Gruber, Hostetter-Lewis, Kim, Lang, Larson

[0:48-1:22] Wyrick called the meeting to order at 2:34 p.m. He announced that the amended Constitution had been approved by the faculty vote of 79% and would now go to the President's desk.

**1. Approve [Minutes of March 7 and March 14, 2019](#)** [1:23-2:45]

Kaiser noted that she was both absent and present at the March 14 meeting and should be noted as present since Paiva had her proxy.

Minutes of March 7 were approved.

Corrected Minutes of March 14 were approved.

**2. Approve [Agenda](#)**. [2:55-3:39]

Wyrick pointed out that Item 9 has a time certain of 2:35. He also noted that he has moved action items forward on the agenda to expedite our business, and reports will follow them.

Agenda was approved.

Wyrick moved on to Item 9:

**9. [Proposed Name Change from Minor in Musical Theatre Dance to Minor in Dance – EPPC - Introduction Item](#)** [3:42-8:45]

Ford introduced Megan Zollinger, Music and Theatre, to present the proposal for a name change.

She noted that she had been hired as an Assistant Professor in her department to help build the dance minor. She said she had reached out to Kinesiology, which teaches some

dance courses, and spoken with student dance groups to create changes in curriculum that will support a true dance minor as opposed to restricting efforts only to a musical theater dance minor. She hopes the name change will capture interest and build a program since there is much interest.

Wyrick noted that this vote was only about the name change, not curriculum.

Introduction Item passed.

Move to suspend the rules and consider as an Action item. Passed.

Megan Zollinger recognized that excitement for this program is growing on campus, and she was glad this process allowed closer cooperation with Kinesiology. Teague-Miller, coordinator of the Musical Theater program, said that bringing more students into the dance program will ultimately enhance all their programmatic efforts.

Action Item passed.

### 3. Chair's Prerogative. [8:49-29:27]

Wyrick introduced Mike Guzzi, Associate Vice President, Facilities Management and Services, and Ryan Patton, Associate Dean, BSS to discuss Capital Projects and building changes planned in the next few years. [Slide 1]

- **2021 - Butte Hall Renovation & Classroom Space (Mike Guzzi)**

[Slide 2] Mike Guzzi said our campus is beautiful but we have the worst facilities assessment in the CSU system.

- 33% of our buildings require total renovation or replacement
- Butte Hall and Physical Science are the major culprits

[Slide 3] This is the current list of projects that might be funded for design and construction from the Chancellor's Office. This year it appears that the CO may agree to fund a Butte Hall renovation.

- We asked for \$89M to renovate Butte Hall
- Classrooms and open active learning environments
- Deferred maintenance and ADA compliance

[Slide 4] This slide describes Butte Hall that has the most classrooms on campus.

- Current Footprint = 89,075 GSF

Current usage

- 3 Computer labs
- 24 Lecture spaces
- 161 Offices
- 7 Conference rooms
- 6,000 sf of teaching labs

Transition most of 4th floor to classrooms instead of IT office space

- Data Center shrinks but remains
- 20 IT staff will be displaced
- ¾ of 4<sup>th</sup> floor will be freed up for academic space

[Slide 5] Old Physical Science Remodel Plans

- To be funded using Infrastructure improvement dollars (create swing space)
- Current Footprint = 89,630 GSF

This building was built in two pieces which makes it seismically unreliable.

- Seismic Priority Two building
  - 90% of seismic corrections in the third floor
  - Current working plan is to remove the third floor and make a two-story building
- Make into generic general use building for max flex space for 10 yrs
  - 4 large computer labs
  - 7-12 Smart classrooms (49 students each)
  - Space for up to 200 cubicle offices

[Slide 6] Current Timeline

- Summer 2019:Receive funding
  - Begin programming of both Butte and Old PHSC
  - Redesign for Butte will take 2 years and fully involve user groups for input
  - Redesign for PHSC will take 1 year
- Summer 2020:Complete New Science Building
  - Start Old PHSC (there will include remediation of hazardous materials)
- Summer 2021:Complete Old PHSC remodel
  - Start Butte remodel
- Summer 2023:Complete Butte remodel

[Slide 7] Current Campus Classroom and Lab Use

- Need to absorb some of the load throughout other areas of campus besides PHSC
- Opportunities:
  - 8AM hour M-F
  - Monday-Wednesday 1-4PM
  - Friday Afternoons
  - More Standardized Scheduling Blocks
    - Currently we have a total of 41 different scheduling scenarios used on campus
- Promotes better efficiency of building use and helps alleviate parking issues
  - Since heavy use of both labs and classrooms is on T-Th, students must often chose between them since they cannot take both (This slows GI 2025 initiatives)

If we can figure out how to accommodate overflow from Butte, we can easily use this later

Mike Guzzi said the 24 lecture rooms in Butte vary in size. We will try to build 7-12, 49 seat rooms. In finding overflow space during this work, we will use a renovated PHSC but will still be 8-12 classrooms short with some teaching labs in the interim.

4. **Proposed Internship Policy – FASP -- Action Item** [29:27-51:51]

- **Site Assessment Template**
- **Student Placement Agreement Template**

Pittman asked Susan Roll, Social Work, and Director of Civic Engagement, to introduce the policy and explain the changes made since introduction. Susan Roll acknowledged the members of the committee, Mike Thorpe, Director of Risk Management and Sara Rumiano, Director of Procurement and Megan Odom, Director of Career Center who were present. The EO asking campuses to create this policy came out in 2011. The committee made small changes since the last meeting.

Substitute document was moved and seconded.

Page 2, lines 3-4: superfluous wording was eliminated.

Page 2, line 20: language added at behest of Sherman and Dylan Saake, Title IX Coordinator, to make sure students were apprised of procedures against discrimination, harassment or retaliation.

Page 2, line 25: reference to the EM 17-012 added defining maximum 15 semester units students may take.

Substitute document approved.

Susan Roll noted that this policy had been vetted at many levels and many changes had been made to make sure the document works for us. Mike Thorpe has met with Chairs and Deans to let them know how each site agreement can be tailored to their individual needs.

It was asked why on Page 2, line 13, the minimum number of hours required for each unit of internship credit was not altered from 45 since we learned at the last meeting that this was actually 37.5 hours?

- Holly Ferguson, Admin Analyst, Specialist Academic Publications and Scheduling Services, said that 45 academic hours equates to 37.5 clock hours based on the 50 minute instructional “hour”.
- It was noted that this is general language in many of our policies.
- After much discussion about the definition of academic and actual hours, intentions to capture travel time, accreditation agencies and varied minimums of programs, the following amendments to this line were moved, seconded and passed:

“A minimum of 45 academic hours (37.5 actual hours) of internship related work for each unit of internship credit awarded.”

Action Item passed.

5. **Proposed Changes to FPPP Introduction** – FASP – Action Item (only faculty vote) [51:51-56:35]

Carl Pittman explained that this is an attempt to create an introduction that gives an overview of the purpose of the FPPP.

It was moved that the third paragraph, 1<sup>st</sup> line be altered to read: "...in conjunction with the faculty collective bargaining agreement (CBA)...."

This passage refers only to this particular collective agreement among many on this campus. Through a faculty member's professional life the FPPP augments the faculty Collective Bargaining Agreement.

Seconded, passed.

Action Item Passed.

**6. Proposed Changes to FPPP section 8.0.1 – FASP – Action Item (only faculty vote)**

[56:36-58:28]

Pittman noted that this is the introduction to the section of the FPPP that treats faculty evaluation and this is an attempt to clean it up. It adds language about the objectives of this section.

Action Item Passed.

**7. Proposed Resolution Regarding Equity Gaps in Student Achievement – EPPC – Action Item** [58:28-1:53:17]

Adamian moved a substitute document on behalf of an EPPC subcommittee. Seconded. She recognized the Chico Team of the Middle Leadership Academy, whose members worked on this resolution including Jeff Bell, Noemi Casillas, Ellie Ertle, Dawn Frank, Jason Nice, and Pablo Soto.

- **Proposed Substitute Document**

Adamian noted the changes to the document suggested at the last Senate meeting (marked in red):

- Although recognizing it as problematic, the committee provided a definition of URM students as recognized by the Chancellor's Office and the CSU in the first whereas clause.
- Language was added to the fourth resolution clause that originally situated observations about institutional racism in the Chico State context, and the Provost asked if these inequities could be recognized as rooted in all levels of the public school system

Substitute document passed.

A fruitful and complex conversation ensued and many perspectives added to a general appreciation of the meaning of the resolution:

Some sought to add information, expand the scope of the resolution, or modify it.

- Housing and food insecurity not discussed financial insecurity may be creating these gaps
- Specific financial commitments should be articulated

- More specific groups beyond the Senate and University Diversity Committee should be consulted to guarantee their perspectives
- The 4<sup>th</sup> resolution clause should be removed since it does not lead to specific policy directions
- The resolution should add reference to other underserved groups and treat others suffering from equity gap
- URM is a problematic term
- Don't we need to focus on Pell grants recipients and first generation intersectionalities
- Unfortunate to be constrained by Chancellor's Office nomenclature and generalities
- Since culture is failing us in a specific way, we should be more nuanced

Other defenses of the resolution as written were offered:

- Adding other worthy groups will dilute the resolution from centering on students of color
- This resolution should serve to provoke the Senate to take the lead in finding ways to address this equity gap and allow faculty to make informed decisions
- The resolution captures the need for Academic Affairs input
- It allows us to name the problem and provide the transformative and humanizing space that students need to experience to grow
- We should not decenter race
- We need to honor and support this subgroup specifically, or funds will not be forthcoming or maintained
- This resolution can lead to other efforts for the many other marginalized groups –more data can be added and considered in the future
- This problem has a financial element and a classroom element
- There is already a senate committee forming to address the policy implications of this resolution
- Now is the time to recognize how systems of oppression have led us here so we can collectively push back
- Pell eligibility and financial status can be calculated and tracked separately through CO dashboards
- Faculty of color and various students were consulted and strongly support keeping the resolution centered

Two amendments were suggested and adopted by majority vote:

One word was struck from the title:

“Resolution Regarding Equity Gaps of Understanding Minority ~~in~~ Student Achievement”

Adamian offered a working definition of equity to give us common language moving forward that was added as a 2<sup>nd</sup> whereas clause.

“Whereas, At Chico State, we define equity as providing targeted resources and support to our underserved student populations guided by a critical consciousness, acknowledging that the equity gap is due to a legacy of unjust educational policies and practices oftentimes experienced by students of color, first generation

students, and/or students from low-socioeconomic backgrounds; and”

It was moved to postpone definitely until next academic senate meeting so that the Chicano-Latino Council and other relevant constituent groups could add wording and weigh in.

Seconded and passed.

Action Item delayed until the next Academic Senate meeting.

**8. Proposed Name Change to the Option in General Political Science – EPPC – Action Item** [1:53:17-1:58:57]

A two minute break was called. [1:53:44-1:58:55]

Ford said that Diana Dwyer and Chair Allen of the Department of Political Science and Criminal Justice are here to answer questions about the proposal.

Diana Dwyer noted that the current Option name (General Political Science) does not mean anything. It was developed to distinguish it from Legal Studies in Political Science but the current department name does this. This Option in General Political Science will be changed to Option in U.S Politics.

Action Item Passed.

**10. Proposed Reinstatement of Certificate in Literary Editing and Publishing – EPPC – Introduction Item** [1:58:57-2:02:45]

Ford introduced Peter Kittle, Chair of the English Department, and Rob Davidson, English Department to speak about reinstating this certificate and answer questions.

Peter Kittle explained that this certificate was in place from the mid-1990’s until it was suspended in 2011 because of cost and staffing issues. The department online literary magazine has been brought back and is recognized by Association of Writers and Publishers. Students in the major do much of this work already, but are not recognized by the certificate because it has been moribund.

Introduction Item passed.

Moved to suspend the rules and consider as an action item. Seconded, passed.

This is not controversial, the program was previously on the books and resources and faculty support have been established.

Rob Davidson reported that this is an incredibly popular program and students inquire about it often. It was observed that Sara Patton, who has worked to help make this happen was named an Outstanding Lecturer by FRAS.

Action Item passed.

**11. Proposed Name Change from Office of International education to International Education & Global Engagement – EPPC – Introduction Item** [2:02:45-2:05:55]

Ford introduced Sara Trechter, Interim Associate Vice President, Office of International Education, and Department of English, to address the proposal.

Sara Trechter, explained that the change captures more of what the office does and gets rid of the word “Office” from the title which is often confusing to people. They have different tasks beyond International Education and Global Engagement. The office sends students abroad, gives them visas and also facilitates all the international agreements made on campus with other institutions and agencies. These are housed in this office according to EO 1080 requirements. Last week the office opened a Passport Center, which can take applications. The name is commensurate with what other institutions are doing as well.

Introduction Item passed.

Moved to suspend the rules and consider as an action item. Seconded and passed

California identification cards are not offered, only federal passport renewals or initial passport applications are being done.

Action Item passed.

**12. Proposed Revisions to EM 18-005: General Education Program – EPPC – Introduction Item** [2:05:55-3:21:46]

- Clean Copy
- Summary of Changes

Ford introduced Jason Nice, Chair of the Curriculum Advisory Board (CAB), to introduce the significant changes to the General Education Program they are proposing.

He contextualized the changes being brought forward.

- He reiterated that the Pathways program was seen as strong in the five year review
- WASC particularly commended it
- the GE Taskforce of the ASCSU also referenced it highly
- URM students had a generally more favorable estimation of the Pathways and of GE than non URM students.

Although this praise is strong, the program can be improved. WASC also asked how we define quality, meaning and integrity in GE and this focused CAB’s attention. He said the result was a long data driven consultative and transparent process.

Guiding Principles

- Student Success and GI 2025: Make GE program easier to understand and navigate.
- Self Study areas of concern: SLOs, Coherence of GE Minors, Course Count Restrictions.

CAB decided to reduce the ten SLOs to 5 and elevate the rest as values  
The current Pathway model (10 Pathways in which every course must fit)

- Course offerings within each GE area must fit in a Pathway
- These GE areas (or stones) are limited to three courses (or courses offered in SP/F combination)
- This has led to advising difficulties and many course substitutions allowed
- This has restricted innovation (many of the courses existed six years ago when the program was conceived)
- It is difficult to coordinate Pathway coherence –adding more offerings would be counter-productive

A draft planning sheet of the new trimmed down program was passed out.

### Main Recommendations

1. **Promote Exploration:**
  - (a) In lower-division (LD), remove “foundations” and “breadth” category distinctions, remove Pathway designations, and remove course count restrictions
  - (b) Upper-division (UD) Pathways continue, but no course count restrictions.
2. **Improve Coherence:** GE Minors correspond with UD Pathways, but include a reduced and more coherent number of designated LD (9 units) and UD (9 units) classes.
3. **Support Progress to Graduation:** Students fulfill GC, USD, and W in GE Minors.
4. Reduce number of Program Learning Outcomes (PLOs) from ten to five (WASC Core Competencies) by separating “values” from PLOs.
5. Require at least one PLO and one “value” in every GE class.
6. List EO 1100 Subject Areas in EM, rather than Subject Subareas, creating more flexibility for our campus to address compliance issues without having to re-write the EM.
7. Include ASL and international languages in Diversity Requirement (USD and GC).
8. Expand CAB membership to include another student representative (bringing the total to two), and additional ex officio members who have offered indispensable support (these currently represent cataloging, advising and curriculum services as staff for CAB).

If these revisions are accepted, all of the minors would have to go through the senate process again.

CAB proposes the current EM remain in effect until Fall 2021 when the revised minors can be approved.

Questions, clarification and objections were offered:

- This does not guarantee that all students will get the WASC competency PLO in Information Literacy. It does not have a designated course or current place like other PLO’s do
- Doing away with all the specific subareas of GE categories, like D1 and D2, will be a big change to our local practice
- The policy shrinks the three courses in the upper and lower division requirement. It does

- not specify how many courses might be used as substitutes for lower division
- The earlier plan was designed to create demand for certain classes and guarantee their enrollment
- Breadth and depth were intentionally designed in the upper and lower division courses to support each other
- The potential to proliferate courses is not efficient planning
- No matter what model, advising is central and requires time and financial support so that students fully understand the meaning of their pathways
- It appears that the importance of lower division pathway courses is disappearing
- What happens to the number and role of Pathway coordinators if only people teaching in the minor elect them – will they be the only members of CAB
- Many thought these changes were pretty substantial and GE reform might be better undertaken through less dramatic revisions
- Other reforms could be tried like cutting classes from standing in multiple pathways
- A more subtle reform might be making sure courses are continually evaluated to see if they are continuing to serve pathway purpose
- We appear to be back tracking- an excess of GE courses was daunting and incoherent
- We must not over simplify instruction –lower division courses with simpler concepts must be required before going on to higher upper division
- If we enforced the change recommended in EPPC that students must complete 60 units in their area courses before they can take upper division, 40% of our students would be impacted
- The data of student and faculty surveys and the external reviewer’s remarks suggests that people are happy with the current GE
- There should be adequate support for faculty teaching in the Pathways to coordinate – we need to go back and reconfigure support
- The Pathway coordinators did not reach out to pathway faculty
- URM student responded favorably to the pathways
- When Pathways were first created there was more coordination
- Other recommendations to reform GE do not appear in this proposal though 25 people met for a year to make them
- Bill Loker was not interested in the integrity of the Pathways, he wanted to spend resources evaluating general GE PLOs
- There is no data to support these sweeping changes (or the effect of a smaller minor)
- It might be hard for coordination to be effective, but it was done.
- This does not address the issues with managing the pathways –it just changes the marketing
- Who will pay for offering a huge number of lower division courses
- Some departments rely on their large GE courses to support their other courses
- Even students who are not in Pathways are influenced by their coherent structure
- Our current pathway design has drawn praise nationally and we are famous as unique in this way

Others offered defenses, rejoinders and qualifications:

- There will be some restraint on the numbers of courses offered in GE since they must be

- taught very semester offer courses every semester
- more courses in GE that is a good thing
- A major challenge of the old program is the emergence of heavy enrollment logjams that slow students especially in their upper division courses
- Logjams impact the GE 2025 goals
- Chairs should support faculty exploration of new teaching
- This is not moving backward it's moving forward
- Restoring GE coordinator release time is not a magical solution to coordination problems
- Everyone should be remaking their courses and no one should teach the same thing too long
- The vote in EPPC was unanimous
- Lecturers teach the vast majority of GE courses and they are minimally supported financially and sometimes receive their assignments last minute –how will Pathways be coherent
- Our consideration should be intellectual and not restrained by financial concerns
- The original design of the GE program assumed we would reform it over time and changing curriculum is natural

Introduction Item Passed.

**13. Proposed Classroom Recording Policy – FASP – Introduction Item [3:21:47-3:22:19]**

Livingston moved to postpone this item definitely until the next Academic Senate meeting. Seconded, passed.

Postponed until next Senate meeting.

**14. Proposed Lecturer Council – FASP –Introduction Item [3:223:19-3:22:45]**

Pittman moved to postpone this item definitely until the next Academic Senate meeting. Seconded, passed.

Postponed until the next Senate meeting.

**15. Standing Committees Reports [3:23:07-3:23:19]**

- **Educational Policies and Programs Committee – Ferrari**  
Ford was asked if there was anything to add from EPPC. He answered “no”.
- **Faculty and Student Policies Committee – Pittman**  
Pittman had nothing to add to the report.
- **Executive Committee – Sistrunk**  
Sistrunk offered the report for comment.

**16. Statewide Academic Senate Report – Ford/ Boyd [3:23:19-3:23:33]**

<https://www2.calstate.edu/csu-system/faculty-staff/academic-senate>

- **ASCSU Resolutions & Summaries**

Wyrick asked the state-wide Senators to comment. Ford said that the ASCSU does not meet

until May and they would report at the next Senate meeting.

- [General Education Taskforce Report – March 2019 ASCSU Plenary](#)
- [General Education Task Force – Full Report](#)
- [Academic Preparation Report, March 2019](#)

**17. University Report - Hutchinson/Larson**

**Hutchinson** [3:23:34-3:23:53]

Brooke Banks announced that there would be open sessions about the strategic and master plans on April 23 and 24.

**18. Associated Students Report – Sharma/Akinwande** [3:23:53-3:24:58]

Akinwande reported that AS elections will end on April 17

Representatives will go to the state-wide SSC meeting next weekend.

Locally, students are discussing SB 24 which makes an abortion pill that will abort pregnancy for up to 10 weeks available through student health services. The UC's and CSU's will provide this pill by 2023 and receive \$200,000 to support the effort. There will be a vote to determine how students feel.

**19. Staff Council Report – Peterson** [3:25-3:25:03]

Peterson was not in attendance.

**20. [Nominations](#) for Academic Senate Officer Positions open 4/8/19 and close 4/28/19 – Information Item** [3:25:04-3:25:21]

Wyrick read this information item.

**21. Ask the Administrator** [3:25:26-3:27:04]

Paiva reported that the administrative response to the flooding a few nights ago was felt to be insufficient. Some students were flooded out. It would be nice to get information about how many students were impacted and what help might be available.

Brooke Banks did not have more information but repeated that students should reach out if they need help. Wyrick said he would ask for information.

“Remembering the Ridge” will happen Monday evening in the Library breezeway.

The Oral History Project situated in the Library will continue to collect stories about the Camp Fire.

**22. Announcements.** [3:27:03-3:27:34]

Wyrick asked if there were any other announcements.

Teague-Miller reported that the “River Bride” will be opening tonight and closing Sunday.

**23. Other.** [3:27:34-3:27:51]

Wyrick handed out bookmarks that alert student and hourly staff workers that their payday will move from the 10<sup>th</sup> of the month to the 15<sup>th</sup>.

**24. Adjourn.**

Meeting adjourned at 6:00 p.m.

Respectfully submitted,  
Tim Sistrunk, Secretary