



M E M O R A N D U M

TO: ACADEMIC SENATORS
FROM: Ana Medic, Academic Senate Secretary
SUBJ: **ACADEMIC SENATE MINUTES**
DATE: Thursday, December 9, 2021, 2:30 p.m.
Zoom: <https://csuchico.zoom.us/j/81231074627?pwd=ZWFzZVpKVENOY2pEb0drdC8vaE43dz09>
Meeting ID: 812 3107 4627 Passcode: 761594

PRESENT: Adamian, Allen, Boyd (Kaiser), Burk (Seipel), Cline, Ferrari, Ford, Geier, Gray, Hutchinson, Irish, Jenkins, Kralj (Bailey), Larson, McBride-Praetorius, McKee, Medic, Millard, Miller A., Miller M., Monet, Musvosvi, Newell, O’Conner, Ormond, Paiva (Chair), Peterson, Rios, Rosso, Sherman A., Sherman N., Sistrunk, Snyder, Sparks (Hidalgo), Son, Trailer, Walter, and Young.

ABSENT: Boura, and Buffardi.

Chair Paiva called a meeting to order at 2:33 pm.

1. Approve Minutes of [December 2, 2021](#)
 - a. Amendment: item 6, page 4, last question to add that “meet expectations” is requirement for tenure and promotions in all three areas. This was verified.
 - b. Amendment: item 14, page 10 online program BS in Business and Administration in minutes was stated to be a state supported and should be self-supported online program.
 - c. Amendment: to add Senator Sparks to the attendance list, present in the meeting.
 - d. Minutes from December 2, 2021 approved with additional comments stated above.
2. Approve Agenda
Agenda approved.
3. Announcements
 - a. Expectation to be fully in person at one-point next semester.
 - b. Kendal 207/209 will go through renovations, and updates until April 1.
 - c. EC will discuss this tomorrow. Expectation is to have first meeting in online modality.
4. University Reports – Hutchinson/[Larson](#)/Sherman/Boura/Rios/Miller
Hutchinson:
 - a. The Committee on campus voted to approve the Butte Hall replacement project.

- b. Old physical science building will be taken down and replaced by new Butte Hall. The BoT approved this project.
- c. Climate survey is planned for next semester as the last one was done in 2018 (Camp fire, pandemic).
- d. The Advisory Committee for the University Police and Campus Safety is looking for potential members to join them. Look for the invitation emails.
- e. Three finalists for the new Vice President of Information Technologies and Chief Information Officer will visit campus next week. Attend meeting and/or open forum and complete the survey upon completion of those.
- f. Trustee Fong is visiting campus today meeting with the Associated Student Government officers, Senate Executive officers, and others. She is currently the Vice Chair of the Board of Trustees and next year she will be serving as chair. Exiting meeting with president Hutchinson will be today at 3:30 pm.
- g. President wished everyone a safe, healthy, joyful, and peaceful holiday season.

Larson: report linked above.

- a. Provost and CFA bargaining team are having ongoing meetings, although currently in impasse.
- b. Two candidates for the Dean of Library came to Chico and two more will be joining on Friday and Monday.
- c. There are currently 26 active tenure track searches. There will be a call to the colleges for additional requests (emergency requests) due to unforeseen changes of faculty.
- d. Tipping Point is scheduled for January 19th, it will be focused on the advancing equity project. Everyone is encouraged to participate in tipping point and check personal equity gap dashboard (located through the FDEV webpage).
- e. Lunch today with all faculty who participated in Chico EdX in 2020-2021. Their videos are available via webpage.

Sherman:

- a. Yesterday at the BMU, Booster shot clinic had 760 administrated vaccines.
- b. COVID testing site is open and providing testing service to the campus and Chico community.
- c. PageUp, new recruiting software, is launched and will replace the former people admin used on campus. It is a CSU system wide recruiting software allowing more efficient searches and inclusion of existing employees when new job posting is available within a system. Training will be available.

Question: When will next booster shots be available on campus? Answer: Considering the turnout, campus will talk to partners and see if this can be done again.

Rios:

- a. Division of Student Affairs is planning to conduct two small studies to look at living experiences of students, Greek organizations and their involvement in developing sense of purpose, belonging, resiliency, student success in particular underrepresented minorities.
- b. Students that started their degree in 2018 will graduate in May 2022.
 - i. Comment was made that 2018 was a year when Camp fire occurred and that we should be aware of this when using data from this period.
- c. Tracking what resources are helping students to graduate in 4 years (who influence their success, what connections do they make, behaviorally how do they interact with our campus).

Miller:

- a. Canvas update was given to various groups on campus. Canvas update project will start in early 2022.
- b. HEERF funding is still being used for classroom tech upgrades and HyFlex expansions.
- c. Number of rooms need retrofitting to support the equipment which will begin in December 2021, while equipment installation is coming in mid-year 2022.
- d. Currently Division has 23 vacancies. Ongoing recruitment efforts to fill these vacancies. Division has 120 employees. In last several years Division reported 5-6 vacancies. This number doubled two months ago, and last month increased to 23 vacancies (highest in last 11 years).

5. Associated Students Report – Young/Rosso

Senator Rosso:

- a. Appreciate all work done with Chair Paiva during this semester as this is her last Senate meeting. Next semester Senator Rosso will study abroad in Ireland.
- b. Young passed an executive order to approve James Lawrence, Senator for the College of Natural Sciences, to be the Director of University Affairs for next semester. His Senator role, which will be vacant now, will be filled next semester.
- c. Plans to have Winter Government Affairs training and luncheon for all elected representatives and committee members.

Senator Young:

- a. Thankful for Senator Rosso's role and commitment this semester.
- b. Student Academic Senate passed preliminary document to support creation of Student Council. Student Senators worked within their colleges with student organizations.
- c. Last year, the Board of Directors approved a scholarship increase for those Senator positions and implementation of their committees. This work continues with expectation to establishing the Student Council next semester.

Chair Paiva praised Senator Rosso's work and wished her a successful semester abroad.

6. Staff Council Report – Peterson

- a. Link shared: <https://www.calstate.edu/csu-system/news/Pages/The-Spirit-of-Giving.aspx>
- b. Joy of Giving event was a huge success on Tuesday. News article shared above (see link).
- c. Social workers worked with Staff Council to pick up gifts and talk to their families.
- d. Next month report will include information about blood drive event.

7. Proposed Suspension of [EM 01-018: Library Advisory Committee](#) – FASP Action

This is an old EM that is looking for a way to implement changes that are more reflective of current work of a library and their members and staff.

Newell: Library Advisory Committee was set up at time when there was a Director role and now there is a Dean of Library. In last six years this committee hasn't worked nor met regularly. Dean is communicating with faculty and disciplinary faculty. There is a need to suspend EM 01-018 and work on establishing new one that reflects current work better and create a new structure.

No questions, no comments. No objections, item 7 approved. Suspension of EM 01-018 Library Advisory Committee passed unanimously as an action item.

8. Proposed New [BA MCGS Online Degree Completion Program](#) – EPPC Action

Senator and Vice Chair Allen introduced item 8: This is a proposal for a new state side BA in MSGS Online Degree Completion Program. The proposal will support campus commitment to diversity, equity, and inclusion. Proposal includes 60 units and all major requirements for students to graduate (three upper division GE pathway courses, two upper division writing courses, GE area F and US Diversity and Global Culture courses for those students who need those requirements, courses for an area of specialization). There is 39 units of upper division coursework overall. Susan Greene and Sara Cooper from the Department of MCGS are here to answer any questions.

Question: Proposal included briefly HyFlex as one of online MOI. Will these courses depend on partially on HyFlex or all the time? How online component of teaching will look like? What kind of online courses will be created and rely on HyFlex, asynchronous and/or synchronous MOI? Answer: Plan for online program was to see how online students can have courses with fully online component as well as how these students can be included in courses that offered F2F component on campus. Before pandemic there were fully online courses, both synchronous and asynchronous. Now, few courses are offered as HyFlex MOI and had good experience so far. Choice of MOI will depend on faculty and the best way to deliver the content and experiences in each course.

Question: Considering this is online program and all these MOI are used, do you know what number of courses are planned to be taught in each of these MOI (HyFlex, online synchronous, online asynchronous)? Answer: MCGS faculty have ongoing conversations about pedagogy and MOI, what works best for particular class within program with 60 units. There is a moment of trying different MOI, where some courses are always in the same MOI while other may change from synchronous to asynchronous or to HyFlex. Transition to Canvas in Fall 2023 may bring more changes as well. For example, this semester senior capstone course was taught as rotating HyFlex with a good experience

while previously in Spring 2021 was taught online asynchronously. There should be a continuous conversation in future about options and what is the best way for each course to address very diverse student group. They work with FDEV and plan as this evolves in next few years.

Question: How is RCE supporting students in state funded programs like this one? What resources might be needed and how will potential students be advised by RCE? Is this experience any different compared to other students' resources offered by RCE (registration, financial aid, student support)?

Answer (Claire Van Ness): Campus was involved in distance learning since 1990. RCE receives modest allocation from Provost to fund Jeff Layne to provide student and online program support services. Online and on campus students go through advising process. In addition, there is a special online orientation done with online students as they don't come to in person transfer orientation session. During pandemic campus provided more robust online services available to students that are fully online. RCE serves as an advocate for online students, connect them with available resources, application process, late admission process, emergency assistance (hardship applications), and work closely with program coordinators (e.g. Green and Cooper). Therefore, RCE is an additive to resources that campus already provides to distance students.

Suggestions: Visually RCE and Chico State main website don't have same information, or it may be posted differently when it comes to advising, registration process, basic needs etc. Suggestion to support differently RCE to provide resources and be more connected to a main campus resource no matter where those online students are.

Comments in response to suggestions: There is a coordination between campus and RCE, as distance learning students are unique to our university. RCE conduct interest-form surveys, marketing outreach, activities, and promotion events to connect with prospective students and promote opportunities at Chico State.

Questions: How do we determine what is the right online experience, what type of engagement is the most suited? Do we have data e.g. about how long students are active on a video and engaged? How are we measuring student engagement? Answer: RCE and CTA program worked very closely in last several years. Green worked with many high school representatives as well to communicate what is working vs not working and improve the accessibility and support for students. This opens ability to collect data and have it available in the future. In addition, RCE will connect with colleagues at the University of New Mexico who started a new online master's degree Chicano Studies program and with Fullerton (starting same new online program) to exchange information and data. This collaboration is important for Chico State's success and communication across the entire CSU system. Now we have ethnic studies graduation requirement. However, the Department of Education confirmed there is a moratorium on credentials program and that ethnic studies will not be available for K12 teachers. They will have to get their content and training along the way as part of their BA. EPPC and Senate are starting conversations across campus about handling and coaching online students and developing good practices. In the past, RCE found live events on campus, performances, visiting guest speakers' conversations then captured them on video and make available on social media or RCE website to distance education students. Data from these videos is available.

Question and comment: This may be something for Senate to address later this year. Do we need a separate website for state side funded programs where class schedules are posted, students' enrollment? How do we look like to distance students? RCE needs more funding to provide more support. Suggestion was made for EPPC to start looking at some of these connections previously mentioned.

Senate members voted on action item 8 proposed BA MSGS online degree completion program. Motion passes with no opposition.

9. Proposed Endorsement of [Best Practices Responding to Targeted Digital Harassment of Faculty](#) – FASP Action

Chair Sistrunk introduced action item 9 proposed endorsement of Best Practices Responding to targeted Digital Harassment of Faculty. This item includes suggested best practices for those that suffer from digital harassment, and not formal regulations that must be followed. Appendix C contain documentation that was added.

Motion to amend the document and insert the following text at the beginning of a document: "This document originated in the Academic Senate for the purpose of posting on websites of the Office of Academic Personnel (OAPL), Human Resources, and the Academic Senate. For questions connected to implementation of these best practices please contact OAPL, the DHR Administrator, or the Academic Senate Office. Any revisions to the document should be directed to the Academic Senate Executive Committee." Second.

Rationale: EM usually have information on who is responsible, what intention of EM is. Therefore, this text provides information where this document will be posted (on the above mentioned places), it allows for the appropriate Human Resources affiliated bodies to receive questions related to how these best practices might be implemented, it will give direction to the Senate what its intention is, provide appropriate resources and what to do.

No comments, no objections. Amendment approved and will be added to the beginning of a document.

Question: on page 4, under A. IMMEDIATE ACTIONS Can it be clarified who supposed to take immediate action (faculty member itself, someone in their behalf)? For example, if faculty member is in immediate danger, call 911. Is faculty member that needs to make 911 call? In continuation set of bullet points state "document the nature of the attack using approved form." Is this something that faculty member do or someone in their behalf? Then "provide this document to the scholar, if they have not already received it." Who needs to take these immediate actions? Answer: idea was these are resources available to faculty members going through the digital harassment.

Comment: regarding third bullet, perhaps this was connected to the mitigating harassment section above on page 3. It was suggested to address who is the responsible party for implementing those

actions before moving on. One concern is if faculty is confused and not clear how to proceed, they may feel lost and not supported.

Related question (for clarification purposes): is this document's intention to have faculty member use resources, and at the same time going through digital harassment to also follow these actions?

Answer: intention of this document is not to order what faculty must do, but to provide options, possibilities. There is a section that shows what Dean's response should be in these cases. Harassment can be processed through a formal CSU policy or local campus policies. This document provides faculty resources what to do when harassment occurs in online environment.

Comment: someone digitally harassed might not be able to report it. We should be aware of this. Support was given to this document.

Motion to temporarily postpone this item until after item 10 is discussed to give little time to consider amendment. Second. No objection. Discussion will continue after item 10 is completed.

Discussion continued and senators Boyd and Ferrari have suggested language for proposed amendment to catch the clear process of responsibility of who is responsible for what. First two paragraphs clarify what the faculty member that has been harassed should be doing. "A faculty member in immediate danger should call 9-1-1, and if necessary, also contact UPD."

"A faculty member not in immediate danger should continue with the following steps:

Document the nature of the attack using approved form [insert link].

Contact the faculty member's Department Chair and/or College Dean."

In addition, following text has been changed to reflect next steps and responsibilities:

"Additional steps undertaken by the University include:

1. The Department Chair and/or College Dean should inform the Office of Academic Personnel.
2. The Office of Academic Personnel should provide this document to the faculty member being harassed, if they have not already received it.
3. The Department Chair and/or College Dean may mobilize University resources by contacting the following (see Appendix A as well):
 - Office of the Provost and Vice President for Academic Affairs (530-898-6101)
 - UPD (non-emergency contact: 530-898-5555)
 - CFA Chapter Representative
 - University Communications
 - ITSS."

Proposed amendment as stated above. Second.

Motion to amend the amendment: instead of "Additional steps undertaken" to say "additional steps to be considered by the University include:". Second. With no objections, amendment to the amendment is approved.

Motion to amend the amendment: in sentence “The Department Chair and/or College Dean may inform the Office of Academic Personnel.” Instead “should” to change to “may”. Second. No objections, amendment to the amendment is approved.

Senate is considering amendment. With no objections, amendment is approved.

On page 3, V RESPONSE ACTIONS motion to add language: “The following language should appear on a University webpage that shall be created as soon as possible.” Second. Comment: earlier this document was amended with text where this document will be posted. Considering this, motion is to delete the sentence. Person seconded this motion, approves deletion. Motion withdrawn.

Motion to delete entire paragraph below title on page 3, V RESPONSE ACTIONS and leave only “V RESPONSE ACTIONS”. Second. No objections, motion was approved.

Request made to add appropriate link (under “insert link”) before this document is finalized (the form that is referenced in text “Document the nature of the attack using approved form [insert link]”).

Motion to make an amendment and to change “should” to “are encouraged to” on page 5 (previously page 4) in sentence “Dean’s offices should prepare staff to handle...”. Second. No objections, amendment approved.

Motion to amend following sentence in the same paragraph (amended above) by deleting “Provide them” and adding “A best practice is providing staff”. Second. No objections, amendment approved.

Motion to make an amendment on page 5, next paragraph to delete “might” and add “are encouraged to”. Second. No objections, amendment approved.

Request to do editorial changes to a document before it is being officially published.

Senators vote for the approval of the entire document Endorsement of Best Practices Responding to Targeted Digital Harassment of Faculty (action item 9). With 26 yes votes and zero no votes, document has been approved.

10. Proposed New BS in [Business Administration Online Degree Completion Program](#) – EPPC Action
EPPC Chair Kralj introduced action item 10 proposed new BS in Business Administration Online Degree Completion Program. This is a proposal for the online program where all courses will be done asynchronously and plans to begin in Fall 2022. The goal is to reach out to working professionals, adult students, underserved population, parents, people in rural areas unable to come to campus to complete their bachelor’s degree. Shasta College currently has a similar program, not identical, and they have an 82% completion rate. Scholarships, advising and other student support methods are considered to meet underserved student population. This is AACSB accredited program that adds to its prestige and desirability. Transfer students will come with at least 60 units of lower division courses

completed e.g. at the local community college or at Chico State. The degree provides flexibility and could be done in short term in 19 months or long term in 36 months. Mike Rehg is here to address any questions as well as Claire Van Ness from RCE.

Questions: Proctorio is one of tools used for testing. Recently approved Digital Learning Policy allowed students and instructors to opt-out of using Proctorio. Is Proctorio or other technology options used in this program? Answer: Proctorio is currently used as a tool in several courses. This provides a monitoring option to instructors. Whether students will be able to opt-out that depends if they have access to a place where their exam can be proctored.

Follow-up question: From a pedagogical standpoint, can you say more about why is this kind of monitoring and surveillance needed? Answer: A class with large number of students typically uses multiple choice questions. This can be a way to prevent cheating. Other technologies are welcomed to be used by faculty.

Question: On page 42, Dean Lau describes the kind of responsibility course developers have (developing the syllabus assessments, assignments, and a blackboard shell and teaching). All these have a different pay rate. Concern was shared as in Digital Learning policy under 4.2 there is a section stating that instructors have intellectual property rights to their courses. Is there an expectation from original course developers when they hand over their intellectual property rights? Or is there an expectation from a new teaching faculty coming in later and teach course designed by course developer? Answer: There are faculty with a role of core course coordinators covering around 8-10 sessions of core courses each semester and they try to standardize and have 80% commonality across all sections (done in their regular program and will be done for this one too). Course coordinator works with course developers who design course and are truly experts for that content. Developer's intellectual property will not be taken away as they will develop a course whose shell is posted on Blackboard. Teaching philosophy would be to welcome a new faculty aboard and help them teach at a level needed for that course without removing intellectual property of the original developer. Developers share their work on a voluntary basis. Whether they are new faculty, lecturers or tenure track faculty members, program wants them to use a standard shell on the Blackboard or Canvas to provide students with a common visual course content look and curriculum continuity (e.g. introduction, faculty member bio, modules with class content etc.).

Dean Lau clarified that the portion quoted by Senator Sparks was in an email to a department chair from a year ago, that captured discussions and thinking at that time. This evolved and current position for the program is what Dr. Rehg shared above.

Concern was shared that when a faculty develop a course there is a fear lecturers get paid less to proctor the course without developing the course content. There is an understanding that this is not happening across the system, but it is possible this can create a bigger equity gap between tenure track faculty and lecturers. Clarification was made that every single faculty will be able to create their own class, no matter what role they have at college e.g they can create their own videos, course content. For course with multiple sections, there can be a common syllabus, textbook.

Dean Lau clarified that their program and college will not exploit lecturers. This program will do opposite. Common experience is that many times lecturers are not given the same opportunity as tenure track faculty are given to participate in curriculum development, in owning the curriculum, shaping the curriculum, or in opportunities for overload teaching. Reasoning for launching this program is to provide an ample opportunity for lecturers to participate in course developing and teaching. Intersession is paid lower than teaching during regular semester. Program anticipate strong enrollment and will commit to pay the full summer pay to all lecturers regardless of the enrollment at the beginning of this program.

Question and suggestion: Is there a support for faculty that develop course vs faculty teaching course compared to other changes that can be done within a course to improve it? Suggestion to consider this when teaching and changing course as this brings the most meaningful change to support students' learning and experience. Answer: training is provided to all faculty, new and experienced ones, TLP, ITSS training. In addition, support with grading with hiring teaching assistants or graders is done.

Question: Is there any specific plans to increase advisor support and how will this look like for distance students? Answer: yes, there are plans to have advising support for the program. Someone specifically dedicated for this program will be needed, not full time hire but based on need will be added.

Question: Considering that every class will run for six weeks how does Blackboard Learn and eventually Canvas launch classes off schedule? What support will department need from IT? Answer: They worked closely with DLT as online MBA will have courses that last six weeks while this program will have eight weeks long courses. Blackboard Learn and student evaluations will open in specific times based on degree students are taking. Right now, some things need to be done manually. They work with IT to improve automatization of this process when campus move on to Canvas. Starting dates will be managed within the system and not manually entered.

Senate members voted and approved item 10 with 31 yes and 1 no votes. Item passes as an action item.

11. Ask the Administrator

- a. Encouragement for the Provost and administrators to agree with all the CFA ideas and support faculty.

12. Other

- a. UBC meeting will be on Monday (December 13th) at 3 pm on zoom. Please ask/submit budget related questions via Google form by Friday at noon. <https://forms.gle/RRBeSw7EANADAwG6A>

13. Adjourn at 5:06 pm.