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**M E M O R A N D U M**

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TO: ACADEMIC SENATORS  
FROM: Ana Medic, Academic Senate Secretary  
SUBJ: **ACADEMIC SENATE MINUTES**  
DATE: Thursday, March 24, 2022, 2:30 p.m.  
Zoom: <https://csuchico.zoom.us/j/81231074627?pwd=ZWFzZVpKVENOY2pEb0drdC8vaE43dz09>  
Meeting ID: 812 3107 4627 Passcode: 761594

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

ABSENT: Boura, Sendze, Sherman A., and Young.

Chair Paiva called a meeting to order at 2:35 pm. At 5:03 pm last Senate meeting we lost quorum. Chair Paiva requested that when Senators leave the meeting to assign proxy. Recording continued until 5:25 pm, however, that conversation have not been included in recording nor will be part of meeting minutes.

1. Approve Minutes of [March 3, 2022](#)  
Minutes from March 3<sup>rd</sup> approved.
  
2. Approve Agenda
  - a. Vice Chair Allen continued the meeting.
  - b. Motion made to remove item 10 Call for the Assessment of Title IX practices until next Senate meeting (April 21<sup>st</sup>). Second. ASCSU had Plenary last week where resolutions were presented. Two reasons for postponement: first, to allow subcommittee to meet and discuss suggested amendments, and second, to include other interested members in subcommittee's work.
    - i. No questions, no objections, motion passes. Item 10 postponed until April 21<sup>st</sup>.
  - c. Motion made to remove current items 16 and 17 from agenda until April 21<sup>st</sup>. Second. Until recently these items did not include track change documents. Therefore, not able to properly review them prior to the Academic Senate meeting asking for postponement.
    - i. Those are two introduction items from FASP.
    - ii. No questions, no objections, motion passes. Items 16&17 postponed until April 21<sup>st</sup>.

- d. Motion made to add a resolution as a new introduction item 10 Proposed Resolution: California State University, Chico Academic Senate Opposition of the Second Read of Academic Senate of the California State University Resolution AS3530-22/APEP/AA – Introduction. Second.
  - i. Two days ago, Chair Paiva was informed about this resolution presented and passed at ASCSU Plenary on March 18<sup>th</sup>.
  - ii. It was based on AB 928. Campuses had March 31<sup>st</sup> as a deadline to respond to AB 928 changes. However, ASCSU passed this resolution prior to this deadline without included all responses and recommendations by CSU campuses.
  - iii. Suggestions to make this item 9 and then have AB 928 as item 10.
  - iv. Opposition shared that it would be useful to hear about AB 928 before discussing this resolution. Agreed.
  - v. No further discussion. No opposition, motion passes. Resolution added as item 10 to the agenda.
- e. Amended agenda approved and shared with senators (box agenda updated).

### 3. Announcements

Chair Paiva continues the meeting.

- a. FDEV podcast focuses on research; Friday forum (11:30 am – 1 pm) will share interdisciplinary opportunities for research. Emails shared with campus community.
- b. Call for READY coordinator shared previously, and this is a reminder it closes tomorrow.
- c. District made a change in voting maps. Senators can check that online.
- d. Campus published catalog for 2022/23. In addition, courses and programs will look a bit different on a new software with more interactive options for students.
- e. The California Faculty Association organized several summits. Next one is on April 13<sup>th</sup> 2-4 pm on mental health and policing on campus.
- f. Colleges are currently running college elections for upcoming senators.

### 4. [Associated Students Report](#) – Young/Lawrence

Senator Lawrence:

- a. AS working on engaging more students to be part of councils and committees.
- b. Intent to file packets for elections happened on March 2<sup>nd</sup>.
- c. Election for new student representatives will be on April 6<sup>th</sup>.
- d. Senator Ford gave a presentation on AB 928 and asked for student feedback. Student Academic Senate is drafting a statement.

### 5. [Staff Council Report](#) – Peterson

- a. The report is attached.
- b. The Faculty and Staff Art exhibit is in Kendall Hall  
[https://media.csuchico.edu/media/2022+Staff+%26+Faculty+Art+Exhibit/1\\_vgfbnmrt](https://media.csuchico.edu/media/2022+Staff+%26+Faculty+Art+Exhibit/1_vgfbnmrt)
- c. Reception will be on April 13<sup>th</sup> from 3-4 pm.

6. University Reports – Hutchinson/Larson/Sherman/Boura/Rios/Sendze

- [Academic Affairs Strategic Intention on Instruction](#) (Larson)

Provost Larson:

- a. BoT appointed new Interim Chancellor of the CSU Jolene Koester. Koester was President at Northridge and is a strong supporter of faculty, staff, and students.
- b. Brian Oppy decided to return to faculty role. This position will be open; encouraging campus community to apply.
- c. ELF meeting was last Tuesday. Reminder to all to assign books for courses. It is a federal requirement that students have information about the material costs before they register for their courses.
- d. Distinguished alumni are on campus this week.
- e. Attached document is the Academic Affairs Strategic Intention on Instruction about the reimagining future of campus, its perspective of instruction, and current and future needs of students.
  - i. It is strengthened by campus three strategic goals equity, sustainability, and student engagement. Plan is to share this statement on the Division's website.

Discussion:

- a. Praise shared for work on this inspirational document, for creating an intentional purpose for what we stand for and a guiding principle.
- b. Question: What is the intent behind "sense of place"? Is this interchangeable with in person or there is another explanation? Answer: it can be substituted for what it means to be an in-person student on campus, valued place, based curriculum. This is a statement or suggestion from administration that provides guidance to colleges and departments about curriculum.
- c. This statement can have a very specific meaning in the field of education incorporating the community, the people, the heritage. The field of place-based curriculum and education is much broader; encourage future deeper conversation on what this means for campus versus literature meaning.
- d. This statement is a positive step to address equity issues by communicating clear, actionable commitments towards overcoming some of these obstacles.
- e. Question: what are the intentions of a strategic plan for the university across other divisions? Are they including clear goals and objectives? Answer: This statement's intention is to have a guidance and approach on how work is done on campus e.g. understanding the difference between self-support and state-support side relative to distance education, work done by TLP, FDEV, ChicoFlex training.
- f. Appreciation shared for deep insights, positive reactions, and recommendations.
- g. Provost shared that this work was done with help of two Deans Trethewey and Butts.

VP Rios:

- a. Student engagement can be seen through intramural sport competition played between teams.

- b. They are designed to engage the campus community regardless of what one's athletic skill or background is.
- c. The 2021-22 academic year intramurals are going to see over 2,000 students participating while sport clubs will have around 850 participants.
- d. However, today's students are very different. They have no desire or interest in long-term commitments. Recently they engaged in a shorter-term mini league of 5 - 8 weeks.
- e. This increased student involvement and provided more opportunities for students to be engaged in e-sports, online gaming and organize video game competitions.
- f. These are not traditional recreational sport, but they do provide a sense of community contributing positively to students' mental health and wellness, reduce anxiety and stress.
- g. Planning on opening gaming space in Whitney Hall in fall 2022 promoting gaming culture.
- h. Animation and game development aspect can promote campus and serve as a recruitment tool for prospective students. English department offers course on digital literacy.
- i. Chair Paiva shared links  
[https://www.ted.com/talks/jane\\_mcgonigal\\_gaming\\_can\\_make\\_a\\_better\\_world](https://www.ted.com/talks/jane_mcgonigal_gaming_can_make_a_better_world)  
[https://www.ted.com/talks/jane\\_mcgonigal\\_the\\_game\\_that\\_can\\_give\\_you\\_10\\_extra\\_years\\_of\\_life](https://www.ted.com/talks/jane_mcgonigal_the_game_that_can_give_you_10_extra_years_of_life)

Discussion:

- a. Praise shared for informing campus community on this unique topic.
- b. Question: is this VR gaming? Answer: most are seated gamers while others are not. There is more a sense of community as a benefit of these e-sports rather than traditional physical activity of e.g. basketball game.
- c. Irvine is offering scholarships to students to come and compete.
- d. Support was shared towards e-sports and student engagement, community building.
- e. Praise for taking an interest in e-sports, sharing with campus, and ensuring enough resources are provided for students.
- f. It was shared that multiple clubs and student groups participate in online gaming on campus.
- g. Comment shared this is consistent with proposed strategic intent statement as it provides creative and innovative ways to engage students and curriculum.
- h. Concern shared that society is moving into virtual worlds instead of promoting real interactions. Support physical activity instead.
- i. Support shared for providing an alternative way for veterans and people with PTSD.

7. Standing Committees Reports

- [Educational Policies and Programs Committee](#) – Kralj
- [Faculty and Student Policies Committee](#) – Sistrunk
- [Committee on Committees](#) – Allen
- [Executive Committee](#) – Medic

Reports attached. COC will soon share annual call for volunteers for University Committees. No questions, no discussion.

8. Statewide Academic Senate [Report](#)– Ford/Boyd [CSU Academic Senate](#)

- ASCSU [Agendas](#), [Minutes](#), [Resolutions](#), & [Summaries](#)

Statewide Senators Boyd and Ford:

- Plenary held during the spring break.
- The Fiscal and Government Affairs Committee went through 200+ bills related to CSU.
- Praises shared for Boyd’s work and leadership (Chair of FGA) whose committee provided recommendations on 20+ bills specifically related to CSU.
- One of the approved resolutions by BoT was unanimous endorsement of the elimination of the use of the SAT and ACT from admissions.
- ASCSU unanimously passed a resolution regarding AB 928.
- Calls for investigation by the State Legislature into the scandal at CSU Fresno resulted in the resignation of Chancellor Castro.
- Request for review of the fiscal impact of any proposed CC Baccalaureate Program (AB 927) (report, page 2).
- FGA received information on upcoming bills in February and worked on tentative positions that CSU may take into consideration on these bills. March and April is advocacy period. CFA worked together with ASCSU on advocacy showing more united stance on proposed bills.
- Resolution passed at the ASCSU Plenary included a condemnation of the Russia invasion of Ukraine. This was passed as an urgent matter considering fast changing situation in Europe.
- Other resolutions are linked in the attached report.

Discussion:

- It was pointed that two student government leaders participated in advocacy at the Statewide level and that this is important, encouraging, and valuable contribution from the students’ viewpoint of how legislation being proposed might affect them.
- Praise shared for student involvement, advocacy, and tremendous student leadership.

9. [AB 928 Feedback](#) – Discussion Item

- [Chico State Feedback Folder](#)
- [Responses from other CSU campuses](#)

Brief introduction:

- AB 928 will establish a common curriculum of general education for transfer students between the community colleges, CSU, and UC systems.
- Campus collected 14 responses on AB 928. There are four other campuses that provided feedback on AB 928.
- Current GE breath includes 39 units while AB 928 calls for 34 units.
- New information shared in a webinar: collection of courses should be transferable from CC to the CSU and UC, and vice versa. This is not part of the bill language.
- In addition, it was confirmed that CSU GE breath will need to be aligned with the AB 928 pathway.

- f. ICAS will have first draft ready for review and circulation in early May, before next ASCSU Plenary meeting in mid-May.
- g. UC adopted ethnic studies requirements compatible with CSU.
- h. Praise shared for all responses provided to Statewide Senators on AB 928.

Discussion:

- a. Motion considered to endorse all feedback as one and to be presented to the ASCSU as such.

Question: in what context would this move forward to the Statewide Senate? Answer: portal is open for Chico State's feedback at the ASCSU. Understanding is that feedback that comes from individual campuses will be reviewed and then taken up to the level of the inner intersegmental campus academic senate.

- b. When considering cutting GE by five units, that can cost Departments more than one course.
- c. UC might benefit more from these changes than CSU.
- d. Clarification was made that considered motion intention is to acknowledge and honor work done in unadulterated, raw form and to be part of the feedback that comes from Chico State.
- e. Support shared to this kind of a motion, especially to feedback being in original and not changed form e.g. summary form.
- f. It was clarified that by making this one package coming from the Chico State, this becomes more formal response from campus with this endorsement rather than just be seen as individual responses.
- g. It was acknowledged that there was a timeline issue with ICAS meeting.
- h. Endorsement of the resolution would further strengthen campus response to AB 928.
- i. Reminder shared that CAB created a statement, EPPC discussed AB 928 but did not support one statement on AB 928.

Question: considering there were multiple feedbacks from Chico State and that ASCSU passed latest resolution, who will read further feedback and how will this be incorporated in feedback coming from the ASCSU? How will this come to a body that is making final decision? Answer: ASCSU took a limited step endorsing a set of competencies. There are other issues that need to be addressed. There were four additional resolutions related to AB 928 that went through the first reading with purpose to be discussed further at local campuses. One of those resolution is calling for a course in oral communication. Intent is to discuss this at local campuses before bringing it back to next ASCSU Plenary meeting in mid-May. Feedback on AB 928 will be collected by Chico State campus until March 31<sup>st</sup>.

- j. Concern made that there will be positive and negative sides of the AB 928. Confirmed that all campus constituents should be valued for their disciplinary expertise.
- k. Suggestion made that if campus is considering a resolution to support, this may be CAB's response as this is campus representative body for general education.
- l. Comment shared that there was an impression that campus had a more time to respond. ASCSU resolution came as a surprise.

Question: what will now happen with the feedback? Will recently passed resolution be changed in the future or can a new resolution be made by ASCSU? Answer: The resolution is calling for those four

competencies. Whether they are embedded in area E or somewhere else, that is still an open question. This is a reason why further feedback is important. This will be further explained during item 10 discussion.

- m. Comment made this is providing endorsement to specific GE areas.
- n. It was clarified that although timeline is set the way it is, ASCSU did not have the control over the ICAS scheduled meeting. Concern shared over the timeline of the events, present and future.
- o. Praise shared for sharing this information, clarifying the timeline, and providing a campus the opportunity to respond to upcoming changes.

Question: Section states: “ ...ensure that the competencies are part of the new single transfer pathway and prioritize those GE areas and courses to best achieve these goals.” Stated that this is different than the discussion on the core competencies occurred prior to passing the resolution at the ASCSU. What is the rationale for this last sentence? Answer: interpretation can be including competencies in different areas and in different courses.

Motion made to move discussion to item 10 and after completing it to return to item 9. Second. Discussion can provide additional information after which Senate can return to the item 9. Motion passed. Discussion moved to item 10 after which will return to this item.

Senators finalized the discussion on item 10 and returned to the item 9. Discussion continues: Motion made that the feedback provided by the deadline from California State University, Chico be accompanied by a statement of the endorsement from the Academic Senate. Second. Rationale to honor the campus feedback from multiple disciplines and make that a campus formal statement in its unadulterated, raw form.

Question: Would this be collective feedback that was individually collected or endorsement of submittal of all feedback at once? Caution shared that later may contain opposite views. Answer: support shared to submit all feedback as a one response understanding there will be different views expressed. Campus feedback is to expect to get a collective but not uniform response.

Support for this motion shared.

Question: would this vote include the recently passed resolution under the item 10? Answer: no. Senators voted on the motion: 30 in favor, one abstention. Motion passed.

10. Proposed Resolution: [California State University Chico Academic Senate Opposition of the Second Read of Academic Senate of the California State University Resolution AS3530-22/APEP/AA](#)—Introduction Senate will discuss item 10 after passing motion. Chair Paiva introduced the item 10:
- a. This resolution is in response to passed resolution at the ASCSU meeting and charge received by the ASCSU for the campus to provide feedback on the AB 928 to ICAS.
  - b. Feedback on CC, EC, and CSU developing a common GE transfer pathway for students.
  - c. Feedback collection started in January and had a deadline of March 31<sup>st</sup>. 14 responses received.

- d. ASCSU had a first read of a resolution passed at the Plenary held last week. They waived the rules of the procedure and had second read (equivalent to the during the same plenary meeting. Resolution prioritizing Golder four of the GE passed.
- e. At that time Chico State's feedback had not been transmitted as deadline was March 31<sup>st</sup>.
- f. Concern shared there were no adequate notification nor complete feedback received from appropriate constituents.
- g. Two resolves: Chico State Academic Senate opposes the second read without public and timely notice of resolution AS3530, and that request the ASCSU to reconsider AS3530 until the feedback is received.

Discussion:

- a. Clarified that procedure was followed and this is an introduction item added to the agenda.
- b. Support was shared for this resolution.
- c. ASCSU Chair was clear in opposition to the first reading waiver. Other members of the ASCSU were also in opposition to the waiver. Majority voted in favor of a waiver and later in favor of the AS3530 resolution. Rationale was to provide a response to ICAS before their meeting. Issue was this did not allow for additional feedback from campuses.
- d. Statewide Senator shared her reasons for voting yes: understanding that campus constituencies supported these basic competencies. In addition, shared that her vote would be different and expressed support for this resolution presented by Chair Paiva today.
- e. Opposition shared as this may weaken the power of the ASCSU. Reasons for supporting ASCSU passed resolution: national higher education organizations recommend or require four core competencies. Title V requires completion of courses in these four areas. These four areas are the only specific areas required as prerequisite for taking upper division GE courses. Only three of these four core competency areas are required in the UC IGETC transfer pathway (oral communication is not included). Passive response can signal approval of excluding oral communication from the pathway.

Question: considering that there were other resolutions related to AB 928 that were brought to the ASCSU agenda, why this resolution was brought and passed before March 31<sup>st</sup> deadline unlike others?

Answer: this resolution was brought as a co-sponsored resolution by the Academic Affairs Committee and the Academic Preparation Education Programs. Timeline of the other four resolutions was not critical.

- f. Focus returned to the resolution introduced at the Academic Senate of Chico State. This resolution is about being against the second read and not necessarily being against what resolution content is. This action caused suspension of rules and did not allow campuses to respond to it.
- g. Support shared for the Chico State resolution. This represents the disagreement with the waiver as well.
- h. Support shared that this is not about supporting oral communication or golden four. This is about why did the ASCSU consideration and support of the resolution before all the feedback was collected. Request made to continue discussion focusing only on what resolution is.

- i. Concern was shared that the ASCSU used the urgency as an excuse not to follow shared governance process. Additional concern shared that no statewide senator at the ASCSU voted against this resolution nor questioned the lack of time to get the response from campuses. Sentiment shared that this vote did not represent Chico State campus.
  - i. Support shared by other senators.
- j. Reminder shared that if senators leave the meeting, they should assign proxy.
- k. It was pointed out that ASCSU resolution refers to GE areas and not exclusively to core competencies.
- l. Comment made that AB 928 seems to make CSU think of only removing units. Discussion should include that this resolution can lead towards advocating for some significant cuts to some of the important competencies.
- m. Understanding from reading this legislation and the implementation that cuts will be required. Recommendation that campus should focus on articulating the priorities of the campus.

Question: what is anticipated to happen at the ICAS meeting that made passing this resolution be done urgently? Will oral communication be removed at the ICAS meeting? Answer: For clarification it was stated that at the campus Academic Senate introduction items (equivalent to the first reading at the ASCSU) topics are introduced. If no controversy, rules are suspended, and this will allow senators to discuss further action item. Although this is the equivalent to the second reading at the ASCSU, in the case of a waiver (suspending the rules), there is no discussion and vote happens instantly. Rationale for waiver was the urgency of upcoming ICAS meeting. It was shared that vote on waiver was majority vote and not unanimous.

- n. Appreciation shared for conversation done in Senate today.

Motion made to call a question and end the debate. Second. Vote will need a two-thirds vote to pass. 31 in favor, one opposed, and one abstention. Motion passes.

Senators will vote on the proposed resolution (item 10). 22 in favor, 8 opposed. Motion passes. Academic Senate will return to the item 9.

#### 11. Proposed [College of Business Reorganization](#) – EPPC Action

EPPC Chair Kralj introduce item 11: The proposed reorganization of COB is an EPPC action item. Currently college has four departments and would like to change that to three. The Department of Management would remain unchanged. The Department of Marketing would remove finance and add business and communication. Final Department would consist out of Information Systems, Finance and Accounting. This was discussed at the department level in term of structure, workload, and student success. At the EPPC this item passed unopposed. It is supported by COB faculty. Senator Son can address any questions.

No questions, no comments. No objection, item 12 passes.

#### 12. Proposed Change to [FPPP Chairs on Personnel Committees 4.1.10.c, 4.1.10.d, and 10.2.12](#) - FASP Action

13. Proposed Change to [FPPP 8.1.4](#) (SFOT Online and Paper) - FASP Action
14. Proposed Change to [FPPP 9.1.2 and 10.2.5](#) (Evaluation of Faculty) – FASP Action
16. Proposed Change to [FPPP Appendix V](#) - FASP Action

Motion made to create a consent agenda and combine FPPP items 12, 13, 14, and 16. Intention for Senate to vote on them together. Second. It has been clarified that if Senators vote one way or another on this item as a consent agenda, then it will be approved or objected to all. 27 in favor, no opposed. Motion passes, items 12, 13, 14, and 16 are considered as one.

No discussion, no questions. 27 in favor, no opposition. Items 12, 13, 14, and 16 approved.

15. Proposed Change to [FPPP Appendix II](#) (Faculty Code of Ethics) - FASP Action

FASP Chair Sistrunk clarified that in a previous Academic Senate meeting this was introduced as Appendix III and now this is corrected to Appendix II.

Discussion:

- a. Last meeting discussion was on section on personal relationships “CSU employee shall not enter into a consensual relationship with a student or employee.”

Question: was there a discussion in FASP on what is a definition of “consensual relationship”? Some definitions may refer to romantic, physically intimate, or sexual. Can this be a friendship? Answer: FASP quoted EO1096. Suggestion made that as this is an action item, senators can make a motion and add wording to this.

- b. This regulation or code should show the power one has over the other. However, campus may have individuals that are married. This is a colossal statement and doesn’t recognize how to define that.

Motion made to add words “sexual and/or romantic” between words consensual and relationship. Second. Vagueness could be potentially misunderstood or misconstrued under certain circumstances. This can clarify and strengthen what statement stands for. Senators voted: 24 in favor, zero opposed. Motion passed.

Motion made to strike the word consensual. Second. Relationship between a student and an employee who exercises influence over that student is validated by calling it consensual, which is problematic.

- c. It was shared that in the past Brian Oppy supported the word consensual to stay as a request of the Title IX officer.
- d. Support to this motion shared.
- e. There may be other policies that describe personal relationships, non-consensual relationships for which reason word “consensual” was requested to stay. Other policies on campus may be already focused on e.g. individuals that are married and already in consensual relationship.
- f. Focus on “enter into a relationship” section.
- g. Support shared. If relationship is not consensual, this is a crime.

- h. Last sentence speak to the relationships that already exist. Opposition shared to calling this a crime as language here speak about the relationships that already exist.
  - i. EO 1097 covers this “Prohibited consensual relationship is a consensual, sexual, romantic relationship between an employee or any student or employee over whom they exercise direct or otherwise significant academic, administrator, supervisor evaluated counseling or extracurricular authority.” Word “consensual” was used in this order.
  - j. Quorum checked.
  - k. Senators voted: 21 in favor, one opposed. Motion passes.
  - l. No further discussion.
  - m. It was clarified that all these passed items after Academic Senate are going through additional approval check before they are being finally implemented.
- Senate voted: 24 in favor, one abstention. Item 15 passed.

17. Ask the Administrator

No questions, no administrators.

18. Other

No other.

19. Adjourn at 5:43 pm.

Respectfully submitted,  
Ana Medic, Academic Senate Secretary