



ACADEMIC SENATE

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Academic Senate Agenda

Online Meeting Minutes

Tuesday, 10 November 2020; 2:30-4:30pm

<https://csuci.zoom.us/j/88339125519>

Call to Order

2:33pm

Approval of the Agenda *

Wood – Note: one item placed on the consent agenda. Non-controversial item that can be approved with approval of the agenda. Academic Master Plan, which gets submitted every year to the Chancellor's Office. Nothing has really changed to the plan other than the dates being changed to current year. Can ask to become a discussion item. Any objections to the agenda or amendments

(Perchuk) request discussion of the Academic Master Plan

(Wood) will add as item 7.d – amended to agenda (end of new business) “Consent agenda”

(Bernal) I wanted to add a discussion item to the agenda regarding the reinstatement of Credit/No Credit and extension of drop deadlines

(Wood) These are things passed last spring and students are going to ask that these come back for this fall. Will add as item 7e

7. e Discussion regarding reinstatement of Credit/No Credit and extension of drop deadlines for fall 2020 – amended to agenda

(Wood) **agenda approved as amended by unanimous consent**

Approval of the Minutes from 20 October 2020*

Minutes approved – no objections – **unanimous consent**

Report from the Provost

(Say) Hopefully will have announcement soon for Interim President – hope for this week

Regularly in contact with incoming Provost Avila – he is fully engaged and committed to working with whoever serves in that role during the transition period.

Request from Academic Affairs Budget Advisory Committee members – New process with creation of Academic Affairs Budget Advisory Committee. That committee serves in purely advisory capacity to the Provost on budgetary issues division wide. On the committee there are 3 Department Chairs from 3 academic schools, 3 members from the Senate Budget Committee, the Library representative, and a representative from EU, as well as a staff representative and one administrator.

*Material to review prior to the meeting (available via the [Senate webpage](#))



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We have charged advisory committee to work on right now is creating framework for discussion to happen locally in all schools once we know what the budget looks like. We are not asking them to make decisions about what will or will not be cut – all decisions designed to happen at the school-level, not by the budget advisory committee the work of making decision at school-level will happen at school-level. The work will be done by the Dean in collaboration with Chairs and faculty and staff in the schools. Membership of the budget advisory committee asked if Kirk and I if we would be willing to talk to each school. We have agreed and are eager to come talk. We have been invited to the Library already – expect to come to all 3 schools, will include EU if wanted.

We are not making centralized decision about school budgets, those decision happen at the will school level. The role of the advisory committee is to create a framework for discussions to be made so we are all using the same process to keep consistency but are not trying to overstep or step into processes that should be done at school level – Will come to talk to your groups. Can visit the committee website for more information. We will be working through fall

Talk to Mitch this morning about this and he is fully onboard, agrees that colleges should retain autonomy about budget decisions and the alignment of budgetary decisions should be with strategic priorities of each school and that the ABAC serves as an advisory committee not a decision making committee. He will be talking with Deans as time goes forward. There is no disagreement about process or how it should move forward. In Jan, once we know what the budget will look like and will know if there will be permanent cuts or not, at that pint decisions will need to be made and would like to lay a foundation for how those decisions will be made

Report from Statewide Senators

(Grzegorzcyk) One thing to report: John decided to retire in December. We want to thank him for his service. He served for several years and did an excellent job supporting especially voice of CI and lecturers across the system. Therefore, we will need a new senator coming in once we decide how we will elect them.

Last week, Tim White reported on state of CI, leaving the system, and the new Chancellor coming in January. Also, mentioned that even during the COVID pandemic, we had the largest enrollment –across system-largest number of masters and PhD degrees granted this year, and reached an 80% retention rate (highest) Future of CSU system, he is envisioning that when the pandemic is over, will offer more classes online. He vision is that the class offerings will be 40/60. The reason given was that costs will be down; there would be no need for new buildings and could generate larger enrollments. Could be that EU will offer more and he see as revenue stream for us.

Blanchard reported on the success of the Graduation Initiative: Students are taking an average of more units than they used to. Right now, it is 14.5 which is an increase from 12. We have better graduation rates, almost there for transfer our goal was 45% we had 44% in 2 years, 79% in 4 years. The gap between minority students and other students is not closing, but retention is good.



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Kimbell, Lillian – Chair of the CSU Board of Trustees. She addressed budgetary issues: Will faculty go on furloughs or not and why when they are expecting something like that to happen did the Presidents get a raise? She voted against the raise, but it failed, and the Presidents got 10% raise. Also expecting students may pay more tuition.

Senate working on the Ethnic Studies core competencies; did not finish at last meeting, and think we will have a special meeting Friday to finish

Request from Ethnic Studies Council and is addressing the proposed implementation by Chancellor's Office. We are following the Ethnic Studies Council on that, but the resolution is not written yet

Also addressing the need for mental health issues and funding needed for it

All other issues moved to next meeting.

(Yudelson) When Chancellor White was leaving and giving conception of the “Brave New World” many of the Senators shaking heads and sharing messages of concern because it sounded like he wants us to be like ASU or a Cal State online. There will be push back from the Academic Senate if there should be an Executive Order suggesting or advocating to have more online classes. One problem of COVID is that we have had to go online. There have been struggles with online courses, especially with student engagement

Request for 3 dedicated lecturer seats in Academic Senate – did not pass; lost by 3 votes. The Faculty Affairs Committee will still try that 18,000+ contingent members will have a voice. It is a budgetary issue this year.

(Wood) Call for questions

(Wyers) Ivona, regarding your report about the enrollment being up CSU wide, the paper today reports freshman, first-year student enrollment down 60% and have been hearing from our chair that is down 30% at CSUCI, are any of these leaders talking about implications of that about that pretty market drop in first-year student enrollment, the implications of that in the future?

(Grzegorzcyk) No, and the reason is because they are expecting them to come back as transfers. Overall, enrollment is much higher than they expected and so they are happy. They were not concerned at all that freshman enrollment is low.

(Wood) Wouldn't we have only half the course sections? If those that usually come for four years only come for two, wouldn't we teach only half of the classes?

(Grzegorzcyk) Freshman courses enrollment are lower but other courses are higher.

(Yudelson) Previous discussion with Loren Blanchard, he mentioned that course caps – faculty do not want to see just because we have fewer students, fewer sections does not mean we want course section caps increase – he agreed; but hearing from other campuses that there is a push from Administrators – “just take a couple more”, and then institutionalized. Yes, we all want our students to graduate and don't want to hold anyone back but need to be concerned about this desire to increase course caps.



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(Grier) We passed senate resolution last time about Ethnic Studies and our pushback about it being GE lower area F. How many other campuses also passed resolutions? I know this is coming back for a vote on Friday and I am hoping we can still support this position from our campus.

(Grzegorzcyk) Every campus passed a resolution. They are a bit different. It went to the Ethnic Studies Council, who sent everything to the Senate. The resolution that we had on the floor last Friday was not yet what we wanted, so it is being revised and will be on the floor Friday. In general, campuses want to have an option to have lower and upper division as well as to maybe have courses not necessarily in category F not counting as Ethnic Studies.

There was a pushback from the Chancellor's Office Executive Order stating this way or no way

Report from CFA

(Yudelson) Election was the news past weeks, several CFA backed candidates elected to State Senate and Assembly. Unfortunately, propositions 15 16 and 22 were defeated, CFA had supported, summarized propositions

Announcing: Dana Baker, Vice President will be taking over for me in January

(Baker, D) still checking by laws, but think that is what will happen

(Grzegorzcyk) asked about it and sent to Greg

(Wood) John's Statewide seat something different and will handle through our Senate, she is referring to the CFA Chapter President seat

(Yudelson) CFA is working with our Faculty Affairs AVP, Sheila to figure out good process for evaluations, in class observations, make happen, hope to have done in next week or two – especially for Chairs that are concerned about evaluating. In COVID environment, just trying to get by. We all want to take care of students but also want to take care of our faculty. The administrators know how hard you are all working and want a fair process.

Should have by or before next Senate meeting should have emails coming from Sheila and CFA regarding this process.

(Wood) Call for questions

Report from the Senate Chair

(Wood) Acknowledge the difficulties we have faced in 2020 and leadership turnover at CI. These add to all the existing uncertainties and it does feel like CI has been a steppingstone for administrators. Senate Exec met with Chancellor White last week and conveyed that to him.

Jason Isaacs has volunteered to serve as Parliamentarian. He has been charged with focusing on two things at this time:

Track of Motions, who makes and seconds

Times a person speaks to each motion and time (twice and five minutes)

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I will try to keep comments on the issue being discussed; other questions about keeping order will be addressed via community wisdom and a collective memory to clarify deliberation on business before us.

Friendly Amendments are not a real thing in Robert's Rules of Order. Once a motion is made the object for consideration belongs to the body, not the authors, but we can rapidly approve non-controversial changes by just *unanimous consent*. (i.e., small word changes or format changes)

Jason Miller taking speakers list; private message Jason if you wish to speak.

Senate Budget Committee has been active in the budget process. The link on Canvas page updated.

Calling Jennie Luna, Virgil Adams, and Nicole Bernal

Ethnic Studies (AB 1460) Implementation Task Force

(Luna) November 2 feedback sent to Chancellor's Office and sent a formal report to Senate, including our Ethnic Studies resolution passed at last meeting, Ethnic Studies Council at CSUCI also submitted feedback and students from ASI too. Across the CSU there is opposition to the Chancellor's Office's implementation plan.

There is not an Executive Order in place to have in GE area F, although some campuses are operating as if it is already in place.

The Board of Trustees meeting is on Nov 17 and 18th to determine the Executive Order and at that point we will know what is happening. I met with Andrea Skinner regarding the Curriculog. Currently, they have it as an GE Area F and a space left in case it becomes a GE. They are preparing for both things.

The taskforce has determined 4 ethnic studies courses that are already in our catalog that will meet the core competencies of AB 1460, so we are already putting that forward to be in place fall 20/21

Taskforce recommending, upon discussion from all entities involved, that our campus phase out Multicultural Perspective graduation requirement and instead transition it to become the Ethnic Studies graduation requirement. Can go through the various arguments that we believe this would be the best way to implement the Ethnic Studies graduation requirement, but in summary, having both will be confusing for students, logistically it makes more sense on side of advising and in terms of curriculum and GEs. Upon examining what it may look like for our campus, that would be the best place to house it.

Would also like to have a discussion about the views of multiculturalism, which have changed since created 20 years ago. Ethnic Studies would do more of sufficient job toward the goal of the initial intent of the multicultural perspectives requirement and that ES can provide the type of education that the multicultural perspectives requirement was meant to create. Also, it is the only pillar that has a graduation requirement. Encourage you to begin going through your department to consider how it will impact you. We want to provide a space for those to come together that



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may not have understanding about the Ethnic Studies requirement vs Multicultural Perspectives requirement. Ideally, to have this by next year, we were told by Janet Rizzoli's office that it must be done before February for catalog for next year. That may not happen, because these conversations need to be had. In long-term, we are recommending this is the best way to implement the requirement on campus.

We have been working with the Ethnic Studies speaker series and having conversation about this. They have invited a speaker who is in education, working on pathways through education department in connection to Ethnic Studies. Scheduled it to take place before the Senate meeting on Dec 1. It will be at 1pm. Information will go out once confirmed

Reached out to Dean Kohli, to have conversations with chairs and others to begin having conversations. I am open to speaking with anyone individually if you have any questions.

(Grzegorzcyk) What specifically are you recommending? When you say substitute for multicultural? Is this substitution not adding any units to any majors?

(Luna) This would not be a substitution. It would eliminate the multicultural perspective requirement and become an ethnic studies requirement. The program can still have the designation, but it will be not be graduation requirement.

(Periera) To clarify, there will be no increase in the 120 units to graduate

(Luna) Correct

(Grzegorzcyk) Would there be a need for majors to redo the programs? For many majors, there no space to add stuff. When it was included in GE it was accounted for

(Luna) All of our students already have a graduation requirement in Multicultural Perspectives. It would be an Ethnic Studies requirement instead of the Multicultural Perspectives requirement.

(Grzegorzcyk) Yes, but some of the courses they can take to fulfill it are GE courses. So this is the plan, that some of the courses you plan to designate Ethnic Studies courses will be part of the General Education?

(Luna) Currently, under AB1460 it is an Ethnic Studies course, so all of the courses that are currently not Ethnic Studies, that are Multicultural Perspectives requirement, would not be counted towards the Ethnic Studies requirement.

(Grzegorzcyk) Yes, I understand that but would some of the Ethnic Studies courses be included in General Education – so that students who take it for Ethnic Studies do not have raise the number of units they have to take

(Wood) Geoff Buhl states in chat that is a yes.

(Grzegorzcyk) ok.

(Perchuk) Little similar to what Ivona was asking – different angle, our recently revised upper division general education requires areas B,C, and D, one class for each of these and requires that those overlap with a Mission Area if I recall correctly. Curious how the elimination of the



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Multicultural Perspectives requirement and replacement of it with an Ethnic Studies requirement – how that might affect students' units to graduation, or will all Ethnic Studies courses then also be counted inside area BC or D? Is that a possibility?

(Luna) Yes, it is. If we transition to Ethnic Studies, students will be able to take upper division Ethnic Studies they wouldn't be limited to lower GE only, but it can be GE or it can be upper division. If we don't make this transition by next year, then we will need to discuss what happens. Students coming in the fall will be required to take both MP and ES and that will add units. If that happens, would be willing to count the Ethnic Studies for Multicultural requirement for that transitional year. Having both creates challenges for students so makes sense to have just the one

(Wood) hold some brown bags or have other mechanisms. Another option is to add it as an agenda as discussion item

Cluster Hiring and Equity Handbook Task Force

(Adams) Thank you to the members of taskforce. We had an enthusiastic group that has been working hard. It has come to a time to give this back to Senate Exec to make decisions. We had 4 subcommittees; including one that was just looking at cluster models, another was generating a job description and timeline, and a third group was discussing preparing a landing place. We understand that as doing cluster hires we need to ensure they are going to areas and disciplines where they will thrive not just survive. Finally, we need to take a look at administration and plan for that. Would like to try to make it happen right away, so we need to take back to Exec right away, we are just a taskforce and need to get information to Senate Exec to make the decisions. We have been told that nothing has changed with announcement that Beck is going to Northridge; the cluster hire still here. I spoke to Mitch Avila, who confirmed there is no danger of it not happening.

(Wood) Nicole

(Bernal) Student Government has had inquiries from students and have had discussions with students about reinstating Credit/No Credit and extension of drop deadline policies. A senator, myself, and Isiah Ball are working on introducing a resolution regarding the Student Government's stance on the passing of these policies and hope everyone is receptive during these conversations and take part in them.

New Business

Charge and composition of new standing committee (bylaws change) *

(Perchuk) Motion to discuss

(Pereira) Second

(Grier) I will introduce this; This is a result of what is coming later with resolution on Anti-racism and Black Lives Matter, it is one of the things that Senate can do. As far as making action

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and making sure we are responding to all of the levels of reviews that are necessary to make this an important statement as a new Senate Committee. This would require a by-laws change and has a greater approval standard than just passing a policy. These materials were sent out last week and everyone should have them.

(Grier) My question is regarding officers and creating a new structure for Vice Chairs: We don't currently have this structure in place for other committees. Just bringing up as a point about structure. I do support this committee, just not sure about creating a new structure unless officers and chairs are elected.

(Perchuk) Also support this proposal but would like to ask drafters adding in the charge, advocating for resources for course re-design. This is incredibly important. So many of our disciplines, to really restructure the art history survey as it needs to be taught now, is more work than can be accomplished over a semester while teaching the class and think it warrants a level of revision that is not appropriate to ask a faculty member to do on their unpaid summertime. There is a real need for advocating for funding resources to support faculty to archive curricular objectives, including redesigning courses.

(Harris) This has come up in work in our own work in the Library; This notes that the committee will develop an annual report on DEI to report back to Faculty Senate. Are there any teeth to this committee, what are the avenues to power for this committee? Funding is needed, consequences are another and I do not see anything of that sort written into the committee.

(Francois) This is tied to the resolution, but also this equity committee was on our agenda before this year. This has been living with Senate Exec for longer than this year. The need was brought to Senate Exec before last year.

(Grzegorzcyk) I have concerns about the word "Diversity" It is not clear about what is meant. Does it mean that "Diversity" means all protected categories sexual orientations, political views, all interest? I think this should be spelled out. This was one of the biggest issues at system side senate was to include more groups into the definitions of "diversity" – ex: Armenians currently being discriminated against

Coming out of survey that was done at beginning of Ethnic Studies conversation to include more groups in definition of diversity

Also, worried about item #3. It is unclear to me how this committee will affect hiring promotions. This committee will be looking at what RTP files? Expecting to see what? Talking to hiring committee? Expecting to do what? It is unclear about what it says. We cannot pass a bylaw if it is not clear. # 3 not clear to me what the expectation is of the committee.

(Burriss) Respectfully disagree; #3 is pretty clear that this committee will look at any new policy changes and campus wide shared definitions regarding those areas, so doesn't seem to include looking at anybody's RTP files. It is a Senate committee but is tasked with reviewing with a lens of equity, diversity and inclusion. Those terms are defined in another document.



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In regard to Colleen's support for the committee purpose but concern it will be toothless; I am not sure of how sharp the teeth of any Senate Committee are. While a very important question, I don't want to hold this committee to a higher standard; don't want work undermined by lack of access to power. I think about is there enough power and given what power we have, what are the avenues of that power and how it can be exerted by this committee.

Taskforce on the Anti-Racist Action Resolution, we were concerned that this committee be the only place and conduit for action in these regards because it is too much work for one committee, need to make this a culture and sort of norms, but will guide the reflection of that culture and of those norms

(Nevins) Suggestion of membership - consideration of a student be on the committee, either voting or non-voting, encourage including a voting member – important to the campus as a whole

(Avila) Member of the committee that worked on this document; many have helped to explain (Catherine) where the definitions are coming from – division of labor was a concern, and the idea of action was also raised by myself and others. The way this may work, it was envisioned as a place of advocacy a place people could come to raise a concern instead fielding all those reports – still under development, task any committee with being the action behind trying to change policy for instance is a lot to ask a committee. The idea was not to take on any dynamic role of an oversight committee, but rather a place of support, advocacy, a place to have the conversation, a place to have a conversation with Senate. Appreciate all the comments. Looking for ways to advocate everyone's needs. I do wonder about the student position, think it would be a good thing if it is allowed by the bylaws.

(Alamillo) Remind Senators, we have a definition of Diversity we are proposing for Senate to accept. We don't have all the definitions; started with diversity, equity, inclusion and collegiality.

I like that #3 that you would be the body who reviews additional new shared definitions, you could lead the way into a definition on anti-racism and work with the President's Advisory Council on Inclusive Excellence if you need help with that, but we have to work together. I do like #3 and #6 and the others. Do encourage including a student we had one on our advisory committee and it was beneficial and useful, and a lecturer representative as well.

Senate Resolution proposed from Task Force: Anti-Racist Actions to Realize the Truth that Black Lives Matter *

(Pereira) Motion to discuss

(Perchuk) Second

(Francois) Reminded that all received in meeting materials

(Klompfen) lines 212-214 – thank you all for your work, this is essential, and all my comments are friendly.

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Teaching evaluations and observations – don't see anything mentioned about Anti-racism in this line, if you could make that connection clearer?

(Perchuk) Reiterate what I said, in reference to lines of 224-234 involved in advocating in funding and ask that the committee add language about advocating for funding for course design and course development and course reassign to support the reformation of the curriculum.

(Francois) Thank you, Alison, I did make note of it from your earlier comment. There is a bullet that starts on 228 that is about funding and has some examples that we were asked to add; suitable to add here or are you advocating for a separate bullet?

(Perchuk) No, fine with adding it in there – “, and compensating faculty through stipends or course releases for doing such work”

(Eskridge) General question to resolution: Don't see language about accountability or timelines. I am a bit confused as to, I see action statements but no force or impetuses to have them done. Should this be included in a resolution?

(Francois) Yes, we are aiming for timelines. A Senate Resolution can ask for senate bodies to act – in process of writing, Senate Committees were asked to weigh in on issues they are willing to take. We are trying to move things along, we are resolving to continue this work

With resolutions, that accountability is on us. The goal is to have this spread throughout the Senate structures and beyond senate with calls for action in Academic Programs and for administrators to fund. There are two layers; what Senate can do as a committee, and what Senate can push for as influencers.

Any on a committee with recommendations on specific deadlines, please share with us

(Klompfen) Back on the evaluation train ... lines are 235 and 236, evaluations are mentioned there, but not sure if there is another context or if wording is missing.

(Deans) Follow up on Kathleen's comments 235 and 236, and 212-21 I am confused about what their purpose is, it states it is not for professional files, confused on what those items are for

(Wood) Feedback will be taken back to Committee

Senate Resolution proposed: Adopt Shared Definitions to Foster a Campus Culture to Advance Inclusive Excellence *

(Wood) Motion to discuss?

(Pereira) – Motion

(Burris) – Second

(Deans) Talking about definitions; my concern is with collegiality definition. Being on CFA and FAC Rights, I have experience with other campuses who have used this definition of collegiality as disciplinary actions towards faculty members, appreciate the paragraph that it



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is not intended, but just because not intended doesn't mean it will not happen. I have a concern about that definition

(Pereira) Agreement with Nancy Deans, having done Faculty Rights work. I have seen how the intent of something can be bent out of whack to make trouble for people. Much less of a quarrel with other definitions, collegiality is one of those extremely rubbery, gelatinous things. Difficult to confine or corral and seems that it does not belong.

(Yudelson) Point of information: AAUP has come out very strongly against this concept, that it can actually stifle discussion and debate. We were talking about difficult conversations, which are necessary to get to the root of social injustice, because assumptions made by people of power need to be gain said, people of power do not have to worry about collegiality but those who have less power do. Afraid the things you have to say could upset the person in power. The theory of collegiality is great. This was done at Fresno State, President came out with unilateral policy on collegiality – seen as a way to stifle voices. If the body desires collegiality to be a part of this, do with eyes wide open, can stifle kinds of conversations where hurt feelings can help in the long run

(Balen) Thank committee that has worked on for far too long. Make clear that this has already been vetted through staff council and the president's office. I agree with Monica that one is not like the other. I did propose alternate language that makes it more like the others. I appreciate the committee's obvious consideration of those in the revisions. The key one is the definition of collegiality itself. All of the others seems to be a shared practice, whereas this comes down to an individual basis and coming back as a shared practice, that collegiality is a practice of calling each other in through mutually supportive learning and engagement practices to do the work of equity building in order to strengthen the potential for all of the members of all of the campus community to experience civil and professional working conditions. I also gets that this puts pressure of pushing it back to the system – I would prefer it to be seen as definition of shared practice and I think it may mitigate the ability to use it in a negative fashion.

(Wyels) Listening carefully to my CFA colleagues, as I have for some time, and I appreciate their work and the IE taskforce's work. Hearing issues of power and how that would be implemented and what it would look like down the road, and so I defer to their knowledge of what has happened on other campuses. The issue really is power. We have suffered for a lack of a definition of collegiality, particularly one that focuses on behaviors as this does. Will argue, based on literature on collegiality in higher education, I read recently that argued that this can be assessed by behaviors. The behaviors can be negative or affirmative, which is not spelled out in this, but perhaps an addendum, or something that could be worked out. I do not know how to vote on this myself but do want to recognize the work that has been done.

To the question of power in particular, those with more power currently have more leeway to behave in less collegial ways to those with less power. I see this being potentially recourse or setting an expectation that we would benefit from



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(Alamillo) I hear your concerns; we have had many conversations about collegiality. We were not 100% in agreement. We took to heart what you said Jules, adding language about cooperation. We believe we need collegiality in order to get to equity, in order to adopt a more diverse campus, a way to work together and collaborate with each other. Hope you understand that this is a shared responsibility. We all have to pitch in and help out in collegial ways, a means towards an equitable campus. I hope that you support these definitions.

(Perchuk) Thank committee. I looked at the original version that was presented to Senate, *Preamble read*; the new preamble is much less focused on people supporting what the university does whether it was a good decision, but more focused on behaviors that are necessary to build a type of collaborative working place, also providing a framework for a faculty member to say what this person just did... is not appropriate, and now we have definitions that can support claims against abusive behavior and mistreatment. I was not in favor of the collegiality definition last time but changes that were made have assuage some of the concerns. The power dynamics are still very real, as LaSonya says, whether or not we have a definition.

(Eskridge) Question about equity: Equity and fairness are not the same thing. Believe it will open it up as antagonistic reading by someone who want to intentionally undermine the root and effort of these definitions. Fairness is giving everyone the same things, but not all students require the same things. They will have unequal, and some can argue unfair, resources or treatment, but this is necessary because that is what equity requires. It may be unclear and opens it up for issues down the line.

(Banuelos) Speak to John's point, the way this has been used at other universities. I would ask the question, in the terms of the Fresno State example, was it a resolution on collegiality but did they provide a definition for what it meant, or did they just say they were going to do it? Points that he brought up especially about the importance of having conversations. The second paragraph; *read aloud*

I wanted to point out the part on having these important conversations, I think it is spelled out right there

(Wood) Two documents involved in this conversation. Both were sent with the materials; one is the resolution and one is the definitions.

Academic Master Plan *

(Wood) On the agenda for discussion

(Perchuk) I wanted to look at these years. This is one of the constant thorns in our side, plan with no purpose, things get kicked down the line and kicked down the line. I understand we are required to do this. What is the basis for the current years? Is it simply adding a digit to the one from last year? Any way we can please stop that charade

(Wood) I did ask why we keep doing this; told as long as it is on the AMP, if it were to be removed is a great amount of work to put back on there. If we know will not be implemented



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in 20/21, but tremendous amount of work, so at the moment, getting kicked down the line to honor work that has been done in the past.

(Perchuk) Can we come up with realistic years of implementation, realistic planning?

(Say) Completely your frustration with this Alison. If we take them off, to get back on request would mean starting from scratch.

New Provost arrives January, who plans to stick around and work on this. Part is to look at the AMP and work with Senate and faculty to come to a realistic place on this. We just want to keep this moving; know it is punting and apologize for that but safest thing for campus to do so that Provost Avila can work with faculty to flush this out

(Grier) Agree with Alison, decade of punting – committee put this forward because we have not had these conversations. We have new policy for Academic Planning but haven't been implementing it. I agree with Beth and appreciate her support on this and attempt to get a group together to look at how we move these things forward. Some of it is budget and resources and being able to and match plans to reality of what we can do. I am confident we will have some movement on this for the next year or so. Right now, we cannot change our dates, we did this before and got push back from the Chancellor's Office that we cannot just move things around. Just need to send this to do our due diligence with Chancellor's Office and begin the work when Mitch arrives, and we have more direction.

This is why it was put on as a consent item because there is nothing we can do to change this as a group.

(Harris) Personally have issue with putting 20/21 as an implementation year when we know that there will not be any hiring. Any reason we can't push to 21/22 because this a lie. The idea of hiring in 20/21 with the budget conversations happening is ludicrous.

(Grier) Nothing has changed, the dates have been on there for years and years the Chancellor's Office gets to change, I agree – doesn't become what we can actually start developing an internal plan on how to roll those things out. Sympathetic to Dean Kohli because rest in her budget and is frustrating for everyone.

(Kohli) Don't have a budget - do not have decentralize budgets, have approved a few of the thanks to the help, Jeanne that you and Blake provided. We need to have new programs and develop things – agree with Beth, looking forward to Mitch coming and look forward to someone saying this is a priority.

(Grzegorzcyk) I support what Collen said that it would be nice to have a more realistic list. Also, if this is coming to the Senate it would be nice to know where each program is, which was approved. Also, I am sharing what Dean Kohli said, we are a University and should be thinking of taking on new programs, but looking at this list, it will take 13 years on the master plan. What programs are we planning for 2023. We do not have anything on the list. There are no programs for engineering or STEM programs. I am worried that we are in a very stagnant situation.



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Back to implementation – Chancellor White suggesting we will go 40% online, which could be cheaper and maybe we could implement more programs. Therefore, would be nice to know where these programs on the list are standing, which could be implemented right away. The last program proposed was 5 years ago.

7. e: Discussion Student's requests

(Wood) Will the Student Government resolve some of these things and then bring to Senate? What is the process?

(Bernal, Nicole – Student Representative) We have worked on resolution that will be asking if Academic Senate would consider reinstating those policies. It has been a challenging year and would serve as a little extra help for students during this time

(Wood) two requests are the Credit/No Credit option and extension on deadlines

Call for questions

(Perchuk) I support this entirely, this semester and next semester. Our students did not sign up to attend ASU but signed up for in-face experience. Setting aside programs like Nursing that have individual accreditation requirements, why do we not always offer C/NC to students at CI?

(Say) There are lots of disciplines that will not accept C/NC grade for advancement in the field; students on financial aid especially in the military, some groups it would be detrimental. Most graduate programs will not accept C/NC in transcript. There are some financial aid issues and others that effect student to move ahead in their educational careers.

(Francois) Do we know how many students in spring took advantage of the flexibility and what kind of impact it may have had. The Chancellor's Office shared a reminder to be sure to talk with advising, financial aid, accreditation - all those that could affect the students in the end;

Have you Nicole, seen the list of those that need to be included in this conversation? How beneficial was this? How many signed up for it but then reversed their decision. I want to ensure we are benefiting the students and not endangering them. Previously, had a failsafe that allowed them to reverse their decision. Would like a sense of how it went last semester?

(Harris) Last year lots of coordination with Collen in records organization to deal with C/NC, who can and who can't. I seem to remember that despite what our university wants to do, it has to be a Chancellor's Office level decision was my understanding

(Say) I think the Chancellor's Office said the campus could do so on a campus-by-campus basis. A sort of blanket approval for this.

(Wood) does that still hold?

(Say) I can find out

(Veldman) Once technical difficulties have been worked out, faculty got respite and students should get the same.



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(Burris) I support this, even though pivot was not as whiplash inducing as in spring, we are still in restrictive, pandemic times and students are still going through many things that make remote learning especially challenging.

(Deans) I echo Catherine's thought. I was not here last spring, and I am curious, what was the extended deadline was?

(Grzegorzcyk) They were able to drop after exams

(IN Chat Colleen Forest) 29th of May, last day of the semester

(Deans) It seems like it effects how we plan the rest of the semester and how we plan finals. I do fully support.

(Wood) Thank you Colleen Forest for providing information in the Chat:

1,660 grade change options for 889 students in the spring. I think those were requests to ask for the C/NC grade option.

Reports from Senate Committees (*As Needed*)

(Perchuk) Committee on Committees will reach out to current Senate Committees to prepare for the spring elections. We are sending a spreadsheet of our current understanding of who is on the committee and their term. Would like the committee chair(s) to review and reach out to members. We would like to know if anyone will end their term of service early or will need a one-year replacement for a sabbatical or planned leave. If a committee needs members in spring, reach out to Alison and we will work with the Senate Exec committee.

(Grier) Motion to Adjourn

(Periera) Second

[Meeting adjourned 4:32 PM](#)