



ACADEMIC SENATE

TO: Members of the Academic Senate
FROM: Sarah Nielsen, Chair, Academic Senate
SUBJECT: Academic Senate Meeting Agenda
MEETING DATE: Tuesday, January 24, 2023, 12:45-2:30pm [via Zoom](#)

FINAL AGENDA (click to jump to specific minutes)

Approved Minutes¹

Senators Present: Alex Makarevich, Amara Miller, Anita Chang, Arran Phipps, Ayona Chatterjee, Christian Roessler, Christina Chin-Newman, Dal-Hyun Moon, Dana Rucker, David Fencsik, Diana Wakimoto, Donna Wiley, Duke Austin, Ekin Alakent, Gretchen Reevy, Guilherme (Will) Diehl, Gwyn Rhabyt, Izzet Darendeli, Ja Won Lee, Jason Daniels, Jennifer Sherwood, Jeri Little, Jim Murray, Jiyoung Myung, Juleen Lam, Li Zou, Linda Ivey, Lynn Bowes-Sperry, Mariana Guzzardo, Meaghan McCollow, Meiling Wu, Michael Schmeltz, Michelle St. George, Monica Green, Monique Manopoulos, Paul Carpenter, Sarah Nielsen, Talya Kemper, Trinie Dalton, Vanessa Yingling, Vibha Puri, Walt Jacobs, Wendy Rummerfield, Heela Popal (CBE), James Trayer (CEAS)

Guests: Mark Robinson, Carol Trost, Maureen Scharberg, Julie Mielke, Manuel Saldanha, Chandra Khan, Luz Calvo, Rick Rader, Jeanne Dittman, Mitch Watnik, Kevin Pina, Emilia Ianeva, Buddy James, John Eros, Nancy White, Julie Stein, Balaraman (Bala) Rajan

Senators Absent: Cathay Sandeen, Eve Higby, Ian Pollock, Lisa Handwerker, Rajeshwar Prasad, Josephine Cabeza (CLASS), Carlos Martinez (CSCI)

Select Highlights:

1. All [1st](#) and [2nd](#) Consent Calendar appearances [approved](#)
2. [22-23 CIC 11](#) was [tabled](#)
3. [22-23 CAPR 10](#), [22-23 CAPR 11](#), [22-23 CAPR 12](#) moved to [Second Reading](#)
4. [22-23 CIC 13](#) moved to [Second Reading](#)

Meeting called to order 12:47 and is being recorded

1. [Land acknowledgment](#) [12:47-12:49]
 - a. *Thank you, Sen. Dalton, for your reading!*
2. **Approval of the agenda** [12:49-12:51]
 - a. M/S - Schmeltz/Yingling

¹ **Key:** M/S is motion/second | /P is passed | /F is failed

- b. Discussion
 - i. None

a. /P - unanimous consent, agenda approved

3. Approval of 11/29/22 minutes [12:51-12:52]

- a. M/S - St. George/Schmeltz
- b. Discussion
 - i. Sen. Murray - minor typo of the word "Iranian"; corrected in document
 - ii. /P - unanimous consent, minutes amended

a. /P - abst(1), minutes approved as amended

4. Reports [12:52-13:19]

a. Report of the Chair

- i. Welcome back to Spring Semester!
- ii. **Mass Shooting Incidents:** sadness and anger for mass shooting on Lunar New Year and other mass shootings that have happened in California and across the nation. Grateful to President Sandeen and new University Diversity Officer Dr. Wong for messages of support sent to the campus community, and holding space to support people this week.
- iii. **Greetings:** to new emeritus senator Donna Wiley who is replacing Sherman Lewis as representative from Alumni Association. Happy to have you here with us.

b. Report of the President

- i. President Sandeen absent; attending Board of Trustees meeting today

c. Report of the Provost

- i. **Happy Lunar New Year** for those who celebrate! Unfortunately somber with recent events.
- ii. **Locked Classroom Update:** Issue raised last semester. Have solution now, still working with facilities to iron out persisting issues. Process now is to call University Police Department, not Facilities. Issue resolved where they were not previously answering the phone. Any further issues, please let me know.
- iii. Discussion
 - 1. Sen. Yingling - for the new College of Health, are we going to end up with 4 or 5 colleges? Provost Jacobs - good question. The Task Force will address this. Overall goal is to have a College of Health; Task Force will consider whether we want 5 colleges or reconfigure the 4 we have and one of them becomes the College of Health.
 - 2. Guest Dana Rucker (chat) - Provost Jacobs-What is the progress status of the SWEET program? Provost Jacobs - a note went out from the President a few weeks ago about the launch of SWEET. [The website](#) contains more information.
 - 3. Sen. Bowes-Sperry - what is the implication about shift from self-support to stateside? Does it only impact the numbers that accounting department uses, or implications for those teaching? Provost Jacobs - in past, summer courses were more determined based on faculty interest. Moving forward, will be more intentional and focus on student success. Make sure classes are those that students need. Pay structure, etc. will have no change. Motivation for this is that we are currently below targets set by Chancellor's Office. Moving from self-support to stateside helps achieve these targets. Sen. Bowes-Sperry - can classes still be asynchronous? Provost Jacobs - yes, will have mix of in-person and asynchronous. Will be up to department and faculty to work out.

4. Sen. Rhabyt - Will we be expecting to get an allocation for classes in the summer?
Normally receive allocation from Dean for regular semester. If now counted as stateside and budget accordingly, will there be allocation? If teaching in summer, will we expect fall semester to dip since have fixed funding? Provost Jacobs - working on that piece. Will get note out to Chairs and Deans once details are finalized.
5. Sen. Linda Ivey (in chat) - Also makes a difference to lecturer faculty re: retirement/entitlement? Provost Jacobs - don't think that it will, but will check with Associate Provost Silvina Ituarte. Will be coming up with FAQ document to answer questions about summer session.
6. Vice-Chair Chin-Newman - CFA President Rachael Stryker not present today; but believe CFA is meeting with Academic Affairs to work out some details related to this. Provost Jacobs - believe they had a meeting last week.
7. Sen. Linda Ivey - RTP deadlines coming up; Provost Jacobs added a letter in everyone's dossier about Interfolio. Organization in Interfolio is not intuitive and the 5-day grace period is confusing because once you hit submit, it is done. Just a reminder especially to Department Chairs and Committees to be kind to the Interfolio folks since they have been stressing. Provost Jacobs - Associate Provost Ituarte will be meeting with department chairs in a couple days; will send reminder to discuss this specifically. Chair Nielsen - will put on first ITAC agenda for spring.
8. Sen. Murray - what if we have an earthquake tomorrow? Curious about that policy about working from home due to sickness, etc. Is there a policy in writing about what we are going to do after an earthquake? Chair Nielsen - we do have an emergency plan for emergencies with different contingencies. If earthquake is severe enough, President has power to close campus for the amount of time that we need and is authorized to do so.

d. Report of the Statewide Academic Senators

- i. Sen. Wu - ASCSU general plenary started last week. Committee meets Tuesday-Wednesday, whole plenary meets Thursday-Friday. Written report includes nine resolutions already approved by Senate, now waiting for Chancellor's Office signature. Three worth nothing: #5) solidarity with Iranian communities protesting violent repression in response to women/life/freedom movement. Our campus is ahead of ASCSU; already passed resolution when revolution started; #6) Support of Native American grave protection. Our campus also ahead of ASCSU in this regard; demonstrate CSUEB is ahead of every other campus; #9) systematic inclusion of preferred names and pronouns in CSU system. Our campus is again ahead on this issue. This demonstrates that our campus is recognized by ASCSU and other CSUs in regards to diversity and are proactive on these important issues. Lastly, encourage folks to run for ASCSU Senator position to replace me. After 7 years, need a break. Encourage folks to run for this position, very rewarding and brings our campus to be more visible to ASCSU and CSU system. Resolutions under first reading that our campus Senate should look at. #3 - from Academic Affairs committee, request for additional input CSU 2030 challenges. Identifies issues to address with solutions instead of being reactive to legislatures imposing something on us like AB927/AB928. Challenges for our faculty and campuses to point out and seek for solutions before others bring to us. #4 - initiated from FGAs about fiscal years and funding. CSU does not receive the funding we requested, and this may be the source we consider to find support from higher education - from

gas and oil industry tech. #14 - from Academic Affairs. Make sure we maintain Veterans Centers. We do have, but suggest campuses re-examine these student service programs. Have many centers and programs to support our students. Last year, supported our campus' efforts to establish Projet Rebound. Veterans' Office is another one. Both offices serve students with special needs; financial issues we would like have the office structure in strong way to support students. Encourage input to move these resolutions forward for second reading in March plenary.

- ii. Sen. Carpenter - am relatively new, on steep learning curve. A couple things to point out - President is at Board of Trustees meeting, one of major items is something the Chancellor spoke to when talked to the body on Thursday around issues with budget and enrollment. For the first time in some time, the CSU system has seen drop in enrollment. Has potential implications; Chancellor presenting plan to Board of Trustees in terms of realigning budget as a result. Document that will likely be circulating soon outlining budget cuts and reallocations for campuses whose enrollments have decreased (CSUEB included). As COBRA chair, will be topic for committee this semester. Also folds into 4th/5th College realignment discussion. AB927 and AB928 - lots of legislation moving through that is being passed, and are now at point of implementation. In some cases, no final decision on these to plan but will have to be aware of these. Conversations around AB927 (community colleges offering 4 year degrees). Resolution passed as well about expanding professional doctorates on CSU campuses. All tied into enrollment and maximize bringing students in CSUs versus community colleges and UCs. Couple of reports ongoing - Title IX with Cozen, hopefully come to conclusion soon. About 9,000 people had responded (our campus ~40 people) – survey is still open. Faculty salary survey is still underway, will find out more as semester unfolds.

iii. Discussion

1. Sen. Bowes-Sperry - is there a job description for Statewide Senator to replace Meiling? Am considering it, but want to know what I am getting into. Chair Nielsen - brief description is included with election documents. Will look for more complete description of duties. Can talk with Sens. Wu and Carpenter as well. Guest Mark Robinson (in chat) - Here's some General [ASCSU Senator information](#)
2. Sen. Murray - clarification on plenary report item 734. Don't understand what this means - CSU less than half of ask regarding needs for CSU. Sen. Carpenter - when Board of Trustees makes budget request to state, huge differential in what we asked for and what we given. Potentially a number of things potentially will not get funded.
3. Provost Jacobs - the President is planning on sending out a note about Chancellor Office budget proposal once Board of Trustees makes its final decision. Folks suggested edits; Board will make decision, will send note out to campus community about what to expect.

e. *Report of Student Government*

- i. Sen. Popal - just had our retreat two weeks ago and first meeting last week for Board of Directors. ASI Senator updates: Sen. Josie - no updates for CLASS, Sen. Carlos, no updates from College of Science. Sen. Chayer from CEAS: meeting coming up with dean on Feb. 26 to discuss possible events this semester. Nikole Hannah-Jones guest speaker at 2/8 at 1p at University Theater. Sen. CBE (Popal) meeting coming up on 31st with Dean. Currently planning three events.

f. [Report](#) of the CFA

- i. CFA Pres. Stryker is not present; written report attached

5. Consent Calendar [13:19-13:21]

- a. [1st appearance](#)
- b. [2nd appearance](#)
- c. Chair Nielsen - as a reminder, Consent Calendar is for non-controversial items. Usually certification or recertification of our GE, overlay, or code classes, although sometimes other curricular items. Any Senator can pull item off Consent Calendar for full consideration. If not pulled off, 1st appearance items will automatically move to 2nd appearance; 2nd appearance considered approved. Currently all items on 1st and 2nd appearance are GE, overlay, or code certification or recertifications.
- d. Discussion
 - i. Sen. Murray - noticed typo at bottom of documents, Curriculog is spelled incorrectly. Chair Nielsen - will correct.

e. All 1st appearance Consent Calendar items will move to 2nd appearance; all 2nd appearance Consent Calendar items are approved by unanimous consent

6. Business Items [13:21-14:10]

- a. [22-23 CIC II: Urgent temporary change of class modality \(second reading\)](#)
 - i. M/S - Murray/Schmeltz
 - ii. Chair Nielsen - don't have current official policy on temporarily changing class modality. This is CIC's attempt to create an official policy. Proposal - individual faculty member could change class modality from face-to-face to online for one class meeting with notification to their Dean and Department Chair. If temporary change needs to go beyond one class meeting, Dean can approve up to a week change in modality. If group of classes that need modality change for up to a week, Provost Jacob would approve. Any temporary change in class modality that went beyond a week would require approval from President.
 - iii. Discussion
 - 1. Sen. Rhabyt - thinking about this in terms of COVID and circumstance where instructor is still testing positive after a week. Are they obliged to go back and request permission from President? President is extremely busy, to go up that high can take some time to come back to me. Seems like needs <24 hour approval from President, seems unwieldy. Chair Nielsen - first class meeting, instructor can take care of that, followed by interacting with the Dean's office. There will be that period where if someone is testing positive but doing well enough to teach, first line of approval after that one class change would be with the Dean. Hopefully avoid situation of needing immediate decision.
 - 2. Sen. Murray - minor point, but when teaching self-support, for instance, the notification would go to PHAP office of absence when teaching and not my Department Chair. Chair Nielsen - with issue for classes in this program, who do you report to? Sen. Murray - PHAP program for self-support, Department Chair for stateside. Chair Nielsen - might want to modify the policy to account for extension as well.
 - 3. Sen. Austin - looking for clarification of Dean approval of single class and Provost approval for groups of classes. Distinction is not clear. Dean approval for a week example is due to highly localized issue like outbreak (doesn't seem localized). Next paragraph for Provost approval for groups of classes example unacceptable room temperature. Not sure what needs Dean versus Provost approval? Examples appear to be opposite. Chair Nielsen - distinction the committee was trying to make was that if everything is

happening in the same college, call it a local issue (i.e., virus outbreak in classes offered by CLASS in part of one building - Dean Ng would authorize change for a week). In terms of example of air conditioning going down, many departments or colleges impacted. So if affecting classes across campus, not just one college then Provost would make the decision. Sen. Austin - for clarity, would make more sense to clearly state that distinction of affecting one versus multiple Colleges. Provost Jacobs - if issue pops up, talk to Chair first and they can escalate to Dean or Provost if necessary. We try to respond quickly, this is a priority for us. If confused and Chair doesn't have an answer, send me a note directly.

4. Chair Nielsen - suggestion from Sen. Murray to add language about including extensions and from Sen. Austin about clarifying examples. Ask for motion to table to make revisions?
 5. M/S - Bowes-Sperry/Austin to table 22-23 CIC 11
 6. /P - unanimous consent, 22-23 CIC 11 tabled
 7. Moved to [New Business Item E](#) for Time Certain
- b. [22-23 CAPR 10](#): *ILO Revised Quantitative Reasoning Rubric (first reading)* **(time certain 2:00 PM w/ Educational Effectiveness Council members)**
- c. [22-23 CAPR 11](#): *ILO Revised Critical Thinking Rubric (first reading)* **(time certain 2:00 PM w/ Educational Effectiveness Council members)**
- d. [22-23 CAPR 12](#): *ILO Revised Oral Communication Rubric (first reading)* **(time certain 2:00 PM w/ Educational Effectiveness Council members)**
- i. M/S - Schmeltz/Reevy to combine 22-23 CAPR 10, CAPR 11 and CAPR 12 as first reading discussion
 - ii. Chair Nielsen - Educational Effectiveness Council members (Balaraman Rajan, Nancy White, Kevin Kaatz) were present to discuss
 - iii. Guests Rajan, White, and Kaatz - [presented slides](#) on proposed revisions to ILO on quantitative reasoning, critical thinking, and oral communication.
 - iv. Discussion
 1. None
 - v. 22-23 CAPR 10, CAPR 11, and CAPR 12 will move on to Second Reading
 - vi. Move to [Item 7a](#) for Time Certain
- e. [22-23 CIC 13](#): *Graduate Certificate Programs (first reading)* **(time certain 1:30 PM w/ music faculty)**
- i. M/S - St. George/Diehl
 - ii. Chair Nielsen - would change requirements for graduate certificate programs to allow for some undergraduate courses. Is allowed now under current policy, but current policy is not allowing some certificates to move forward because are still classified as undergraduate certificates because they have lower-division units. This issue came up for music department who has certificate for people pursuing single subject teaching credential in music; change initiated specifically for music department, but could be relevant for other departments who would like to offer post baccalaureate certificates
 - iii. Guest Buddy James - Colleague John Eros is here as well. Offer a single subject matter preparation program in music that is 31 units. Some undergraduate students take this set of courses while also completing 120 units. Only a couple overlaps in there, is a heavy lift. To

complete it in 4 years, student would need to average almost 19 units/semester. So many students graduate then want to come back and take these courses. But these are not graduate level courses, primarily upper division (of 31 units, approximately 25 are upper division). Minimum units required for certificate program is 12 units. Change would make it 15 upper division units. Since is state-approved program and was approved before put together certificate program, includes 6 units of lower division courses to satisfy that requirement. Currently in process of suspending masters program. Have had some masters students take this, but vision is allow students who have a degree who aren't ready to commit to masters program to get this certificate through us and apply for it (previously not possible except through masters program). There is demand, need and jobs available. This would enable us to continue to allow our graduates and other people in the area to take this program and get employment.

iv. Discussion

1. Chair Nielsen - any current bachelor's student can complete the courses for this certificate while doing their BA music requirements; those who can't apply for certificate now are those who have already graduated with a bachelor's degree and would need to apply for graduate certificate because already earned a bachelor's degree. Guest James - that is correct
2. Guest John Eros - a tremendous need for music educators. Shortage of credentialed certificate teachers. This would allow for students to get the training to fill this. Re: people who have graduated, some decide to pivot in music career and would like to teach instead of perform. This allows them to do that and make the shift. Is a large program unit-wise. Those few lower division courses are instrumental technique courses - focused on handling of instruments. Are lower division, but are deal breakers for being certified because those are topics that come up quite a bit. Are more positions at elementary level than high school. In exit discussion for graduates from certificate, this is what students were looking for. Being able to take certificate program allowed them to get training to pursue credential through internship process which means they are teaching full time while completing credential.
3. Guest Associate Dean Mitch Watnick - want to emphasize what Guest Eros said - main focus is potential credentialed students and getting jobs. This is not a change in substantive way for certificate itself; certificate wouldn't change at all. Is local designation, allowing music department to declare this as graduate certificate as opposed to just certificate, would allow to admit student as post baccalaureate students to be in this program and open to students who are not current students and don't wish to pursue degree. Doesn't change certificate, changes ability of student to access certificate.
4. Chair Nielsen - shared screen to review specific changes to policy
5. Sen. Yingling - point of clarification, it needs to be designated at graduate level because they already have a bachelors degree? Similar to some students are DPT, have to advise them to no graduate if haven't taking chemistry and other series. Isn't there an existing post baccalaureate program in Science? Is that an extension program? Chair Nielsen - program that Sen. Murray was talking about, PHAP program? Post baccalaureate certificate program run through Extension. Does have some lower division classes in it. Sen. Yingling - this couldn't be run through that? What is the difference between Science

students going back versus Music? Guest Watnick - PHAP is for students who wish to pursue a professional degree such as MD or other post-graduate degree (e.g., DPT), whereas this isn't like a stepping stone so much, is about teaching credential. Trying to get single-subject certified to teach music in K-12 schools. These are the courses that would allow someone who has teaching credential otherwise to be certified for this particular area of teaching. Similarity is that PHAP student is listed as post baccalaureate student, and anyone admitted for this certificate would also be listed as post baccalaureate student. CSUEB eliminated idea of having student who was "undeclared post baccalaureate." So now have to be admitted to some program. Sen. Wiley (in chat) - Technically it was called Unclassified Postbac in the past.

6. Guest James - One thing to add is that there might be some mingling of funds in stateside versus self-support, may be some issues if going the extension route for current undergraduates taking these courses.
7. Vice-Chair Chin-Newman - for those wondering why this can't be undergraduate certificate? Our definition of an undergraduate certificate is that a Music major would not be eligible to get certificate, so is not a viable pathway.
8. Sen. Bowes-Sperry - if called graduate degree, but any undergraduate student could have already taken it, what makes it graduate level? In past classes, have had graduate and undergraduate students in same class but graduate students would do additional work. If it is just the same work the undergraduates are doing, doesn't seem like the graduate students should be taking. Am fully supportive of this, but want this to be clear. Chair Nielsen - students pursuing BA in Music aren't required to take classes they need to take for single subject certificate, but can opt to take it while they are still students in the program. Students for whom this would help are the students who have already graduated (from our program or other programs), coming into this post baccalaureate certificate program to establish content knowledge they would need to be certified in teaching credential in this area. Guest James - is not a degree, is a certificate. Purpose of certificate is to pass the CSET and get content knowledge to go into credentialing program. Sen. Bowes-Sperry - since it's called a graduate certificate, people teaching the course could they give more challenging coursework for the graduate students? Is there any technique to do to make it more stringent for students in the certificate program taking the same course? Guest James - if polled undergraduate student who have taken these courses, would say that these are hard. Really already taking graduate courses, will have to discuss how that might look. Sen. Yingling (in chat) - The title graduate is needed to have them enroll in the university correct? Chair Nielsen - correct.
9. Guest Scharberg - credentials are not a degree, are a post baccalaureate collection of courses students, in this case to prepare them for subject competency of CSET.
10. Sen. Roessler - concerned of referral to specific need that is causing this. This case is the Music department who has challenging programs and needs it in this context. But creating here a certificate that any department could create. Any department could then take these undergraduate courses and call it a graduate certificate. We are mislabeling what this is, and saying we have to do this for pragmatic reasons. Maybe there is a way to create some kind of distinction? Have genuine concern whether it is good to create this

option for departments to create graduate certificate that doesn't include any graduate coursework. Chair Nielsen - encourage folks to look in university catalog for Music program. Look at coursework required, which is double the amount which was required normally under old graduate certificate program. Says 15 units of anything, as long as it is not lower division. Is structured for people interested in pursuing single subject teaching credentials. Guest Watnick (in chat) - Catalog information on credentials [is here](#)

11. Sen. McCollow - as someone who works in education specialist credential and masters and credential program. For Senator not familiar with California Credentialing Program (CCP), lot that goes into play when talking about credentialing. Lot of mismatch with how CSU itself is set up in recognizing set of coursework required to meet standard. Credentialing is extremely complex. May come across as something hobbled together, but is hard to figure out accreditation necessary. (*Secretary Lam note - due to poor connection, could not capture everything*).
12. Sen. Ivey - History department has had same issue, our program is social sciences but is actually history, economics, social science and geography; have huge list. Ended up making a second major out of it; not sure that was the greatest way to go either. Like the idea of certificates so they can stay enrolled, but don't understand the semantics, like how it could be called teaching certificate. Difference between graduate versus post baccalaureate if doesn't lead to masters. Chair Nielsen - Music certificate is to establish subject matter competency, not the actual credential. Bachelors degree or test can potentially meet that requirement for subject matter competency. But for those students who don't have it, a certificate like Music's would allow that transition and content knowledge to allow them to go into credentialing program.
13. Guest Watnick - is literally semantics. Need to call it a graduate certificate to allow Music department to enroll graduated students as post baccalaureate. Other departments are welcome to create a similar certificate. In the end, a certificate is just a piece of paper - doesn't go on transcript. Just about establishing that you know the subject matter and getting the right courses so you can get your credential in music. When recorded in Chancellor's Office and WASC, is simply listed as certificate.

14. 22-23 CIC 13 move on to Second Reading

15. Moved to Items [6B](#), [6C](#), [6D](#) for Time Certain

f. [22-23 CIC 16: Curricular Consultation \(first reading\)](#)

i. Did not discuss

7. Information Items [14:10 - 14:28]

a. [Black Excellence Project](#) (time certain 2:10 PM w/ Professor Steven Cleveland)

- i. Guest Cleveland - presented slides on Black Excellence Project.
- ii. Discussion
 1. Chair Nielsen - can you talk about how the sharing of stories from Black Alumni went when visiting Sankofa GS class? Incredible opportunity, would love more details on how that was for students and alumni who participated. Guest Cleveland - great opportunity to share. From feedback, not a lot of opportunities for students to see folks who look like them. Interest in putting together alumni panel that allows time for asking questions one on one specific to their disciplines. Hope to plan this for spring.

2. Sen. Yingling - what specifically can we fund or a list of asks as Senate; how can help directly? Guest Cleveland - excited about idea of adding to that, idea of supporting students with scholarships. Just trying to get students to campus is a big deal. Many are struggling with juggling work and classes. Chair Nielsen - can talk more about this in ExCom and Senate. Are there things Senate can do to support Black graduates and other graduation ceremonies from other groups? Have had informal discussion with administration on steps to move forward on that with these affinity groups. Could write some resolutions in support.
3. Vice-Chair Chin-Newman - invitation to discuss all these issues in FDEC and bring back to ExCom and Senate. Thank you for all your work!
4. Sen. Yingling (in chat) - Does Faculty Senate have a fund at our discretion? Chair Nielsen - not as far as I know. Do not have discretionary spending. Have allocation for release time for certain positions that are negotiated with Academic Affairs, but tend to stay the same year to year. Can maybe talk about starting a fund through donations that are directed to Senate? Can start brainstorming along these lines.
5. Chair Nielsen - have you been noticing particular experiences or qualities from the alumni that have participated in Black Excellence that would be helpful for faculty to think about in their work with our Black students that support their success? Guest Cleveland - commonality is that it is not a monolithic experience. Students, formerly incarcerated youth, students middle class, student whose parents went to college, First Gen...thing that is common is that Pell or non-Pell, the gap still exists. Something is going on culturally that we need to address. Part of what we're advocating for is fostering sense of belonging by centering Black students in curriculum and programmatic pieces, hiring, work to retain folks. Need to value things beyond just the things they are hired for, and considering value from community. Students are diverse, but the things that keep them here are the real relationships.
6. Sen. Darendeli - thanks for great presentation. Wanted to share - we are trying to make Pitch Competition, start to stop series. Think is a great change initiated for underserved communities. Have done this for 4 years, most successful alumni from Pitch competition have funded their own companies and received investment. Black alumni students were very successful through this. If you need our help, anything we can do with awareness raising in entrepreneurship, startups, contribute to the competition; we are open to all partnerships.
7. Guest Cleveland - this is an asset-based approach. Our work is not to identify problems, but stories about successful students regardless of the obstacles, which may be different. The beauty of these stories is that these folks have all graduated despite obstacles, and sometimes these obstacles have even made them better. There is something inspirational about understanding that.

8. Discussion

- a. None

9. Adjournment

- a. M/S - Rucker/Reevy
- b. Meeting adjourned at 14:29