

Executive Committee Minutes
October 3, 2019
3:00 – 5:00, Academic Affairs Conference room

Abstract

Agenda – Approved. Minutes of 9/19/19 – Approved. Chair Report. President Report. Provost Report. Statewide Senator Report. Vice Chair Report. Vice President of Administration and Finance Report. Associated Students Report. Feedback on Statewide Ethnic Studies requirement. From EPC: Offsite Programs – Approved for Senate Consent Calendar. Version 2 – Lecturer Conversion Presentation. Senate Agenda Approved. APARC Report. FSAC Report. SAC Report.

Present: Laura Watt, Melinda Milligan, Wendy Ostroff, Sean Place, Jenn Lillig, Hilary Smith, Missy Garvin, Carlos Torres, Judy Sakaki, Lisa Vollendorf, Joyce Lopes

Absent: Hope Ortiz, Paula Lane, Wm. Gregory Sawyer, Erma Jean Sims

Guests: Richard Whitkus, Melissa Kadar, Jerlena Griffin-Desta

Approval of Agenda – Approved.

Approval of Minutes of 9/19/19 – Approved.

Chair Report – L. Watt

L. Watt reported that things are going along.

President Report – J. Sakaki

- Anthony Tercero (student who won BOT award recently) got a spontaneous standing ovation at Green Music Center Diana Krall concert.
- Graton Rancheria gave us an incredibly generous gift to improve our facilities at Fairfield Osborn Preserve, including for parking improvements, ADA compliance improvements, and a talking circle for educational and community purposes.

President Sakaki fielded a question from Chair Watt regarding the name of Fairfield Osborn Preserve. Joyce Lopes will follow up with Claudia Luke. Carlos Torres asked if we could add a labyrinth concept to the preserve project. Dr. Sakaki likes the idea but knows we cannot do it for this project.

Provost Report – L. Vollendorf

- Two of the four Dean of Business and Economics finalists were on campus this week and two more will be on campus next week. Thank you to all who are participating in the interviews and providing feedback.

- Dr. Mark Perri accepted the Faculty Sustainability Chair position for our sustainability efforts on campus.
- AVP for Institutional Effectiveness candidates are slated to be here in a couple of weeks.
- Our next WASC Senior College and University Commission (WSCUC) visit will be March 4-5, 2021.

Statewide Senator Report – W. Ostroff

W. Ostroff reported that the ASCSU had a first reading on a resolution to ask that qualified lecturers be given early notice of upcoming tenure-track positions. She thought this was a first step toward lecturer conversion to TT positions in the CSU.

Vice Chair Report – M. Milligan

M. Milligan reported on current calls for faculty for service on university committees. She noted the Copeland Creek Committee was re-convening and they had been asked for faculty to be appointed. There was some discussion about the committee as it has been on hiatus for a number of years. The VP of A&F said she would look into it and get back to S&F. M. Milligan noted that S&F sent back questions to UPRS on their charge revision.

Vice President of Administration and Finance Report – J. Lopes

Vice President Lopes was present but did not have anything to add to the other updates.

Associated Students Report – M. Kadar

M. Kadar reported on student voter registration, a resolution for President Sakaki's review, and calls for two more Senators.

Feedback on Statewide Ethnic Studies requirement

M. Milligan started the discussion. She said herself, L. Watt, J. Lillig, C. Nelson and S. Bosick met to discuss how to proceed with the ASCSU's request for feedback on a potential statewide Ethnic Studies requirement. They brainstormed and reviewed the campus discussion on the Critical Race Studies overlay in the new GE program. It was thought they could craft a memo about how SSU came to create content criteria for Critical Race Studies to send to the ASCSU. They thought the American Institutions requirement was a good model for this new proposal as the systemwide requirement is broad and campuses can create their own specific ways to meet it. They will draft the memo and pass it by faculty who have been active in the Critical Race Studies discussions and then go to the Senate for endorsement. The memo will basically be a discussion of the campus process around Critical Race Studies. The Chair of EPC will discuss the memo with EPC. The Senate Analyst suggested the memo go to the Senate Diversity Subcommittee. It was noted the timeline is short to prepare the response. A member asked what would happen if the Senate didn't

endorse the memo. L. Watt responded that if that happened, then the campus would not send a response. W. Ostroff noted at the Statewide Senate, there was controversy about who can teach in Ethnic Studies and warned that this may come up on the discussion. There was some discussion about this topic and it was noted such a conversation will happen soon in governance. L. Watt asked that any other comments go to M. Milligan.

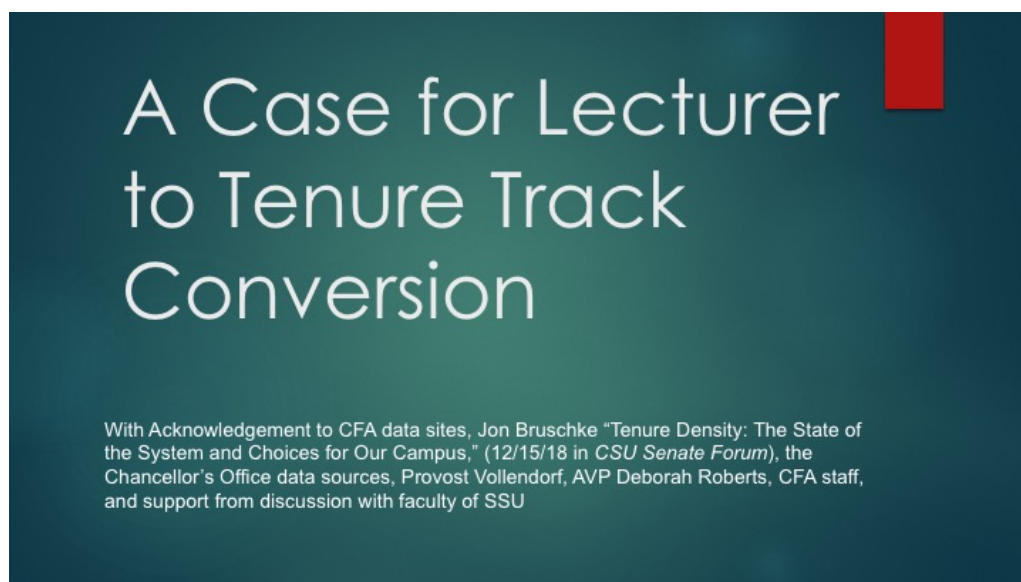
From EPC: Offsite Programs – J. Lillig

J. Lillig reminded the members that last year an Offsite programs policy was approved and now they are using it. These four offsite programs are already being offered offsite. This proposal is to offer the same curriculum at other sites. EPC had interesting discussions about funding, faculty oversight and the stability of the programs. EPC requested SEIE to return to EPC in a year to 1) launch and functioning of the off-site programs, 2) progress towards developing a cohort model for off-site programs with committed and consistent faculty oversight of the curriculum (considering stateside and non-stateside offerings), and 3) progress in defining the roles of the SEIE and University Studies Curriculum Committees in these programs (in partnership with faculty governance). EPC requests that these programs be on Senate consent calendar.

The Chair asked that the memo be clearer that the programs are not launched yet, and only the curriculum has been approved. There was more discussion about the specifics of the programs and the process. **It was approved for the Senate consent calendar.**

Version 2 – Lecturer Conversion Presentation – C. Torres

C. Torres presented his updated presentation for the conversion of lecturers to TT positions. The slide are reproduced here with the new information.



Purpose & Approach

- ▶ My purpose here today is to make a case for Increasing Tenure Track Density at SSU by converting more of our full-time, eligible lecturers with terminal degrees into tenure track positions. I will argue:
 - ▶ This will be necessary to maintain current tenure density, and perhaps even increase tenure track density to what it was planned to be
 - ▶ Recent funding by our state legislature has incentivized an increase in tenure track density with recommendation for lecturer conversion.
 - ▶ Though increasing tenure density costs more, such costs can be offset by converting lecturers to tenure track faculty, and initial costs of hire and searches are less or even negated.
 - ▶ It is a good utilization of the education capital of lecturers who know current workforce needs and have in-place community knowledge needed to support student demographics
 - ▶ It will increase diversity in tenure track faculty ranks
 - ▶ It will decrease economic inequality at SSU
 - ▶ It will Increase the overall quality of instruction at SSU by retaining high quality educators.

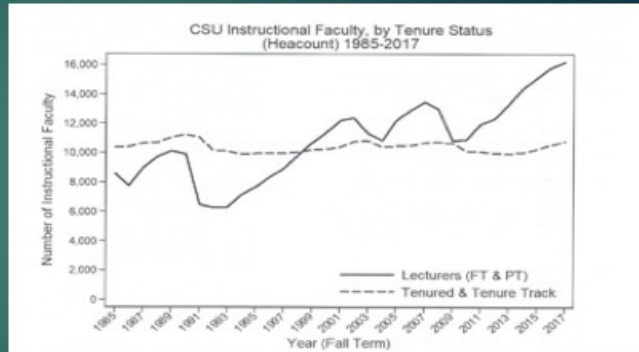
Historical Baselines for Lecturer to TT Ratios

- ▶ It has been the abiding intent of the California legislatures, CFA, the Board of Directors, and the Chancellors Office to increase tenure track density, and is so currently.
- ▶ In the original California Master Plan for Higher Education created in 1960, CSUs were to be conversions of existing colleges into “teaching” colleges with a tenure density of 75%, with 25% “temporary” faculty. Starting with proposition 13 in 1978, our higher institutions have been defunded.
- ▶ From 1991 to 2002, tenure track density dropped from 80% to 60%, and budget constraints were often cited as the cause. However, CFA has pointed out that “there is no causal relationship between a CSU’s net operating budget and expenditures on faculty salaries.” For example, increasing classroom capacity in lower division classrooms (increasing FTE in lower division course) offsets the costs of increasing tenure density.
- ▶ A California State Concurrent Resolution ACR 73 was passed in 2001 and expressed the legislative intent to achieve a 75% to 25% tenured and tenure-track faculty to part time lecturer ratio.
- ▶ AB 1464, introduced in Spring 2017, was also intended to increase tenure-track density to 75% by 2026, this time with timely goal of doing so by 2026 —however, the number of tenure line positions has remained relatively stagnant for 30 years.

Historical Comparisons and Baseline Statistics of Faculty by Headcount in CSU

Lecturers relative to all CSU faculty by headcount was 37% in November, 1991; Now 61.7% at present (12/2018)

from 2010 to 2016, the number of part-time lecturers in the CSU system increased by 30 percent, while the number of tenure track faculty declined by 1 percent.



Since the CSU announcement (2001) of its ambitious plan to reach 75 percent tenure density by FTE by 2010, CSU tenure density instead has dropped from 63 percent to 55.6 percent by FTE, and from 46 percent to 40.5 percent by headcount by 2016 when the CSU reached it lowest tenure density in history.

Tenure Density by FTE Since 2009

SSU 61.2%

- Is comparatively good vs. other CSUs whose average is 56%

Faculty Profile: Sonoma



Fall Term	Full-Time Equivalents (FTE)				Ratios		
	Students	Lecturers	Tenure-Track	All Faculty (Lect + TT)	Student to Ten-Track Faculty	Student to All Faculty	Tenure Density (TT/All Fac)
2009	7,640.2	97.2	261.9	359.1	29.2	21.3	72.9%
2010	7,602.3	113.1	243.8	356.9	31.2	21.3	68.3%
2011	8,075.7	101.9	244.8	346.7	33.0	23.3	70.6%
2012	8,133.4	114.0	234.2	348.2	34.7	23.4	67.3%
2013	8,378.2	133.1	220.5	353.6	38.0	23.7	62.4%
2014	8,468.9	147.1	217.6	364.7	38.9	23.2	59.7%
2015	8,563.4	147.3	224.8	372.1	38.1	23.0	60.4%
2016	8,605.4	153.7	232.8	386.5	37.0	22.3	60.2%
2017	8,646.2	149.3	245.9	395.2	35.2	21.9	62.2%
2018	8,673.5	156.5	247.1	403.6	35.1	21.5	61.2%

But SSU has the lowest percentage of full time lecturers to full time tenure track faculty in the CSU system- accounting for our 61% tenure density by FTE -14 % to Fresno at 38%, LA at 35% & Channel Islands at 64%, (50% of part-time lecturers polled would like to be working full-time)...

HEADCOUNT OF FULL-TIME FACULTY BY RANK AND CAMPUS
Fall 2018

CAMPUS	PROFESSOR	ASSOCIATE PROFESSOR	ASSISTANT PROFESSOR	TENURE-TRACK SUBTOTAL	LECTURER	ALL FULL-TIME
Bakersfield	83	39	98	220	90	310
Channel Islands	52	19	72	143	92	235
Chico	202	92	157	451	100	551
Dominguez Hills	107	54	94	255	120	375
East Bay	125	73	126	324	47	371
Fresno	232	118	248	598	207	805
Fullerton	337	215	219	771	226	997
Humboldt	103	55	72	230	80	290
Long Beach	389	175	235	799	277	1,076
Los Angeles	270	74	168	512	167	709
Maritime Academy	17	15	19	51	17	68
Monterey Bay	61	33	67	161	56	217
Northridge	403	177	210	790	157	947
Pomona	258	76	173	507	113	620
Sacramento	338	97	235	670	121	791
San Bernardino	194	61	117	372	102	474
San Diego	327	209	209	745	189	934
San Francisco	342	181	190	713	136	849
San Jose	301	129	238	668	131	799
San Luis Obispo	320	145	206	671	210	881
San Marcos	108	85	90	283	112	395
Sonoma	134	35	70	239	54	273
Stanislaus	129	45	87	261	79	340
Total	4,832	2,202	3,400	10,434	2,873	13,307

...so our tenure Density at SSU by Head-count is just average in a system that promised far more.

However...

TENURE DENSITY BY HEAD-COUNT, 2012-2018 (FALL TERM)
(EXCLUDING LIBRARIANS, COUNSELORS, COACHES)

	2012	2013	2014	2015	2016	2017	2018	
	% T/TT	% T/TT	% T/TT	% T/TT	% T/TT	% T/TT	% T/TT	
Bakersfield	51%	48%	43%	42%	38%	35%	36%	■■■■■■■■■■
Channel Islands	26%	27%	28%	29%	29%	33%	33%	■■■■■■■■■■
Chico	51%	48%	46%	47%	47%	44%	47%	■■■■■■■■■■
Dominguez	10%	28%	28%	28%	28%	27%	28%	■■■■■■■■■■
East Bay	41%	42%	42%	38%	38%	41%	42%	■■■■■■■■■■
Fresno	43%	42%	41%	43%	41%	41%	42%	■■■■■■■■■■
Fullerton	31%	31%	38%	42%	42%	31%	43%	■■■■■■■■■■
Humboldt	61%	61%	61%	61%	61%	61%	61%	■■■■■■■■■■
Long Beach	43%	41%	39%	38%	38%	38%	37%	■■■■■■■■■■
Los Angeles	41%	41%	40%	38%	33%	32%	31%	■■■■■■■■■■
Maritime	63%	61%	61%	61%	61%	61%	61%	■■■■■■■■■■
Monterey	31%	31%	28%	32%	32%	38%	38%	■■■■■■■■■■
Northridge	43%	42%	39%	43%	38%	37%	39%	■■■■■■■■■■
Pomona	43%	43%	47%	44%	46%	43%	47%	■■■■■■■■■■
Sacramento	43%	43%	43%	41%	39%	41%	41%	■■■■■■■■■■
San Bernardino	47%	45%	43%	41%	42%	42%	43%	■■■■■■■■■■
San Diego	51%	48%	43%	44%	44%	43%	43%	■■■■■■■■■■
San Francisco	45%	45%	43%	44%	42%	43%	43%	■■■■■■■■■■
San Jose	38%	38%	37%	37%	38%	37%	37%	■■■■■■■■■■
San Luis Obispo	61%	61%	61%	61%	61%	61%	61%	■■■■■■■■■■
San Marcos	45%	37%	38%	34%	33%	34%	32%	■■■■■■■■■■
Sonoma	43%	43%	41%	42%	42%	43%	43%	■■■■■■■■■■
Stanislaus	51%	49%	48%	43%	44%	43%	42%	■■■■■■■■■■
CSU SYSTEM	45%	43%	41%	41%	41%	43%	43%	■■■■■■■■■■

Source: CSU PMS database, November snapshots

...there has been recent funding to increase tenure density at CSU

- ▶ An increase in the state budget for CSUs for Summer, 2018 (SB 840) stipulated that the CSUs set aside \$25 million of ongoing funds to **increase the hiring of tenure-track faculty**. Language in SB 840 sets a baseline, that is, the number of new tenure-line hires the CSU is expected to make regardless of additional funds, and requires the funding be used to increase the number of faculty hired above the baseline – meaning the CSU could not use the funding to pay for existing positions. In the Summer of 2019, \$35 million was approved (in 2015-16, \$11 million).
- ▶ The budget language also recommends that CSU seriously consider their existing qualified lecturer pool as candidates for these new tenure-track faculty positions. Though not required, “serious consideration of these internal candidates, who are both experienced and qualified, is the most sensible and cost-effective way for the system to improve faculty tenure density.” The language also **requires a report** to the legislature on how the funds were spent and the impact of the funds on increasing the number of tenure track faculty, reporting upon “The number of new tenure-track faculty who were incumbent California State University lecturers.”
- ▶ The way to increase tenure density is to either let go of lecturers and hire tenure track faculty from outside the system, or to convert lecturers in the existing pool to tenure track positions. I argue we should make use of our current terminal degree lecturers who are already fulfilling the requirements of the positions that would be searched for.

There are Initial Cost Savings Associated with Converting Lecturer Positions to Assistant Professor Positions

- ▶ The estimated cost of an outside hire would include the full cost of salary and benefits, while the reclassification of a lecturer position to an assistant professor would negate much of the increase in cost.
- ▶ Using these calculations, CFA estimates the cost associated with reclassifying a full-time lecturer position to an assistant professor position would cost the CSU approximately \$30,000 in new ongoing money, VERSUS paying the full salary + benefits of an outside hire. \$136k (new outside hire) vs. \$30k (converted lecturer)
- ▶ National searches are between \$4,000 to \$6,000 which could be eliminated if a transparent conversion track were opened.

	Monthly	Yearly	Benefits Cost (57%)	Including Cost of Benefits
Average Lecturer Salary ¹	\$5,640	\$67,680	\$38,578	\$106,258
Average Salary Assistant Professor (and cost to hire)	\$7,218	\$86,616	\$49,371	\$135,987
Estimated Cost to Convert One Full-Time Lecturer to Assistant Professor	\$1,578	\$18,936	+\$10,793	\$29,729 ²
¹ -Average full-time salary for Lecturer, B, C, D (Source CSU PIMS data 11/16 with added CSI and benefits cost updated. ² -Note: this does not include start-up costs per hire of \$8000 per conversion				

Yearly Costs Associated with Converting Lecturer Positions to Assistant Professor Positions

Sustainable Cost to Convert Full Time Lecturer to Tenure Track			
	Salary	Benefits	in dollars
Full Time Lecture Salary (15 units)	\$67,680.00	\$ 38,578.00	\$ 106,258.00
Cost for one new assistant professor (teaching 12 units)	\$86,616.00	\$ 49,371.00	\$ 135,987.00
Cost to Employ a New Lecturer 1 yr to fill void (3 units)	\$ 18,000.00	0	\$ 18,000.00
Added cost to convert and hire lecturer to teach 1 class			\$ 47,729.00
2019 2-3% AB 1072 Incentive for increasing tenure track density of \$35M			\$700,000 to \$1,050,000
Number of Conversion that Could be Supported from Incentive: 14 to 21 for 1 Year		OR Supports 5-7 Conversions for 3 Years	

- ▶ For 2 – 3% of the new statewide incentive funds available of \$35 Million (for the 23 CSUs), we could potentially convert 14-21 lecturers to tenure track this year (or hire the same in outside hires and potentially displace lecturers).
- ▶ With CFA estimates of the current pool of eligible lecturers with terminal degrees at 30%, that is about 45 lecturers at SSU.

The Provost noted that the funding statement was inaccurate and should state that no new money was received, rather new mandates about how to use the money were received from the Chancellor's office regarding TT hires.

Structural Inequities of the Underclass Status of Lecturers – The Academic “Catch 22” –

- ▶ While undertaking and publishing research is imperative for advancement, because of increasing workload requisites and an inflated employer's market in higher education, lecturers spend most of their time on grading and course work and filling out applications for still more “gig” work instead of writing up research (52 individual cover letters in 2012 for me).
- ▶ The “New” Corporate Sustainable ethic in the U.S. is transforming to be more focused upon the success of ALL stakeholders (rather than just shareholders), meaning the welfare of everyone invested in the progress of the institution should be considered—I argue the potential trajectory of “temporary” faculty toward furthering their prospects in the their home institution should be considered for the overall success of SSU.

Decreasing socio-economic inequality --the issue for our time

- ▶ **Our lecturers now make up 61.7% of the faculty and bear the largest portion of the teaching load-**
- Yet they receive little research support and are not eligible for most grants because of part-time and non-tenured status. (Though I have been doing research for six years from my own funds, I just learned that I lecturers have to get a tenure track faculty member to be their PI on grant funding through SSU.)
- ▶ **Lecturers average CSU-wide \$41,700 a year individually from the CSUs, net \$2600 a month.** This forces most lecturers to work a gig economy and work 2 or more jobs, or remain underemployed. Only 1 in 5 lecturers at SSU are working full time, we have the largest percentage of freeway flyers per tenure track faculty in the system.
- ▶ 75% of all new Ph.D.s enter work into the private sector, and many who enter academics eventually leave for higher paying jobs for the promise of a sustainable living. Being a lecturer at a university is an increasingly unsustainable job and, as many researchers and writers have noted, is emblematic of structural socio-economic inequality within academics.
 - ▶ Example, OLLI program exodus of 2011

Education Capital Associated with Converting Lecturer Positions to Assistant Professor Positions

- ▶ **CFA has estimated that 30% of lecturers meet terminal degree requirements for tenure-track faculty positions. Each new converted lecturer position**
 - ▶ **Will increase or maintain tenure track density without letting go current lecturers**
 - ▶ **Will increase retention rates.** Many SSU lecturers have spent years investing in improvements to their classroom learning environments and chosen to place the stewardship of Sonoma's college cohorts above opportunities in higher paying jobs.
 - ▶ **Increase student engagement.** Even one fewer course (especially in lower division GE courses) will allow converted lecturers to engage student learning more proactively, conduct more research, apply for more grants, develop and continue new course designs. Lecturers are currently and increasingly limited by time and workload -- the Catch 22 of workload restraints.
 - ▶ **Converted lecturers will increase pedagogical quality overall** because lecturers know: community factors such as as internship availability, social networks, the student body and the needs represented in student demographics; they can advise upon local economic realities and workforces needs consistent with the SSU's strategic plan.

Conversion Increases Faculty Diversity

- ▶ As of the fall of 2017 in the CSUs, roughly 47% of the tenure-track faculty were female compared to roughly 53% of lecturers.
- ▶ Under-represented minority faculty compose about 12% of tenure-track faculty, but about 26% of lecturers.
- ▶ “Institutions of higher education now employ far more non-tenured track faculty than tenured...in this environment it’s also easy for discrimination [and subconscious bias and ageism] to thrive”

[\[http://davidbaconrealitycheck.blogspot.com/2015/02/leleua-lounes-lournev-as-freeway-flies.html\]](http://davidbaconrealitycheck.blogspot.com/2015/02/leleua-lounes-lournev-as-freeway-flies.html).



Roadblocks to Conversion

- ▶ **Policy and Precedent** – It has been the policy of SSU and other CSUs to hire faculty through national searches, and converting lecturers directly into tenure track faculty, though not uncommon in other higher ed. systems (College of the Redwoods, SUNY) is certainly not the norm within the CSUs. But there have been exceptions to this precedent, even at SSU. In 1993, “the president of SSU, after consulting with CFA to see if they had any concerns, converted several long time lecturers to tenure track. CFA agreed to the plan...All six were either women or people of color” and eventually became tenured by normal RTP processes” (emeritus professor at SSU). And nothing in the CBA goes against converting lecturers to tenure track faculty. In fact, word from CFA is: “the union would encourage conversion, preferencing qualified incumbent lecturers to transition to available TT positions...and would like to see this done more often.”
- ▶ **Narrowness of Faculty Search Criteria** - Faculty search criteria often overemphasize publication and research, and deemphasize service, teaching experience, and production that doesn’t involve print. An acculturated lecturer brings community engagement experience, service, acquired pedagogical skills, prior work and experience in diverse fields outside of academia—all of qualities that enhance the teaching of real world skills and augment department advising capabilities, yet they are seldom referenced in searches.

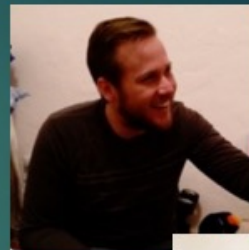
Roadblocks to Conversion, cont.

- ▶ **Ossified Perceptions of Lecturers** - The not uncommon experience of one tenure track professor at SSU: "...tenure-track national searches bring in 'superstar' candidates that always out-do our own lecturers because they are somehow superior...hiring committees are often seduced by the newness and seeming-superiority of candidates in a national search, causing an elitism that is harmful to our departments. I have served on many tenure-track search committees over the years, and have seen stellar part-time colleagues passed over for the promise of so called 'impressive' candidates, who have then gone on to be far less committed to our teaching-focused pedagogy and/or our students."
- ▶ **Cost** - It is more expensive to increase tenure density sustainably. However, I would argue that lecturers are primarily incentivized to publish, present research at conferences, and take on as many classes as possible to make a living. Learning new skills in online and in-classroom pedagogy, taking on service opportunities at universities, and acquiring skills that might enrich and make classrooms more productive are not emphasized in job searches. If we could increase the education capital within our lecturer pools, this would translate into increased effectiveness and efficiency. We are also losing good candidates...

We can retain our "talent" pool...

Departed SSU in Spring 2019 - Jay Rettig, Ph.D.

In my his capacity as Director of the Santa Cruz Island Reserve (part of the UC Natural Reserve System), Jay oversees the research, educational and public outreach, and support of the Santa Cruz Island Reserve. Jay's research involves tracing the footsteps of the paleo-Indian inhabitant of California, the first migration to our shores.



Departed in Spring 2012 - Kayleen Asbo, Ph.D Mythological Studies (Ph.D. 2014), Three Masters Degree: M.A. Depth Psychology (Expressive Arts Therapy); M.M. Music; M.A. in Mythological Studies

Kayleen worked in the Psychology Department at SSU from 2009-2012, received the highest possible evaluations from students and was nominated for the Excellence in Teaching Award in 2012, and let go the same week because of low seniority and budget cuts. Kayleen has since become the Cultural Historian for the Santa Rosa Symphony and is becoming widely known for her research of unheralded heroine's throughout history. In Spring, 2018, she was added to the Liberal Studies lecturer pool, coming back to her quest to "teach, transform, and nurture young minds once again," a lifelong pursuit.



Let's create a pathway toward lecturer conversion and increase tenure track density because:

- ▶ **We could increase participation in Faculty Center projects overall and online courses to compensate for sagging enrollment.** SSU's footprint in the online learning community for the CSUs is almost non-existent, while some CSUs like C.S.U.F. have created a substantial footprint--lecturers have been teaching GE courses that optimal for online conversion, lets us transform these to online formats and have the time to do so!
- ▶ **There are ethical and incentive positives for a transparent policy allowing for conversion.** Launching a national search with an internal candidate in mind is misrepresentative and potentially costly. It is more transparent and cost effective to have departments provide recommendations for possible conversion for presidential approval. Presidents should be able to convert lecturers on occasion to fill specific gaps in departmental needs, just as they are able to grant tenure upon occasion as well (per CBA, to speed transition from a long-term asst. professor, for example.)
- ▶ **It is consistent with California legislative priorities!** It is logical and consistent with legislative funding priorities and could be matched with president's own criteria for incoming tenure track faculty.
- ▶ **We need to provide a sustainable living for all of our faculty and staff to maintain a healthy institution.** Surveys have indicated that full-time lecturers are not overly concerned by pay scales, they are more concerned with having a SUSTAINABLE workload that encourages student engagement, pedagogical innovation, more time for research and advancement, a little time for publication. And GE Reform has increased the burden on many lecturers' workload and will continue to do so as each GE Area course is implemented.
- ▶ **We need to nourish success and personal growth rather than reiterate structural socioeconomic inequalities.** Currently CSU Chancellor's office is offering CDIP, or the Chancellor's Office Incentive Program for encouraging CSU Faculty to pursue a doctorate terminal degree, with the cost of the education paid back to the faculty member upon continuing employment as a faculty member. But the pathway toward advancement is non-existent, and the chance of "winning" a position through a national search is less likely than anytime in history.

Discussion: The discussion focused on what C. Torres wanted the Senate to do when this presentation is given and the realities of converting lecturers to TT positions. C. Torres wanted the Senate to discuss this and possible put together a resolution. The Provost noted that in the CFA contract there is no provision for converting lecturers to TT which makes doing this difficult for the campus. Other ideas that were offered that could help lecturers gain TT positions were: tenure track jobs in teaching; investigate whether all searches need to be national; broaden search criteria to include all educational capitol; make strides to support lecturers more; provide professional development support; help lecturers gain the abilities to be convincing in an interview that they can be successful in the RTP process; establish a Research Foundation so lecturers can remain employed doing grant funded research, even if they lose teaching units. It was suggested that PDS start the conversation to help both lecturer and TT faculty progress in their careers. It was decided that Chair Watt would work with C. Torres about how this can be presented to the Senate.

Senate Agenda

AGENDA

Report of the Chair of the Faculty – L. A. Watt
Request for device
Approval of Agenda
Approval of Minutes

End of Year Reports: Scholarship
(on team drive)

Consent Items: Offsite Programs - Lake County partnership with Mendocino College (Lakeport); Woodland Community College (Lower Lake) = BUS; Santa Rosa Junior College, Petaluma = BUS; Solano Community College = BUS; and College of Marin = LIBS

Special Reports: SSU Budget Report – Laura Lupei – TC 3:15

Business

1. From FSAC: Revision to the Emeritus Policy – Second Reading – P. Lane TC 3:35 (*tentative*)
2. From EPC: Gerontology Discontinuances – Second Reading – J. Lillig TC 4:15

It was requested that FSAC provide a more detailed cover memo for the Emeritus policy explaining the conversations FSAC had about the policy and how they discussed the questions that brought the policy back to FSAC.

Approved.

APARC Report – S. Place

S. Place reported that APARC received a new draft of the new class modules and the impacts for faculty and students. APARC wants to get feedback from department chairs before bringing it forward to the Senate. They will also be providing a second set of eyes on the drone policy. A member asked about stalking and drones. VP Lopes assured the members that *all stalking* was not allowed on campus. Drones on campus can only be used for research. A member voiced student concern about students not having enough time between classes to get to class. S. Place said this was one of the major drivers of re-looking at the class modules and in the new modules, students have 10 minutes between classes.

EPC Report – J. Lillig

No report.

FSAC Report – R. Whitkus for P. Lane

R. Whitkus reported that FSAC discussed how to move forward with the RTP revision. Currently, they are thinking of breaking the policy up into sections and each member of FSAC will take on a section. They want to make those sections available for feedback. He discussed various issues they will address in the revision. They had a first reading on a joint statement from AFS and PDS on teaching sensitive materials.

SAC Report – H. Smith

H. Smith reported the SAC continues to discuss student mental health and safety. They want to know how students can give feedback on classroom conditions. S.

Place said APARC is working with Associated Students and they will work on putting out a survey to students about classroom conditions.

Adjourned.

Minutes prepared by L. Holmstrom-Keyes