

Executive Committee Minutes

January 27, 2022

Via Zoom

Abstract

Approval of Agenda - item added. Minutes of 12/2/2021 - Approved. Chair Report. President Report. Provost Report. Statewide Senator Report. Guest, Martha Shott, new Faculty Athletics Rep - Approved for report to the Senate. From EPC: Early Childhood Education Certificate Discontinuation - Approved for Senate Agenda ; Early Childhood Studies BA and the Education Minor - Approved for consent calendar; Education with Concentration in Early Childhood MA Discontinuation - Approved for Senate Agenda. From FSAC: Revision to the Excellence in Teaching Award. Vice Chair Report. Vice President of Administration and Finance Report. Interim Vice President of Student Affairs Report. Student Representative Report. APARC Report. SAC Report. CFA Report. Career Center Presentation to the Senate - Approved as report for Senate. Library letter regarding Staff and telecommuting - postponed to next Ex Com. Senate Agenda approved.

Present: Lauren Morimoto, Bryan Burton, Emily Clark, Richard Senghas, Emily Acosta Lewis, Emily Asencio, Richard Whitkus, Karen Thompson, Michaela Grobbel, Sam Brannen, Judy Sakaki, Karen Moranski, Monir Ahmed, Michael Young, Christina Gomez, Erma Jean Sims

Guests: Martha Shott, Chiara Bacigalupa

L. Morimoto welcomed two new people to the Ex Com. Our new Vice President of Administration and Finance, Monir Ahmed and then we also have returning to campus Michael Young, who is serving as the interim Vice President of Student Affairs. We have Christina Gomez who can join us this semester and that means her class schedule worked out.

Approval of Agenda - item added: Career Center report to Senate.

Approval of Minutes of 12/2/2021 - Approved.

Chair Report - L. Morimoto

L. Morimoto said there are a lot of things that she is hoping to attack this semester, but the main thing is we had a very successful faculty retreat on January 20th. We

had a good turnout and we had a lot of staff and faculty who helped us facilitate. Sam Brannen talked about having a healthy department and we had Judy who came to the social and got to meet some of our newer faculty and then Karen facilitated a session with Aiden Humrich, the Staff Council Vice President and Vicki Montera-Heckman about authentic consultation and she received really good notes from many sessions. We will redact the names before we put transcripts up publicly. Cynthia Boaz gave a presentation about academic freedom and created a PowerPoint, so we'll have those resources up for faculty very shortly.

There are two things that she thought that the Senate should deal with. She was looking for a suspension of classes or programs policy and there isn't one, and an EPC chair said our suspension policy is the same as the discontinuance policy, but it seems those should be two different animals. Depending if there's time, it's not anything urgent, but she did want to look into that.

Some questions have come up about governance and when faculty governance should weigh in. For instance, in the reorganization of a school. Even if the department names are changing, or a program has a new setup, is that technically okay? Do we think faculty governance should weigh in? The Business School has been on our agendas for a long time. But she thought that goes beyond this specific instance, because we're under a budget crisis and we may need to make decisions. We are going to want to have some policies or procedures in place about how to reorganize things, and it would be nice if we had some ideas about where we think governance fits into that and when we think it does not.

President Report - J. Sakaki

J. Sakaki said it's good to see everyone. She thought the parts of the Faculty retreat that she was able to participate in, the opening Ted Talk and that whole discussion, she really appreciated. She loved the engagement and the conversation, so thank you to everyone who participated in that and the reception was fun. She had a chance to engage with faculty that she wouldn't have the opportunity in this COVID environment.

Opening spring semester is different than we thought, but we're back and when we walk around campus and it feels like we're coming back in a little ways. There's food, there are students walking around, and we have 140 courses that faculty during this period, with the health order through February 11, requested to be taught in person. Primarily, mostly the ones where the format is better and the students learn better in person. Thank you for all of that, and after February 11th health order, we hope, we

will just return to the Spring semester, as we previously had planned it. Support services are open and we have about 900 students living on campus in the residence halls. The REC facility, the library - those were critical that students asked that they remain open and accessible. We're keeping everyone healthy and safe as best we can, thank you.

She talked a little bit about COVID testing. Testing is available on Monday, Wednesday and Friday. Feel free to access that. Some have asked her, isn't that really expensive to have all this testing going on? Fortunately, it's not as expensive as one would think because the company that we have worked with does ask for information on those that have insurance and they do bill back to those, so we're not picking up all the costs for that, but it is a service that is helping to keep all of us safe. The Ex Com might be interested to know that at the peak we were giving about 1000 tests a week, we're now averaging about 500 tests a week. When we started at the beginning the positivity rate was 12%. Now we're down to 4% positive, so that's really an improvement. We love that we have this accessible, to not just to students, but faculty, staff, and their family members.

She participated in the day and a half of the Board of Trustees meeting. The Board of Trustees ratified the collective bargaining agreement with the CFA, so that's good news. Other things that were discussed were the renaming of Humboldt State to California Polytechnic Humboldt. The new Channel Islands CSU President is Richard Yao who identifies as Chinese and Filipino American. There was a sustainability report. We're really moving forward across the system on paying attention to climate and sustainability. There are centers or offices on all the campuses and there is a strong movement to incorporate sustainability issues into the curriculum as well. There was an update and discussion about the legislative agenda and about the Doctorate of Public Health and that is going to be brought back at the request of the Trustees to the March meeting for more fuller discussion.

Two other things: the suspension or elimination of standardized testing in admissions was up for discussion. The Board had a lively discussion about removing the SAT and the ACT. It will be brought back for a vote in March.

We've had a couple neat things happening on our own campus with some significant grants. Dr. Teresa Nguyen won the prestigious American Psychological Foundation visionary grant to support her research on lower income, newly married Latinx couples. Dr. Lisa Bentley received a \$1.1 million NSF career grant for her work on the impact of wildfires. The President said she was hoping that the whole climate

change/sustainability area will be a signature area for us and making our mark here in in the CSU.

L. Morimoto said for those of you who were at the last Senate meeting and Chair Chat you recall that things were heated or dramatic and she wanted to thank President Sakaki because she has reached out to every faculty member who asked a question or who spoke at the Senate meeting. She appreciated the President for taking the time to reach out after that exchange and she thought that's something that is good that those smaller conversations happen throughout, so she wanted to thank the President for that, and then the second is a question. We were in a budget meeting this morning and she couldn't remember if there was any money in the budget for having to come up with coordinating our transfer model curriculum because we're supposed to develop a one model for the CSU, the UC and the Community colleges. Somewhere down the line, we're going to need funds to coordinate and make everything streamlined. Is there anything in the budget to take into account, because it's the legislature that put that demand on us and so maybe they would pay for it?

J. Sakaki said there are, unfortunately, these unfunded mandates. Monir Ahmed said as we discussed this morning, there is a long way between the Governor's proposal and the final budget, so many things that we see today are very fluid and that will change. It is a good point. He thought last year, they did put some one time money toward the three different segments, to try to come up with the learning management system for everybody to go to a common system. That was the prelude, but there hasn't been any specific conversation. He was sure that will come up during the conversation between now and May and we will be on the lookout and if it does happen, will bring it back and if Karen hears anything from her peers, she will also share that with us.

K. Moranski said Academic Programs is deep in these conversations and the good news is that we have updated a lot of our ADTs and TCMs, associate degrees for transfer and transfer model curricula. We did that for the California promise, and we have expanded ADTs about as far as we can on our campus. We may be able to add a TCM, but they are working on that already and are in the conversations about the change and about the intersegmental conversation that's happening around the curricula. There are some hotspots such as Oral Communication and, of course, the American Institutions piece.

R. Senghas said regarding the unfunded mandate part of it, one thing he has been seeing that actually isn't as bad as it used to be. They are starting to give stipends to

faculty who are going to sit and look at some of these materials, whether it's particular courses for articulation, agreements on courses and things like that. That's been one way that the funds have come in, instead of these big amounts that might seem to be going to a particular camp. That said, he hasn't seen anything that's really mitigating the issue of how, at each campus, we have to have some people doing that. He will bring this up in our working sessions, and we have our next Statewide plenary in March. This is something that we should be looking at. When our enrollments go down, we worry about offering our courses. Part of what happens is a domino effect where it is faculty, especially tenure track faculty, and where the work keeps getting down to a fewer and fewer people, it's hard to argue that we need to hire more people to do faculty governance. When this stuff can be funded and we can backfill and hire back some of the lectures to cover if people are being reassigned to do appropriate faculty stuff, that can help us mitigate some of our budget crisis a little bit.

B. Burton said he had one comment and one question. First comments, again, thank you to the President for coming to the Faculty Retreat. He thought folks enjoyed it. I know it's simple, but powerful. He has heard positive things such as President Sakaki is trying to reach out more so, he encouraged that. His question was about the constant issue of SSU's identity. The President mentioned being a COPLAC university and/or Hispanic Serving Institution. What is it about our COPLAC status? He taught at a school that was in COPLAC and he thought that campus did a very good job marketing their COPLAC status. How can we promote that cool COPLAC identity such as the Cal Poly Humboldt?

J Sakaki said she thought that's a really good point and even COPLAC as an organization has really moved towards serving as a leader in terms of bringing people from the different COPLAC institutions together. Recently at a meeting with other CSU presidents and the Board, we were called out as participating and having faculty and staff from different areas participating in leadership programs and also advising and working across areas. Karen is very actively involved. This summer we will be hosting what's called a Beard Leadership Institute here. Nationally, it will draw people from across the country here to Sonoma State and the focus is on providing leadership and bringing people together that are faculty chairs of departments. She was excited that that is going to be happening. She said there are more meetings like that and we got a shout out that we had people that I didn't even know we're participating in some of specific areas where they were drawing people together and sharing. We have faculty and staff communicating with others across the country. Brian made a really good point. We need to understand better for ourselves how it can impact us and help us, and then we need to be able to talk about it with

students and parents and others, even faculty because it is an identity for bringing new faculty to join us. She asked the Provost if she remembered the five areas we are participating in.

K. Moranski said there are many. She knew that Executive Director Cole Woodcox pointed out CTET and their leadership, especially on helping faculty to adjust to remote learning, study abroad/study away, and the trio Program. There are there are 20 or 25 Affinity Groups and we actually have members in every single one of them, and so the infiltration of COPLAC identity has become really prominent over the last couple of years and is in all facets; enrollment, admissions, Student Affairs and student retention issues. What you're asking about is a really important question which is we are there and are participating, and that is part of our identity, along with the Association of Interdisciplinary Studies. We're hosting that conference as well this year. We're staking out some claims to identity, but we need to figure out how to market that, we need to figure out the language to use. One of our initiatives that was a way to welcome people back to campus on January 3 was donuts and tag lines. We asked people to submit taglines for the institution, and we can talk about that at Senate next time, to get the broadest audience, but there were about 50 entries that ranged in types of marketing messaging, but a lot of it centered around the things that that the President is talking about in terms of our relationship to COPLAC, our sense of being a public liberal arts and sciences institution, our sense of being an institution that wants to do interdisciplinary collaboration. There's a lot there to work on for taglines and we that's what we need to do, we need to shift to selling.

A member said that he and several of his colleagues have been noticing, the past several years, that students can enroll in a class for the spring that has a prerequisite they are taking in the fall. Students do fail Math classes. They are not then prevented from enrolling in the next class and they stay enrolled. We have to actually manually check to see if our students have met our prerequisites and then manually drop them. It seems to be simple that after grades are posted, to have the registrar's office rerun the pre-requisites.

K. Moranski said she agreed 100%. This is particularly a problem in the vertical subject matters where students need one course before they can move on to the next. Unfortunately, in most student information systems, Banner and Peoplesoft, it is very difficult to do prerequisite checking without breaking the system. This is a good problem to deal with because we want students to succeed, and if they haven't succeeded in the first class, they're not going to succeed in the second class. She will

talk with the registrar and with Academic Programs and see if we can start to put some technical support into checking.

A member said she wanted to return to the COPLAC issue. She appreciated the President and Provost's involvement in this. Although marketing absolutely is very important, but there's not much to market if things aren't really in place and blossoming. We want to encourage you all, as we move forward trying to deal with this budget crisis that we pay attention to what's needed and encouraged. In terms of COPLAC, actually put the money there and looking at foreign languages, for example, they have not been supported on this campus as they should have been. It's all very difficult and in terms of interdisciplinary, it's one of these great buzzwords and, yes, we need to not just because it's the best word, but it's really important and that's my plea. Making a plan towards next year and then following up on that, so that we will be strong when we emerge out of this crisis.

L. Morimoto said we're starting to do a few things. (The Senate Analyst lost her internet connection, which wasn't restored until later that night!) She didn't know what happened to the Senate Analyst. She felt lost without her. We were talking this morning and Laurel will do some research for us to look at all the other COPLAC institutions and see what they offer, what are their core curriculum, and then see how we match up to that. We've had so many conversations about who we are and then it just goes away. Then the only thing that's really concrete is the branding thing that happened and that doesn't speak to the liberal arts piece. We're trying to do concrete things. We're open. If anyone wants to tell us - here's something else you can think about doing concretely that moves this conversation forward. How do we operationalize this idea of selling ourselves as a Liberal Arts institution?

K. Moranski said we are preparing for a community reading around that topic with a book by a guy named Richard Detweiler (The Evidence Liberal Arts Needs) who has looked at the benefits and impacts of liberal arts education. He did a session, and she was able to see him in person and hear him talk about the book. We'll be gearing that up this semester for these conversations about planning for action.

Provost Report - K. Moranski

K. Moranski said we have waived the GVAR requirement through fall of 2022. We are still working with students on the impacts of COVID, but also because the Chancellor's office is reframing GVAR, and we are eagerly waiting a memo that is coming from Academic Programs at the Chancellor's Office about the future of

GWAR. We're going to see the degree to which we need to be reporting GWAR versus making sure that we're helping students to be the best writers they can be before they graduate. Reporting test results and helping students to be better writers are really two different things, and that is the finding of the group that she was involved in around GWAR. We made some recommendations to the Chancellor's office and we're waiting to see what they're going to do with those. In the meantime, it seems prudent to suspend that requirement through fall of 2022. We have a new outreach director in Strategic Enrollment, Richard Toledo. He has had both private and CSU experience. She listened to a report from him this morning. He is really moving fast on marketing. We'll talk more about admissions and the President will give a full report next week at Senate. Once we're at the end of the add/drop period, we'll have better numbers for next week. It sounds like we have found a very good outreach director who is jumping on to marketing and making relationships with 135 high schools and Community colleges all across the state.

The Academic Affairs Budget Advisory working group is a group that is working to make the budget reductions that need to be made in Academic Affairs and their goal is to do that in such a way as to not disrupt the academic work that we need to do. Both to offer the kinds of majors we want to offer and graduate students in a timely fashion and so it's a tricky business. We're very grateful to Mike Ogg and to Emily Acosta Lewis for their work on that. She thought the unique thing about this is that it is budgeting done in a different way than we have ever done at Sonoma State, and it answers the call for what is collaborative decision making, what is shared governance and how do we make budget decisions in a way that reflects the multiple perspectives that we have on our campus. Mike and Emily are working on a communication plan and there is a website that will be going up any day now that will offer information and updates. She was excited about the work that they're doing and appreciated the leadership. She noted that the Chair of the Faculty is on that group as well as Karen Thompson.

We have a forthcoming open Dean's position in Arts and Humanities in Academic Affairs, and we will be putting in an interim Dean, so that we do the search next year. She was having a series of conversations with department chairs in the school and other leaders across campus to try to get feedback on who to put in that interim role.

We will have more next week on the Library consulting report. As you know, we had a consultant come in in November with reports issued in mid-December. Dean Schneider and Kaitlin Springmeir, who's the new Chair of the Library faculty, are working to finalize recommendations and develop an action plan coming out of that

library consultation. She was pleased with the way that has worked and with the way people have been willing to have conversations and we'll have a good Action Plan coming out of that.

A member asked about the issue of us not having a suspension policy for programs and that this and discontinuance are two different things. Could you share how you see the difference between these two?

K. Moranski said the difference, quickly, is suspension means that you are suspending enrollment and suspending admissions. You're halting the inflow of students into a major and often that is used as a moment to reorganize the major, reorganize the curriculum, shift the focus, whatever the case may be. Sometimes suspension means that the program is not doing well on enrollment. There are a variety of reasons for a suspension, but suspension is about admissions. It's not about whether the program is going to continue or not going to continue. Discontinuous is the formal shared governance approach to the discussion about ending the Program. That's usually done after suspension. In other words, you may suspend a program and then discontinue it later. The Kinesiology Master's program is a good example. At the time that they were looking at what to do about that major, it had low enrollment. It was not clear at all whether there was a way to suspend a program in the CSU, not just at Sonoma State and there is very little policy guidance from the CSU or from the CO about suspension, but it is now clear. The Chancellor's Office gave us clarity - it is absolutely possible to suspend a program without discontinuing it, but often discontinuance is the next step in that process. We do have a very thorough discontinuance policy as you know.

The member asked the Provost to share that piece of written information from the CSU with us, who are dealing with this painful issue, so that we also understand who is authorized or who should make those decisions and how these decisions are made. To get clarity on that is super critical given this dire budget situation that we're in and low enrollment situations, that we separate what is going on, and not just make budget driven short term decisions that will have may have really bad effects in the future.

K. Moranski said she would ask Academic Programs to put something together and EPC may have further other information. The EPC Chair said she was actually going to add that we are going to be visiting this issue at EPC Thursday, so if the Provost does have any information that would be great. The Provost said she would see what she can get in writing. The Chair of EPC continued saying we got an email announcement about the extension of the GVAR, in relation to that EPC hasn't met

yet this semester, but the GEORG is putting a hold on putting out the call for new WIC courses through overlay until we get a little more sense of what's going to happen with the GWAR at this point. We didn't want to put extra pressure on faculty to try to meet this new call for proposals during this time, especially when we don't know what's going to be happening. She wanted to put that out, because some people have been waiting for this call to come out. The Provost said we are all waiting for the Chancellor's office, so that's great.

Time certain reached.

Martha Shott was not present, and the Chair said she just wanted to be put on the Senate agenda, not necessarily speak today, she move would forward with the agenda and then if she shows up, she would interrupt whoever's talking.

Statewide Senator Report - R. Senghas

R. Senghas said we had a plenary session last week. Way too much zooming, something like 20 hours of zooming across three days, which is why he wasn't able attend the faculty retreat. We got a lot of business done. He sent a report with the specific resolutions that got passed, so that we can think about how we might want to move on some of these on our campus. One of the resolutions that passed came as a joint resolution from Faculty Affairs that had to deal with how to maintain faculty authority over curriculum, as well as class pedagogy in times of emergencies, not just pandemic, but any kinds of emergencies, now that we're dealing with fires and floods and plagues and, as we were joking then, we wonder when the locusts come in. We were seeing that in different ways across the whole CSU system. Some campuses are doing remarkably well with these kinds of decision processes and some are not and many of us are somewhere in between. But we are seeing an absence of clear policies that are going to say who gets to decide what in these emergency circumstances, including even who declares it as an emergency. People have been doing a lot of stopgap things and what we're saying is, we think that the campuses across the CSU, each of them need to figure out their own set of policies that work on a campus level.

Guest arrived.

L. Morimoto introduced Martha Shott, who is our new Faculty Athletics Representative. She started after the retirement of Dr. Steven Winter this spring. She's asking to be part of the agenda for Senate. L. Morimoto was glad to see that

we are getting a report from Athletics, because when she was on the Athletic Advisory Council, she advised that every other month.

Martha Shott said thank you so much Lauren. She said she is the new Faculty Athletics Representative for our campus. She was appointed after Dr. Steven Winter retired last spring. It's been such a pleasure to learn more about our Athletics program at Sonoma State and all the wonderful things that our student athletes are doing in addition to their playing time on the field including the ways that they excel in the classroom and the community service that they're doing. She hoped to present to the Academic Senate in general about what's been going on with Athletics this year and actually it will probably go a little bit back into last year when things were really shut down due to COVID. Competitions were generally not happening for student athletes and how that impacted their athletic eligibility, their academic eligibility, and their scholarship money. Leading into this year when things have been resuming, what will the health protocols look like for our student athletes and also how they've been fairing academically, some of the support services that are either in place or that we're hoping to put in place for them moving forward and then general updates for the spring competitions, which we're hoping will go off without too much of a hitch. She did have a little bit of that information to share with the Ex Com today unless the Ex Com would rather wait and see a full presentation at the Senate.

L. Morimoto said it is only that sometimes people want to preview what is coming before the Senate.

A member asked is there anything that might get surfaced in this report that we might want to be ready to respond to? Or if there are some things that might need some information gathered or maybe potential decisions that might be coming before us?

Martha Shott said there's nothing that she could think of that would need information gathering to happen. It's more intended to be informational in nature, give the campus a heads up about things that are happening and are planning to happen. Any sort of natural feedback that the Senate has, at that point that she could take back to Athletics or back to the IAC which is our Academic Advisory group for Athletics.

L. Morimoto said if it's within your purview, she knew the faculty advisory rep looked at eligibility and compliance broadly with NCAA rules, but one of the things that came up last semester, looking at the Center for Performing Arts, was looking at all

the above line programs to get IRA funds and that we really don't get any reports. Right now, she is serving on the Student Fee Advisory committee and we had advocated trying to get a budget report from Athletics. She would hate to see it fall through the cracks after there was such a push by the student leadership last semester, and by faculty leadership to find out what's going on with that two and a half million dollars. Martha Shott said she was not aware whether they have a plan to share that out, more broadly, but she was happy to ask for that information to give as part of her presentation. She did know that there is a plan for the IAC meeting in March to cover budget more broadly for Athletics, and so I imagined that the IRA funding would be a part of that, but she could certainly ask for it and also present to the Senate. The Student Rep said she could also give an update for the students, as far as looking at the above the line programs. She thought one of the goals would be to redo the referendum, because it was put into place in 2003 and needs reexamining about the above the line programs and how the funding is allocated.

M. Shott said if anyone on the Ex Com, all independently or as a group, think of other things that you'd like to hear, you can just send me an email with whatever items you want me to report on.

Lauren Morimoto said they usually have to do a gender equity report for to the ADA, and we haven't heard that report or seen it for a number of years, so we would be curious to see where we are in compliance with Title XI.

Return to Statewide Senator Report

R. Senghas said we were just talking about how we're seeing that it does make sense for us to have local policies. There were a number of resolutions that came through just from Faculty Affairs, so he would reach out to FSAC because some of them make some sense for some potential action, sooner or later.

Other issues that came in were resolutions around whether there are letters of reprimands or disciplinary action going into faculty files and some clarification of the processes of faculty getting to address those before they actually land in their records. There are some campuses where that was problematic. There was a resolution about recognition and support of faculty participating in shared governance. One of the other things that we're really trying to get out there is encouragement for faculty at appropriate stages of their professional career to be involved, including lecturers, and how campuses can help foster that as one of the different kinds of services that they have and if maybe some resources being allocated.

One area that got a lot of attention in some of our committee meetings, but also on the floor, was the problematic nature of the Community College bachelor's degrees. There could be as many as 15 degrees every semester, and we could see how that that might end up being problematic in terms of the distinction of roles of the Community Colleges and the CSU regarding budget implications. We will be hearing more about that in the future.

Finally, given that it's salient this particular week as CFA votes, there was a resolution on the recommendation about the pending tentative agreement, especially around making sure that budgeting and funding allocations will support whatever gets agreed on, because in theory, if the budget isn't there, then sometimes they don't have to do the things agreed to and they're trying to say to the Chancellor's office and on all levels, please make sure that the funding is there to support everything that's been bargained for all the in the past, and in this current go round.

The Chair of EPC said she was meeting with some of the folks on campus who are curriculum committee chairs of various capacities and also reps from Academic Programs, and we were wondering about the survey from ASCSU for AB8928 and we haven't really had a conversation about that across campus and we're wondering if we need to be thinking about generating a response together as a whole campus or how we should proceed with that because people are growing more and more concerned about how this is going to go down.

R. Senghas said there are a few committees that are watching that especially Academic Affairs. There is real concern and one of the things that they are already working toward is trying to set up some regional conversations with Schools in different areas to see when is it working. One of the things that we're worried about is that the label of a program might say one thing, but as we dig down into it and look at what courses are being offered, does it turn out to be one of these specially needed things that might be able to be done there or is it just one of our more general programs that we already have elsewhere with a different label on it. There is also a fundamental question that people are looking at: what are the Community Colleges good at, and what is the CSU good at, and which things might be problematic? If they're going into a college that isn't designed to be handling the level of things at the upper division levels, are there arrangements that might be made, maybe even in conjunction with local campuses and things like that that might make all this work better? The real challenge we have is that Community Colleges are constitutionally funded and we aren't. We're legislated funded. We are much more exposed to risk of budget changes, based on what could be happening

in those other sectors. That's recognized and we'll see what happens. Faculty governance and the Governance Affairs Committee are trying to figure out how to work with some of the legislators to see what do to make this all work a little bit better. He didn't think that all the legislators quite understood what was happening as a result of how the lines were sent out. Definitely double check with Wendy Ostroff, and he was happy to also try.

Time Certain reached.

From EPC: Early Childhood Education Certificate Discontinuation; Early Childhood Studies BA and the Education Minor; Education with Concentration in Early Childhood MA Discontinuation

E. Asencio said these three curricular items are coming forward and they've been working their way through and EPC approved them at the very last meeting of the fall semester. EPC had no concerns, except with a couple of minor technical things that we asked for. Compliments to Chiara Bacigalupa and her colleagues on putting together a very clear, very well written presentation for all of these proposals. In terms of substantive content Chiara is here to address that. EPC unanimously approved all of these and appreciated all the energy and effort that went into the proposal.

C. Bacigalupa said the Early Childhood Education Certificate discontinuation is currently in the School of International and Extended Education and that certificate never really got off the ground. When we put it in place, we were anticipating new standards for transitional kindergarten teachers and that they would need early childhood units. Then the legislature, at the last minute, put in a waiver that the districts could use comparable experience instead of units. So that particular certificate really didn't have much of an audience because of the change in the law. It never ran with enough students. We didn't run it for a few years and had it on hiatus. Extended Education and ourselves agreed and the School agreed, it was time to discontinue it. That's the first one.

There's an Education minor in the School of Education which has been talked about for a very long time. It was also recommended to us by the Commission on Teacher Credentialing because we didn't have a minor, mostly because of their recommendation that a credential program in California is a one year program and it is never enough time to prepare teachers in a way that's comprehensive, especially with respect to help them think about equity issues and social justice issues related to education. Their nudge is what made us start talking seriously about the

Education minor. It's an 18 unit minor with courses across the School of Education and also includes some courses from other departments. It has a heavy focus on social justice and we see it as a home for any students who want to go into teaching. But we also are hoping that students who have an interest in other kinds of education, maybe as a museum docent or something like that can also benefit from this minor.

The last one are revisions to our Bachelor's degree; however, it isn't any revisions to the major itself. It is asking to have an online tag for every single one of our upper division courses. The impetus for this came about because there are a lot of changes going on at the state level with regard to transitional kindergarten which is for four-year-olds in the public schools. Previously they were only available to children who turned four by December 12th, which is a wonky way to do this, but California always does weird things. Now they've said we're going to open up transitional kindergarten to all four year olds, which is great. But it causes a lot of upheaval in the field, because right now, we have a lot of preschool teachers who don't need a credential. They don't even need a BA and they're teaching four year olds and now we're going to have public schools, doing the 2 to 4 year olds and those teachers do have to have a credential and, of course, they have to have a BA before they get their credential. We're concerned about those preschool teachers who know what they need to know in order to teach four year olds. Most of them are women and 40% of them are women of color and they suddenly have to get a BA to stay in the field, and we really want to protect that diversity that's already in our field. What we're trying to do is make a pathway for preschool teachers who are already working 40 hours a week. Many of them have families of their own, they are probably making about \$15 an hour right now, and this will give them a pathway to finish off their BA degree. Most of them have at least coursework at the Community College, many of them have a degree at the Community College. They can then come to us and we have some flexibility for them, because remember they're working full time. We figured if they could come and do upper division coursework with us, this would be a very nice way for them to get that BA and be able to continue on and get their credential degree in teaching the transitional kindergarten. That's why we are doing this and we do have an online policy in the in the department. We've already had approval. She was happy to answer questions about any of the three of them. **Approved for the Senate agenda.**

From FSAC: Revision to the Excellence in Teaching Award - R. Whitkus

R. Whitkus said this is nothing major. We're making one change that had already been approved last year and we just never got it printed up into the award

announcement, and which is posted on the Academic Senate page. We're just correcting one little spelling error, and revising the selection committee. In the past it had been that the Executive Committee of the Senate would choose to previous recipients of the award to select the new recipients for the award. However, last year, officially, we had actually changed that to where the selection committee became FSAC. When FSAC received the files, we thought this really doesn't fit with what we do, but we know the subcommittee who really can take this on is the Professional Development subcommittee. They were very happy to take on the role of being the selection committee for this award and it makes sense because what we will have now is a particular committee, year after year, who be looking at these awards and can develop their own procedures and mechanisms for doing these rather than every year essentially having a group of people get together and say how do we do this. It makes a lot of sense to have this seated within the Professional Development subcommittee. That's the only change that we're making. The rest of the award is pretty much the same as it was always has been.

A member said he support having that choice of the committee, because not only do you have continuity and can have incremental improvements as they go through the experience. They are the folks that can also be seeing what fosters great professional development, and what has been obstacles that people might have despite them and still succeeded. Maybe we can make things better on so many levels.

A member was confused. R. Whitkus said this was approved last year, so why are we approving it now? R. Whitkus said it was not updated on the Senate website. The Senate Analyst said it still needs to go through at least the Ex Com to be approved for updating the Senate webpage.

The Student Rep asked if the new committee does this, is that going to affect having a student representative on the selection committee?

R. Whitkus said he did not believe PDS has a student member.

The Student Rep said one of the things that will be taken away is the Associated Students will appoint a student representative, because that's also in the strike through so, she wanted to make sure that a student would be able to give their input on the award.

R. Whitkus said that's a good point. We can ask. He noted that we have not had a student representative on FSAC for the past year, even though we had put in a request. We're wondering why and thought this is faced by a number of Senate

committees which typically do have student representatives and had been working without a student representative from AS. We could go back to Professional Development subcommittee and, at the very least, ask them that, when they are going through the awards that we actually do include a student representative from AS, if that would be amenable to AS.

The Student rep said it's been really difficult to find students at-large to sit on these committees due to COVID. Most of our recruiting actually happens through tabling and through in person, so we've definitely felt an impact even trying to fill up our Board of Directors and our student representative positions. In the past we have been better about being able to have more students on committees, so we wouldn't want this past year to reflect not putting students on these committees.

R. Whitkus said he would recommend to only ask them for a senior representative when making a selection, but not to have one on that committee the entire time.

(There was quite a discussion about the confusion surrounding this process. It was decided to include asking a student to participate in the process in the EITA language. The following language was approved by the Ex Com: A student representative from AS will be invited to participate in the selection process. R. Whitkus said he would run this by PDS and FSAC, and that the revision could be posted. For future reference, FSAC is the committee that oversees the EITA policy and procedure. Any changes to either the criteria for the award or the process needs to be seen by FSAC and brought to the **Senate**. Past revisions to the EITA have always come to the Senate for final approval. - LHK, Senate Analyst) **Approved for the Senate agenda.**

Vice Chair Report - B. Burton

B. Burton said one of the things we're trying to work on as a Senate is to figure out ways we could better disseminate information. We had a workshop on this at the Faculty Retreat and will be developing more ideas and suggestions about this in S&F. Structure and Functions will meet next week and we have a number of items including the involvement of Staff Council in the Executive Committee and some release time items.

Vice President of Administration and Finance Report - M. Ahmed

M. Ahmed said it is wonderful to be here and good to see you all. He missed being able to go around and personally meet everyone. In the meantime, he really

appreciated everybody being very hospitable, very easy to reach and for talking with him and helping him come up to speed on so many things on campus. So far, he sees a wonderful campus with great community and is very proud to be able to be part of it.

The quick thing that President Sakaki was mentioning earlier, you will, if you have not, notice that we're taking down some old and aging trees that appear to be creating some safety hazard. Two of them have come down. The Facilities team is working on identifying the trees that have reached its end of life cycle and mitigating them. This is regular maintenance to keep them healthy and to keep the campus looking good.

Interim Vice President of Student Affairs Report - M. Young

M. Young said, first of all, it's great to be back at Sonoma State and to see so many familiar faces. He had forgotten how many great people were here and it is like coming back home. He is an interim Vice President, and so he is the linkage between the previous administration and the new permanent Vice President who hopefully will be joining us at the beginning of the next academic year. Most of his initial time had been spent reorient himself to the Sonoma State environment and the current issues, particularly as they've been influenced by COVID. He said he is not viewing his role as that of a placeholder or a caretaker. There are issues that we do need to address and it's fully his expectation that he will do that. Also, there are duties and responsibilities that should be the role of the new permanent Vice President, and he will do his best to be thoughtful about that as we move forward. He wanted to make sure the members of the faculty know that he doesn't see himself as a caretaker, but as an active Vice President preparing the environment for the new permanent leader. He mentioned that during this period of budget crisis, the primary issue will be how we adjust our services and remain efficient and effective as we deal with the losses and the change. Unfortunately, or fortunately, he has had plenty of experience with that in his 25 years in the UC during crises from the '90s into the 2000s. He believes it's possible, but it has to be done thoughtfully and carefully in conjunction with our colleagues and the faculty and the students in student government leadership that we serve. One of the issues we are wrestling with thinking about is how do we adjust our services. We're looking at some changes that will help us merge in some ways, better because we're able to do some things that we have to do that we might not have been able to do prior to the emergency that we're in. He said he was excited and has a great team in place. People have been very welcoming and we're ready to go.

Student Representative Report - C. Gomez

C. Gomez said she was very happy that she will be able to join the Ex Com and Senate all this year. She no longer has a class during this time. This is her senior year at Sonoma State and she realized she has never formally introduced herself to the Ex Com. She is currently applying to graduate schools to pursue a PhD in History and eventually become a professor, so this may not be her last time on an Academic Senate in her lifetime.

Over the break the Associated Students also did their training and we were looking at our priorities for this next semester for myself, President Brown, and VP Aronson. We are all in our final years at Sonoma State, so we're trying to figure out what we want to do. Some of the things that we're looking at is definitely diversity, that's one of our main goals and we want to make sure that we're always thinking about that. Another thing that's been brought to our attention is recruiting students and what are we doing with our students after they graduate, and trying to figure out how we can support our students in the best way possible while they're here.

One of the things that we've noticed is a lot of students don't really know what the proper steps are for their postgraduate plans. Some students might not know that internships is the best for their role. She noted she wasn't really thinking about research until luckily, one of her professors invited her to partake in research and she became a part of the McNair Scholars program and they have helped her so much on her path to getting into graduate schools. Even small things like reaching out to faculty to work with in all these things. She would have never known if she hadn't been a part of this program. We are trying to figure out ways that every student at Sonoma State could have specialized care, especially since we are such a small campus, we could really sell that. We want to make sure that our students are getting that and we know it goes both ways, so figuring out how do we reach out to students, but also how can we make students active participants looking for those things.

Another thing is now that classes are starting, she is starting to hear some issues from the students, because the start of the semester always causes a lot of hiccups. One of the biggest issues is one of the Computer Science classes was actually dropped at the last minute. There was a problem with the faculty member. However, there are some seniors in that class who are concerned about their plans for graduation, because that was supposed to fulfill a requirements. There were alternatives given to them, but with scheduling, they can always make the alternative classes. Some of the classes have prerequisites that they didn't take or they were

recommended to take the summer course which places a lot of financial hardship on some students. This messes with their postgraduate plans, so trying to navigate what happens when issues like these arise, is something that we're definitely looking at.

Another issue that students have been facing more and more as they get into their third and fourth years is looking at the classes that they need to be able to fulfill their requirements and sometimes they need multiple requirements and those courses are offered at the same time. Then there's uncertainty of what course to pick, but what if that course is offered the next semester, the one you don't choose and without multi- year scheduling becomes very, very difficult for students to know how they are going to graduate in four years

One of the other things that students have noticed is now we're almost Zoom experts, however, one of the issues is with the way that classes are being listed. There still seems to be confusion about the synchronous versus bi-synchronous versus two weeks. All of a sudden either the class is meeting at that time, when because of work they're missing class or things are changing on them at last minute. Some description and text would be great, especially with the bi-synchronous classes. For example, she has a class bi-synchronous for Tuesdays and Thursdays from 10 to 12 and then the Professor announced the class is meeting from 11 to 12 both days. That was very confusing and students would like to be able to schedule their other activities or their work as soon as they know what their class schedule. This used to be simple, when we were in person, but now it's become very difficult.

L. Morimoto said she would take this back to her Dean and asked those of the Ex Com in different schools take this to their Deans, about the marketing of classes since that happens at the school level. She thought a lot of instructors are confused about what the different modes are. She has heard from other students about the difficulty with needing certain classes and because we're a small campus, it is going to become even more important that we budget intelligently and strategically as we go through budget cuts. APARC is looking at multi-year scheduling and our school is doing one year scheduling. However, it is stressful as a department chair. The Fall schedule was due two days ago and the spring schedule comes in on Friday. Chairs are still dealing with getting students into classes now in for whatever semester.

The Provost said she thought the different schools are taking different approaches to this right now. She did know that this is an issue that has come up in in the Academic Affairs Budget Advisory working group and also in APARC, so we're headed towards more consistency, but right now it's going school by school. We need to take it on as a whole campus.

The Vice Chair said congratulations on figuring out a PhD program. His one piece of advice is persistence, because it took him forever to get that done. Keep it simple, that's his advice, but we can talk more about it. The other thing is with the students, he noticed students are confused by the classes, even in his class. They were confused about meeting asynchronous, synchronous and even if we're trying to work with them or trying to help students.

The Student Rep said one thing she did want to add about the multi-year scheduling is one of the things she noticed in CALS is that they tell us whether the courses will be offered in the fall or spring. Not all the courses, but some are certain. That has been very helpful. She was not sure if other departments could do the same.

A member said we do that in Math. We've been doing that for a long time. If we have some courses every other spring and every spring, they stay that way.

The Provost said Stacey Bostic is going to be reaching out to you to find out more and there may be some information that we can share with the schools, with faculty, with the school schedulers, with Dennis Goss that would help to clarify this issue.

APARC Report - E. Acosta-Lewis

E. Acosta-Lewis said no real updates from APARC as we haven't met yet. We're still working on the online learning policy with EPC, and still unpacking multi-year scheduling. We'll see if we'll get done this semester not.

EPC Report - E. Asencio

E. Asencio said we haven't met yet either, so no updates.

FSAC Report - R. Whitkus

R. Whitkus said nothing to report, we have also not met yet.

SAC Report - K. Thompson

K. Thompson said we haven't met yet, but we are going to be finalizing the orientation learning outcomes that we were asked to work on with Jenn Lillig's office and in tandem with the Academic Advising subcommittee and will be bringing all of those as an information item to show everybody what the two committees have come up with along those lines. We're also working on creating a fact sheet, FAQ

sheet, for faculty related to cheating and plagiarism just because often they there are a lot of questions and myths out there about it, that we want to try to help people understand better.

CFA Report - E. J. Sims

E. J. Sims said CFA has a tentative agreement that we are ratifying. We started voting on January the 18th at 9am and the voting continues through February 2nd at noon. We are excited that 303 folks at Sonoma State have already voted and we'll be doing a hustle of texts on Friday to our members to get more of them to vote yes to ratify the contract. There's certainly something in there for everyone. We will send out an email to folks who still haven't voted. We have a list of folks who are eligible to vote and we will ask anybody who hasn't joined CFA, to join. Let's ratify our contract and start getting our money. If we can get this done, there's a good possibility that the May paycheck will reflect the \$3,500, that is for everyone, pro-rated on your time base. Everybody gets \$3,500 based on your time base and then our retroactive pay 4% and then there are also additional increases, so let's get this done. We're excited about it. It's happening on all 23 campuses. The turnout has been really good, and thank you, thank you, thank you for all of you who've already voted yes to ratify the tentative agreement between the CFA and the CSU. Happy spring semester, on behalf of the CFA Executive Board.

In the chat: How many CFA members to we have at SSU?

E. J. Sims said we have 403 at SSU and now we're at 303 who have already said yes to the contract.

Career Center Presentation to the Senate - L. Morimoto

L. Morimoto said she wanted to make sure that we approve the Career Center report getting on this Senate agenda. Does anyone have any objection? **No objection.**

Library letter regarding Staff and telecommuting - L. Morimoto

L. Morimoto said she was not sure if the Ex Com saw the letter that the library faculty wrote on behalf of the staff in the library about working modality and addressing the open letter that the staff write to us. For those of you who weren't here, to recap the staff were basically expressing concerns that throughout the pandemic, they had been assured that telecommuting would be on the table and that would be something that was considered seriously as an option. So, the library faculty wrote a

letter of support and sent it to their Dean. L. Morimoto said she basically stole part of their letter and drafted something very roughly and wanted to bring as a question - as the Senate, do we want to craft a similar letter and if we don't that's fine, because then she would craft it as herself and not as the Senate, but as a department chair.

Draft of letter:

Dear President Sakaki and Cabinet,

At the end of 2021, the Staff Council informed the Academic Senate of a shift in tone and content in communication regarding repopulation in Spring 2022. We are writing to urge you to address the concerns raised in the [Open Letter from Staff Council Regarding Continuity Planning](#) and to reconsider the requirements placed on our staff

Sonoma State has identified "Diversity and Social Justice" and "Adaptivity and Responsiveness" as core values that drive our strategic priorities. Our staff exhibited these qualities throughout the pandemic, finding ways to work in multiple modalities, including fully remote and provide a high level of service to students and faculty. Throughout Spring and Fall 2021, "Staff were led to believe that supporting multiple work modalities was part of reimagining the University and was integral to ensuring that SSU would continue to thrive as we move forward together." However, with the emergency telecommute policy expiring on December 31, 2021, the options to work differently evaporated. While faculty and administration were able to determine their work modality, staff learned that post December 31, they would have very limited choice.

We assume that administration values our staff as partners in governance and would like to work collaboratively to decide how staff can best serve students, faculty, and administration. Additionally, we expect SSU to provide our staff with ways to continue working while meeting the new demands placed on them and their families by COVID-19.

The Academic Senate supports the Staff Council's call for SSU to commit to allowing multiple work modalities in the current and future semesters. From the Staff Council representatives, we know that the anxiety, confusion, and inflexibility regarding when, where, and how staff perform their jobs has fueled the departure of many staff members, adding to workload while diminishing the morale of those remaining. We invite the decision makers on campus to recognize how our staff

stepped up during the pandemic and offer them the autonomy to determine their work modality (in consultation with their appropriate administrator).

We ask the administration to work with the Staff Council and staff unions to craft a policy that preserves the option for staff to telecommute throughout and post-pandemic.

L. Morimoto said we are basically saying that we would like there to be a commitment to reconsider telecommuting, you can read it. It's a very, very rough draft.

She drafted this because: One the library made her realize that she hadn't thought about ways to support the staff on this. She has said things in the Continuity meeting, which is that as faculty, we had a choice, to a certain extent, about the first three weeks of the semester, or how do we want to come back and in what mode. The Staff were told you're coming back on the third. She thought that the staff has felt very much like they're being the ones to ask to hold the front lines. We don't want to put to one group to be here on the third and the other groups are told try to make it work and figure out how this goes with your pedagogy. Nobody is asking the staff how does this go with your work, your job, are you able do you have to be here, to interact with folks? Any thoughts or ideas against it, if folks don't feel like this is something they want send it, consider that she was happy to send it as just as a department chair supporting my AC.

A member asked, what's our intention? To eventually have a resolution on this or it is an info item, and we are raising awareness.

L. Morimoto said this is just my personal bias against resolutions because they don't do as much as we often want them to do. This a way of taking a public stance and she was thinking of a letter as a way to take a public stance, that we are saying we would like the policies of the campus to be as flexible with our staff, as it is with all of us who are faculty. The other piece is the lack of consistent messaging. She didn't include that so much in the letter. These are larger issues about communication on this campus, and this is an example of when it goes haywire and it just ends up creating more angst that needs to be created. She went to some of those forums and they were funky and that was her nice way of putting it. There was not a whole lot of information. The staff has felt taken for granted. In part, the letter is to support the staff because they are part of our governance, she saw them as part of our governance and she would want them to support us in solidarity when we are being treated in a way that doesn't seem as empowering or fair. The intention would

be awareness, support and hopefully to call upon the administration to consider, can we do this, can we think about working with staff in a way that's more flexible. An example is Laurel. Laurel does her job brilliantly from afar and requested to be able to work remotely and her immediate report Mike Ogg and me both said yeah she's great, she's good, it's totally fine. But there was still a delay because it had to go through academic personnel or personnel or whatever we're calling them now to get approval. Things like that, where we've made statements, we understand the world has changed and we have to work differently. It seems if we're saying we have to work differently, we should work differently.

A member said sometimes our structures are just so cumbersome and it takes so long to get anything through and done and approved and changed and she wondered, in this case, isn't there a way for the right people to talk about this issue and get things done, and look at it in faster and efficient way? If that's possible, that would be great. Talking to the Appropriate Administrators and people involved and then coming to an agreement, would, at least, offset some of that frustration and help people to be efficient in their jobs and be safe, at the same time.

The Provost said, to clarify, there were telecommuting agreements. All the telecommuting agreements were approved and were put in place and go through the end of March 2022, so people are currently working in telecommuting agreements now. She thought that there is a necessity for a broader, longer term conversation about what telecommuting looks like on campus, but she wanted to make it clear that that is already happening, it may not have happened with the speed that we'd wanted, but people are on telecommuting agreements through the end of March.

L. Morimoto said they were allowed to do it, and then, when that surge came, it was you can revert to the previous modality. We didn't speak to the concerns of the staff prior to that who still had issues about feeling unsafe. At that one forum, people were saying, the only way you're going to get to telecommute is if you have an ADA verification.

The Provost said that's not the case. We need to make sure that whatever we're asking for is based on what's actually happening.

L. Morimoto said that was from a "head pooh bah" at the meeting.

The Vice Chair said we can tighten some things up, but before the staff reporting to us, he meet with a number of staff. At the very start, they felt on the sidelines.

L. Morimoto said and this might not be the best way to do it. The library was sending it to their Dean, who had made a decision, maybe even beyond our policies for the campus.

It was decided to bring this back to the next Ex Com meeting.

Senate agenda

Consent:

From EPC: Early Childhood Studies BA and Education Minor <https://sonoma.cur5.riculog.com/proposal:2946/form>

Special Reports - Faculty Athletics Representative - Martha Shott; Career Center - Audra Verrier

Information Item: Education Experience Enhancement Award - R. Whitkus

Business:

1. Department Name Change Procedure - Second Reading - J. Lillig
2. From APARC: By-Law Change: Update to APARC Charge - Second Reading - E. Acosta Lewis
3. From SAC: Revision to the Cheating and Plagiarism policy - Second Reading - K. Thompson
4. From FSAC: Revision to the Excellence in Teaching Award - First Reading - R. Whitkus
5. From EPC: Early Childhood Education Certificate Discontinuation - First Reading - E. Asencio <https://sonoma.curriculog.com/proposal:2988/form>

6. Education with Concentration in Early Childhood MA Discontinuation- First Reading
- E. Asencio <https://sonoma.curriculog.com/proposal:2966/form>

Adjourned.

Minutes prepared by L. Holmstrom-Keyes