

## **Executive Committee Minutes**

October 29, 2020

3:00 – 5:00, Via Zoom

### **Abstract**

Agenda – TC of 3:45 for Field Trip Policy – Approved. Minutes of 10/15/2020 – Approved. Chair Report. President Report. Provost Report. Statewide Senator Report. Vice Chair Report. Vice President for Student Affairs Report. Associated Students Report. From EPC: Field Trip Policy – approved for Senate agenda. APARC Report. EPC Report. FSAC Report. SAC Report. CFA Report. Vice President of Administration and Administration Report. Begin planning Faculty Retreat: Topic, format. Senate agenda approved.

**Present:** Jeffrey Reeder, Laura Krier, Bryan Burton, Wendy Ostroff, Elita Virmani, Emily Asencio, Paula Lane, Hilary Smith, Sam Brannen, Amal Munayer, Judy Sakaki, Karen Moranski, Joyce Lopes, Erma Jean Sims

**Absent:** Carmen Works, Wm. Gregory Sawyer

**Guests:** Jerlena Griffin-Desta, Laura Monje-Paulson, Richard Senghas, Merith Weisman, Noelia Brambila-Perez

**Agenda – TC of 3:45 for Field Trip Policy – Approved.**

**Approval of Minutes of 10/15/2020 – Approved.**

### **Chair Report – J. Reeder**

J. Reeder noted that one of the things that the Ex Com will talk about today will be the faculty retreat and we'll start by brainstorming and doing some initial discussion about it. There are two fundamental questions about the faculty retreat, one of which is what kind of format shall it take and what will the content be, what are our objectives and goals with the faculty retreat for this year. The Senate Analyst has indicated that the Senate still has access to the webinar feature in Zoom. The technological capability is greater than that of the standard Zoom. It's what we used for Convocation. Ideally, we'd be able to like to adapt that functionality into the needs and goals of a retreat. He noted that the Ex Com probably doesn't need to be reminded about voting, but still reminded people that haven't registered to vote yet, and they're still in California, they can vote provisionally with late registration. So thankfully, California is one of those states that is more permissive about how voters register. Please vote and ask others to vote.

### **President Report – J. Sakaki**

J. Sakaki said this was a busy, but exciting week. On Sunday, the campus had a site visit from The California Commission on Teacher Credentialing. They didn't get a chance to walk around on our beautiful campus, but they got to meet with teams of

our wonderful faculty and staff. She was very pleased to report that the visit went very well. She offered congrats to the School of Education and to Provost Moranski. She discussed a campus announcement that went out from both Provost Moranski and Joyce Lopes about the suspension of the delete capabilities for Zoom cloud recordings. This decision is system wide and it's tied to system wide class action lawsuits that not only CSU, but also the UC, is under. The class action lawsuit pending is pertaining to refunds of tuition and fees due to changes to remote instruction. The opposing counsel has made a demand to preserve evidence and that evidence is all recorded Zoom lectures and classes. We can't really differentiate senate recordings from Zoom classes or other meetings. So, everything will be simply held. For now, the delete button on the Zoom class instructions or lectures is disabled. Obviously, we need to add some changes in that legal request because there are space limitations right now. We may have to change that unless there is a positive decision legally for the system. Sometimes these class action lawsuits can go on for a long time and there are concerns about that. Presidents have been involved. We've briefed the Provosts, the Chief Information officers. She offered the floor to the Provost.

K. Moranski said in the letter that went out this afternoon, the good news is that faculty won't really have to do anything. It's done on the back end. You don't have to click anything. You don't have to remember to save anything. Faculty just won't be able to delete. It's not a faculty workload issue.

J. Sakaki continued reporting on the special Board of Trustees meeting this morning, where the announcement was made about two new campus presidents. Our new President at Cal State East Bay, Dr. Kathy Sandeen, who is currently the Chancellor at the University of Alaska Anchorage will be joining the East Bay campus as President effective January 4<sup>th</sup>. She has she has two degrees and was partly made in the CSU. She has a degree from Humboldt and San Francisco State and grew up in Oakland. The second President for Cal State Northridge was announced and she's starting on January 11<sup>th</sup>, Dr. Erika Beck. Dr. Beck is currently a CSU president at Channel Islands. She was Provost at Nevada State College in Henderson, Nevada. She has one degree from the CSU from San Diego State in Psychology. Dr. Sandeen is in Communications. They also announced that the Provost at Fresno State will become the interim President at Fresno State. They Chancellor did a listening tour and asked people on campus what characteristics they were interested in for any appointed interim. She thought the same process will happen at Channel Islands. There will be a listening tour to determine characteristics and then there'll be an announcement prior to January.

A member asked the recording of the Zoom classes and asked about what would happen with those recordings. She understood why they're doing it, but argued that it does create another level of surveillance over our courses that we wouldn't have had normally. If someone were to walk in and observe our classes would be very different than having that live somewhere in the cloud. I have two concerns about that. One is about keeping this information. Are they cataloging the information? She was concerned about forgetting to record a session for a student. She also questioned who would have access to those recordings and under what circumstances.

K. Moranski responded that the positive aspect of potentially using those recordings is if you forgot or you want to access to some of the material. She thought it certainly would be possible to ask IT to assist with that and see if they can find out about what happens. We're not deleting recordings, and we're not also making additional recordings, so the surveillance issue is mitigated by the fact that we're not making recordings of classes. We're just not deleting any recordings that are made. J. Sakaki added that we're not giving access to anyone. We're simply holding them because of the legal hold. If the litigation moves in a direction that creates the need to share, you would be informed. Before we give anything to some outside entity, believe me, there's a lot of scrutiny and consultation and you would be contacted before that happened.

A member noted he heard from the Academic Freedom subcommittee again that they're concerned in general about recordings of the classes. They're concerned about surreptitious recordings. They're afraid of faculty being targeted by certain political groups who may not like what they're saying in their classes, even if it's protected speech or protected under academic freedom. There have been backlashes. The most serious example was the beheading in France. He could imagine faculty being concerned about wanting to go back and delete some of their classroom sessions, because they may have said something in that lecture that some people would take offense to and attack them, maybe even physically. K. Moranski responded there certainly are some concerns about privacy. There are concerns about confidentiality for programs like Counseling. What Presidents Sakaki said is important in this context, which is that the while we can't delete those recordings, due to the legal hold, the biggest guarantee that we can give is that those recordings would not be shared. A militant group, for example, wouldn't be able to contact us and say, I want you know Professor Brannen's lecture on (topic) on this date in this course, etc. we are not going to give that information to anyone. Those will be held by the institution and not released in any public fashion or way. The best we can do at this point is to just hold those institutionally and be able to guarantee that we're not going to release those in any fashion. We have firewalls in place to protect against efforts to get to those recordings. Our new CIO David Chen is very experienced with the issues of hacking and acting on unwarranted access to the system and is putting a lot of protocols in place that will help protect us. She understood the concern.

A member noted that she uses her Google drive for the recordings of her courses. She doesn't record to the cloud due to connectivity issues. She asked if she should keep those recordings for the lawsuit. K. Moranski said all recordings should be kept.

### **Provost Report – K. Moranski**

K. Moranski added her congratulations to the School of Education and to the School Counseling program in the School of Social Sciences. All of those are wrapped into that CTC accreditation. It was a very collaborative effort. It was a good week for the School of Education, because not only did they have this recommendation from the site team for full accreditation, they also found out that one of our own, Ross House

was the Sonoma County Teacher of the Year and one of the finalists for Statewide Teacher of the Year. He graduated from the Liberal Studies Program and from the School of Education with his teaching credential in 1999. This kind of recognition is important for Sonoma State and demonstrates the good work that we are doing in our classes every day. It's great to see when that pays off. She reported that the Instructional Continuity planning sub group finished its review of in-person courses. We have about the same number of courses as we had last year for this semester. The percentage is around 5% and looks like it will hold. We have some additional Arts courses that have applied to be a partially in person. Again, almost all of the courses are hybrid in nature with some features being remote and other features being in person. The next phase for those courses is that they are reviewed by operations and our student success groups for review and for any comments, feedback or thoughts about how to do those courses safely. Regarding a question from last week's Senate meeting, Jacob Yarrow is going to be working with the Music Department which has made requests for in person ensembles for this year to see if there would be a way for them to do recording in Weil Hall once during the semester. If so, then they would have the experience of being in that space, even if they couldn't normally be there because of the cleaning expenses that we incur as a result of being in Weill Hall. They could have a similar experience to the Santa Rosa Symphony. We're working towards solutions that may enable us to provide some experiences that are special for our students.

#### **Statewide Senator Report – W. Ostroff, R. Senghas**

W. Ostroff reported 14 of the 23 campus Senates have approved resolutions opposing the Chancellor's Office approach to the implementation of AB 1460. That is 60% of the CSU campuses. We also have a statement from the CSU Council on Ethnic Studies and they've communicated that they espouse a standalone graduation requirement for ethnic studies, but that it need not be upper or lower division differing from the Chancellor's Office suggestion that it should be lower division. It need not change general education, it need not be a GE course and there is no need add an area F to our general education. We just had a memo from CFA President Charles Toombs. CFA has joined the chorus of voices against the Chancellor's Office proposed implementation of AB 1460, calling for the Chancellor's Office not to overstep the faculty role in designing curriculum and that our ethnic studies faculty are the experts, so that we should let them decide how AB 1460 is implemented. Miss Quin who is the senior fiscal and policy analyst from the Legislative Analyst Office will be joining the Statewide Senate during our plenary this next Thursday. She has sent out several questions for us to consider including faculty experiences with online instruction and workload expectations for faculty, changes in tenure and tenure track faculty versus lectures and the pandemic, changes in course or program offerings since the pandemic and the impact of AB 1460. There's going to be a real opportunity to have a conversation about faculty voice coming up next week. The Board of Trustees approved a salary increase of 10% for the new incoming presidents. This was hotly debated in open session at the Board. At that meeting there were a large number of intense critical comments from the public. In the end, the salary proposal passed by a vote of 10 to 7 with the Lieutenant Governor, the two student trustees, the faculties trustee, the Chair of the Board and two Trustees voting in opposition, but it still did pass. So the incoming

presidents are receiving a salary increase of 10% above the current Presidents. It was requested that the LAO questions be sent to the Ex Com via email during the meeting. K. Moranski noted the timeline for feedback on the Chancellor's implementation.

### **Vice Chair Report – L. Krier**

L. Krier reported that Structure and Functions continues to look at aspects of the by-laws related to subcommittees.

### **Vice President for Student Affairs Report – L. Monje-Paulson for Wm. Gregory Sawyer**

L. Monje-Paulson reported on the Student Affairs efforts to gear up or brace for our election next week. We've done a couple things to make sure that our students are supported in our virtual environment and also as a Division to make sure that our colleagues are here and prepared to support our students. The first piece was that a message was sent out to all students today from our Dean of Students, Dr. Ryan Henne reminding students of the importance of preserving our critical exchange of ideas in our campus community, reminding them of the guidelines related to time, place, and manner and also referring them to the engagement opportunities that are happening virtually. We have events to make sure that students in our community have the opportunity to engage with the topics that are that are on the ballot, to learn about the different propositions, to manage emotions and process emotions as well as being in community around the socio political climate that is surrounding the election. In addition we want to help students know ways to take action, what are some of the tools and mechanisms they have at their fingertips and who is here to support them at any point as they're exercising their voice. We also had a division meeting this week. The theme of the meeting was our role in ensuring free speech in civic engagement and in our academic community for students. Our Dean of Students, Dr. Henne provided a presentation on the different components to free speech here in the United States and how that compares globally, to what's protected and what's not and our role as practitioners in maintaining a learning environment for our students. We discussed some tips and tricks to manage our own emotions around the election, so that we can show up for our students and be a resource for everyone. We have a group of campus folks that have come together to do some strategic preparedness around the election. That effort includes not just the Division of Student Affairs, in terms of how are we going to show up and help students express their voice, both physically on campus, should that be the case or virtually and but also what the role of UPD and emergency management should that be needed. We have some really great students who are active and are blowing her away and their ability to show up, state the case and be effective. We, of course, have a responsibility to manage our outside community as well. We're prepped and ready to go and hope that we can keep things civil. There was a question about free rides to the grocery store at the Senate last week. We have visited with Eric Dixon and between him and Mo Philips in Student Involvement, we will be reminding folks that they have the option to have rides to the grocery store. The program itself didn't go away. From what she understood, it's been under-utilized or not utilized.

The Chair noted that next week on Tuesday, Election Day, is also a Tuesdays at Two Chair Chat and the topic of next Tuesday's Chair Chat will be a panel about the election. There will be three panelists - Meredith Weisman from the Center for Community Engagement on engagement outreach and elections - Rich Hertz from Political Science, who's an expert on local, state, and national elections - Laura Williams, who's Director of Counseling & Psychological services and she'll be talking as part of the panel about the services that are available for students who may be experiencing distress.

#### **Associated Students Report – N. Brambila-Perez**

N. Brambila-Perez reported on data the AS has receive about how students feel about synchronous versus asynchronous courses. It's midterms and it's getting cold and we're in the middle of pandemics. So this is a time than most students crash. So we ask that you keep motivating those students and that you're there for the students and supporting them with their academics.

#### **Time certain reached.**

#### **From EPC: Field Trip Policy – E. Asencio, M. Weisman**

E. Asencio said M. Weisman presented a draft of this policy to EPC back in August. EPC has been collaborating with M. Weisman back and forth. We've all spent time talking to our constituents in our departments, in our schools, and getting feedback and working with M. Weisman to address a lot of different questions. M. Weisman has been wonderful about responding right away, very thoroughly and continuing to edit the document and EPC did pass this particular draft out our meeting last week. She offered the floor to M. Weisman.

M. Weisman noted this was a yet another requirement from the Chancellor that sat around for very long time. A draft was needed quite a few years ago. It's just now finally making it to faculty governance. This is nobody's fault, it's just our way. The questions that folks in EPC brought were great questions and the good news was that when she went into the rabbit hole to address the questions, the answers were always less restrictive rather than more restrictive. It turns out that a field trip is really quite narrow, for example, if faculty are sending students to places on their own, it's not a field trip. It's really only a field trip when the faculty member goes with a class, and it's got to be a class. If it's not a class, it's not a field trip, either. So it's quite a simple policy.

A member noted on the first page under roman numeral three, third bullet point, it says, student have to notify a faculty member that they are unwilling to accept the risk of participation of the field trip or are unwilling to complete all of the required forms that instructors provide. That seemed strange to him. It's one thing if they don't want to go. But if they're simply unwilling to fill out the forms and the faculty member has to make these attempt that seems bizarre. M. Weismann the forms are the risk management piece. If they are unwilling to accept the risk of the field trip they cannot go on the field trip. The member said the policy says the instructor must make reasonable attempts to provide a course appropriate alternative

M. Weisman said those were actually two sections. There was a section about being unwilling to accept the risk. And then there was a section about being unwilling to complete the forms, etc. She was encouraged to combination those sections and so she worked with Risk Management to combine those into one. She was actually surprised that Risk Management was willing to combine those into one. At first, they told her no, those have to be separate, and then they changed their mind and said that it was okay. The member said he would bring up at Senate. He didn't think faculty members are going to find it reasonable to have to provide an alternative assignment, just because the student is unwilling to fill out forms. Further on it says where the field trip makes up a significant element of the class, the student may drop or withdraw as appropriate. But what if they don't. It doesn't say what happens if they don't. M. Weisman said they fail the same as any other assignment. The member argued that it's very prescriptive about what the faculty member must do. Also, on page one to third bullet it says the Academic Department should retain *all of all* field trip forms. He thought that was a typo. The Chair observed that it seems with respect to the second question raised, it's allowing the faculty member, or the department or the program to insist on the field trip as being part of the curriculum. In other words, if they fail to go on the field trip, it's not requiring the program or the Department of the faculty member to come up with an alternative experience. A member noted that the policy does say for minors, the documents are to be retained for one year after the minor reaches the age of majority but on the pre-trip evaluation form it says maintain the forms for a year. The form doesn't say anything about minors, so it's in the policy, but will not be seen when they actually fill out the form. M. Weisman said she could make that change to the form. The Chair noted that might then bring up another question for the department that's maintaining the forms, will they somehow need to know at what point that student reaches the age of majority? In other words, if they're 17, it's automatic because keeping it for a year automatically goes past the age of majority, but if a student, is hypothetically 14, the department would need to know how long to keep their records.

**The policy was approved for the Senate agenda.**

#### **APARC Report – E. Virmani**

E. Virmani said APARC's biggest item is still the syllabus policy. She asked for clarification about when it returns to the Ex Com. She noted that APARC has created some FAQ's about the policy revision so people have a little bit more background. APARC continually works on other ways to think about program review and alignment with strategic priorities.

A member noted he meant to ask H. Smith after her report, but his question is actually appropriate to the syllabus policy in general. We recently approved a new cheating and plagiarism form and, on the form, there are three options for the faculty member to check. Either I gave the student a verbal warning, I want to give the student the consequences listed on my syllabus, I am recommending further consequences, based on the nature of the incident. So there's two issues that were brought up at the S&T Chairs Council. It appears that if you don't have consequences listed on your syllabus, then you have no option for imposing

sanctions at all because the next one says further consequences. If you don't have any on your syllabus, there can't be any further consequences. The second major problem was if you do check the box that says I am recommending for the consequences, there is no box for the student to say I accept the further consequences. He thought the syllabus policy should ask faculty to list the consequences because all the SST faculty Chairs are not going to tell their faculty, they must list something on their syllabus. The Senate Analyst said the further consequences would be administrative sanctions which the faculty member cannot give to the student. Those are given by the Student Conduct Officer. If faculty don't have anything in their syllabi about cheating and plagiarism, then it would revert to the Cheating and Plagiarism policy. The member said all of the chairs of SST said that their faculty syllabi just have a link to the Cheating and Plagiarism policy, but that's not the same as listing it on your syllabus. The Senate Analyst said the Board would see that as the same thing. Some faculty are very specific in the syllabus. Some say if you cheat or plagiarize, you're going to fail the class or receive a 0 on the assignment. There's a lot of variation. If faculty want to put the link to the policy, in their syllabi that's fine and the policy covers them. If they want to be more specific, they can be.

### **EPC Report – E. Asencio**

E. Asencio reported the main thing to report was the field trip policy which we just dealt with. Other than that EPC is starting to work with the chairs of the GE subcommittee and the Overlay subcommittee to start to think about revising their charges.

### **Questions for Associated Students**

A member asked if N. Brambila would tell us what students said about synchronous and asynchronous courses. He missed his students, and hoped students miss us as faculty members. N. Brambila-Perez said most things are pretty positive. What students reported was that they liked the synchronous classes because it still allows them to have that human interaction that they're missing and they feel it's better having that communication with your professor. Students can send a private chat directly to the professor and it's easier to get any type of help by the professor instead of office hours. Most people that didn't really like the synchronous courses felt strongly like they're just sitting behind a computer, looking at a video, the whole day and they're not learning anything and that is not a way that they can learn and they also thought it's not really engaging. Most people don't talk and there's not enough discussion. It seems more lecture instead of an interaction like it was in face to face class and but overall, most people prefers synchronous classes than asynchronous courses. Those who do want asynchronous courses are those students who have chronic disease or have to take care of other family issues. They like to have that freedom in their schedule. Those who have synchronous courses, they like that structure of having to come to class at a certain time, having those deadlines to meet. It's an easier reminder for them to complete their work on time. We have a lot of positive feedback from the students during this virtual environment. She was really happy to see that we didn't really have many complaints. Student feel like this was the first time around. It can be improved, maybe a mix of both of modalities is



what most students are looking for. A little bit of interaction, but still some freedom out of class to do our own work at our own pace. We also had another survey regarding tech issues and it seems a lot of students are getting the resources of either a Chromebook or a laptop, but a lot of them are lacking WiFi. Most student's WiFi is very spotty.

A member asked the Ex Com a generic question. On the topic of technology for students and for faculty, in the last three days have had a ton of issues regarding connectivity for both faculty and students. We've spent time in the school with staff helping us, and the library is out of the items they loan. There are no WiFi hotspots that were ever provided for faculty. There's a waiting list in the library for students who need headphones and she was announcing at this meeting that something more needs to happen. We need to buy a hotspot for one faculty member who has 60 students in a total of three sections. They can't come to campus to teach. There are two issues with Wi Fi connectivity. One is teaching and the other is all week long responding to email and answering questions and helping students. It's not a good option to come to campus to teach. She pointed out that the local school districts loan WiFi hotspots out to all the teachers. Our faculty need hotspots. And we're finding out right now, we need more iPads or laptops. We've used what we have in the school. The connectivity issue is a real problem. She thought we need a "Zerena" of technology for all of us, to have one place right now for tech issues. Currently, we have to go fill out a form. We have to find out at the library and then you have to go someplace else. She was asking for one person to tell her the status at Sonoma State for a faculty member and a student who needs stuff. K. Moranski responded that she appreciated the member pointing out that there are still issues and she was certainly happy to work on that and figure it out. She noted that Mike Ogg is the person for faculty contact regarding specific requests for hotspots or for iPads or Chromebooks or laptops or desktops or technology for faculty. For students, the Library has been in charge of the technology loan program and we have purchased hotspots. She noted that we have had noise cancelling headphones on order for some time and we cannot get them. She suggested finding out who needs what, so we need to get to the specifics. She will ask her colleague to connect with the member to find out, at least for the school, where your pain points are and who needs that assistance, so we can get a sense of numbers. She took the member's point about hotspots. One of the problems that we're finding with hotspots, is that hotspots are only as good as your phone connection. This is where we get into individual cases. I will have my connectivity god get in touch with you. We will need to do that for each of the schools and make sure that the faculty and all the schools have access to what they need.

A member said his question was for N. Brambila-Perez and for the committee. He will be teaching in the spring and he tends to teach synchronous because he thinks it's better for the students, but he wants to record his classes so that students who have trouble attending class for whatever reason can still watch. Does he need to get student's consent? Should he have them fill out a form saying they consent to being recorded? His Dean was suggesting before the semester begins to send out an anonymous doodle poll where students could say yes, they're okay with it. But if even one person says they're not okay, maybe he shouldn't record. He was not sure what to do. N. Brambila-Perez said being a student and having gone almost through

one semester of this, she thought most students are comfortable with letting their professors record. There's never been an issue in any of her classes so far.

A member noted that for students access, she didn't know how to solve this problem. A third of her students have connectivity issues. She thought this was a big issue because it's a retention issue. In most of her classes, people have connectivity issues. The Chair said those are interesting issues and things that do have to do with quality of the educational experience. When he started at Sonoma State in 1998, SSU provided dial up Internet access for faculty and staff and then after a few years, it became for faculty only. Who knows, maybe it's time for us to be a telecom provider, although we don't have the resources for that. There was further conversation about this issue with the request that the connectivity issue be worked out for the spring semester.

### **SAC Report – H. Smith**

H. Smith reported that SAC is going to be taking a look at the information related to the Cheating and Plagiarism policy and definitions that came up a couple of weeks ago, when we looked at the new C&P form. We're going to take a closer look at that and see if we need to update definitions or make some adjustments to the policy in consultation with the Dispute Resolution Board.

### **CFA Report – E. J. Sims**

E. J. Sims posted to the chat: CFA will be providing a Lecturer Range Elevation Workshop on Friday, November 13th at 2:30pm for all Lecturers that are eligible for Range Elevation. AVP Deborah Roberts will be participating in this workshop with CFA presenters. We're hoping Lecturer will apply for Range Elevation and not "leave any money on the table". The zoom meeting link will be sent out as we get closer to the November 13th date.

### **Vice President of Administration and Administration Report – J. Lopes**

J. Lopes reported on spring planning for continuity. We do have class recommendations now from the Academic team and Student programming from the Student team. We'll be meeting next Tuesday to look at what other operational components we need to put into place to accommodate those requests. In the chat she provided the COVID-19 cases at SSU currently:

Student - On Campus: 3 (0 Active) +0  
Student - Off Campus: 11 (3 Active) +9  
Employees - On Campus: 2 (1 Active) +1  
Employees - Off Campus: 4 (0 Active) +0  
Total Positive Cases: 29 (+10)

We had discussed previously about putting notification out to faculty through Canvas and other media platforms to report cases as we became aware and that worked. Our numbers are up a bit, they're still not bad. You see we have three students on campus and active, 11 students off campus three active. That's up by

nine from the last time she reported because now we're getting reports on campus employees, one active, four off campus employees. So our total positive cases are 29. We have three employees under investigation and 12 students under investigation and two students in quarantine or isolation on campus. Those are still relatively low numbers. She thanked the members for getting the word out and for reporting the cases you are aware of.

### **Begin planning Faculty Retreat: Topic, format – J. Reeder**

J. Reeder noted that at the beginning of the meeting, he said the Senate has Zoom functionality to host a webinar. We obviously are not going to be having a face to face retreat. We have Zoom functionality to create a retreat. Traditionally, we've been doing it on the faculty work day just before the semester begins. It seems reasonable and logical and contractual that is the day of the retreat this year as well – January 21st. The main questions that we have to start talking about are: How long or how longish the retreat should be and what is the topic or the topics of the retreat. He noted that in a face to face context it's okay to have a four or five hour retreat. In a Zoom context, we definitely don't want to try to do three or four hours straight nonstop. That would be inhumane and counterproductive. One of the things that Zoom gives us is a little bit better opportunity to build longer breaks or breakouts or other types of interactions into the structure of our retreat, for example 30 minute sessions, followed by 30 minute breakouts, followed by 15 minute break, etc. The other thing to discuss would be the topic or topics of our retreat and a couple of things have come up already. One of them is the interface or the interaction or the connection between Academic Affairs and what we do in the classroom and Student Affairs which has other interactions with students that are not necessarily in the classroom, but that sometimes have overlapping content or overlapping goals with what we do in academics. There's actually a workshop that's coming up next month that's on exactly that topic. He signed up for that and it should be pretty interesting. Another way to put it is how to better either integrate or be aware of Student Affairs and Academic Affairs and how that impacts the student experience at Sonoma State. Another possible topic, could be what it means to be an inclusive and inviting campus, particularly, for faculty and among faculty. We had a conversation last week where several people reported Sonoma State did not feel inclusive and others reported feeling Sonoma State was inclusive. There are some key and fundamental differences, besides obvious ones, that shape and affect different faculty member's experiences as they arrive on campus. Another idea is what is SSU and 2032. What are we doing and spending resources on and investing in curriculum development in the year 2032. Today's kindergarteners are starting school in this environment that we have now, they're going to come to us in 2032. He asked for other ideas.

Idea proposed for the faculty retreat:

Discuss what's going to be happening in 2022.

Workshops on helping faculty cope with academics and teaching and connecting with our colleagues and feeling like life is worth doing, rather than pull the trigger on an early retirement or something like that, because it's not just the students who are having a hard time.

We talk about the whole student, but we don't talk as much about the whole faculty member or the whole staff member or the whole person. We need some opportunity to share our challenges and our struggles, rather than always trying to hold it together. There's a there's a lack of support for emotional wellbeing.

Chairs of committees need more training. It could be a quick workshop for chairs of committees or committee members in faculty governance.

CAPS could provide a half hour workshop with about selfcare for faculty.

Social justice is being batted around and we could do a call and ask for faculty to share what they think is their best, most effective, most powerful task or a reading or something that they're doing in their classes from across the university on social justice.

Faculty centering whiteness is a mistake. We talk a lot about social justice, but the white perspective is quite dominant and the retreat could provide an opportunity to really dig in with some other faculty about how we start with ourselves and what are we going to do about this because we've got work to do.

Students may not understand why a faculty member might make a choice that they're making. We could pair with Associated Students and have a panel discussion with students and faculty so that we can communicate what struggles that both sides are going through so as to provide support in both directions.

Understanding communication from the administration and improving communication between faculty and the administration.

## **Senate Agenda**

### **AGENDA**

Report of the Chair of the Faculty – J. Reeder  
Special Student report  
Approval of Agenda  
Approval of Minutes

#### **Consent Items:**

#### **Business**

1. From EPC: Field Trip Policy – First Reading – E. Asencio

Approved.

## **Adjourned.**

*Minutes prepared by L. Holmstrom-Keyes with help from Zoom transcript.*