

Academic Senate Minutes

April 28, 2022

via Zoom - 3:00 - 6:00

Abstract

Chair Report. Special Report - Chief of Police, Nader Oweis. Minutes of 4/14/22 postponed. APARC Priority Recommendations for AY 22-23 - First Reading completed. From SAC: Revision to the Attendance Policy - First Reading completed. Referendum of No Confidence in President Judy Sakaki - First Reading waived and Approved. Election of two Senator to Ex Com for 22-23 - Florence Bouvet and Ed Beebout. Video presentation from President Sakaki. Motion to refer specifics of referendum to the Executive Committee approved.

Present: Lauren Morimoto, Bryan Burton, Emily Clark, Wendy Ostroff, Richard Senghas, Sam Brannen, Michaela Grobbel, Carlos Torres, Wendy St. John, Doug Leibinger, Ed Beebout, Angelo Camillo, Florence Bouvet, Elita Virmani, Jennifer Mahdavi, Hilary Smith, Ben Ford, Jordan Rose, Ben Smith, Kevin Fang, Rick Luttmann, Karen Moranski, Monir Ahmed, Michael Young, Erma Jean Sims, Christina Gomez, Kate Sims, Emily Acosta Lewis, Emily Asencio, Richard Whitkus, Karen Thompson

Absent: Judy Sakaki

Guests: Paul Payne, Willow Ornellas, Nadar Oweis, Luis Vega, Clea Felien, Aidan Humrich, Amanda Visser, Amy Paterson, Audra Verrier, Brittany Elred, Carly Davis Chiara Bacigalupa, Christine Renaudin, Claudia Molloy, Colleen Shelby, Damien Hansen, Elizabeth Wade, Gillian Estes, Tracey Fleming, Sharon Fuller, Jessica Valdez, Laura Lupei, Hope Ortiz, Megan McIntyre, Ellen Carlton, Michael Santos, Hollis Robbins, Janet Hess, Jason Lau, Jenn Lillig, Jennifer Bethke, Jo-Ann Dapiran, Jonathan Smith, Josh Glasgow, Judy Navas, Justin Lipp, Kaitlin Springmier, Karen Schneider, Austin Murphy, Gina Baleria, Heather Brown, Catherine Fonseca, Noah Abrams (media), Suzanne Riviere, Zachary Wong, Emma Wagoner, Elizabeth Walter, Daniel Malpica, Hannah Hellman, John Urbanski, Linda Eichhorn, Jack Van Dine, Lisa Pollack, Darby Kernan, Lena McQuade, Karrie Lindecker, Catherine Nelson, Jacob Rabbow, Alex Kuhns Helm, Ajay Gehalwat, Tim Smith, Jason Liles, Armand Gilinsky, Alvin Nguyen, Lila Wetherwax, Ivonne Mejia, Cassie Wildes, Robert Lopez (media), Katherine Conter, Katheryn Atwood, Katie Beermann, Katie Musick, Kaylee Torney, Kent Porter, Kim Purdy, Kylie Laurence, Kyuho Lee, Laura Alamillo, Laura Monje-Paulson, Laurel McCabe, Leigh Mc Taggart, Letha Ch'ien, Liz

Burch, Loriann Negri, Maddie Peterson, Martha Shott, Martin Espinoza, Mary Wegmann, Matthew Paolucci

Maureen Loughran, Maych Rowell - media, Megan Burke, Melinda Milligan, Merith Weisman, Michael Balasek, Michael Visser, Mike Ogg, Montana Lahey, Neil Markley, Nikki Hill, Nina Mendia, Olga Weiss, Rajeev Virmani, River Shoptaugh, Robert Lopez - media, Soo Haylett, Stacey Bosick, Stefan Kiesbye, Stephanie Dyer, Susan Herring Suzanne Toczyski, Tai Russotti, Talena Sanders, Thom Limbert, Troi Carleton, Tyson Hill, West Below, Michael Santos, Jenna Spolarich, Victor Garlin, Carla Stone, Becky Young, Adele Santana, Jessica Valdez, Missy Garvin, Missy Brunetta, Robert Chase, Vivi Yang, Vanessa Pedro, Caroline Bañuelos, Sandra Ayala, Viri Ruiz, Christine Cali, Trinity Paris Foster, Rebecca Washburg, Vanessa Basherini, Heidi Nelson, Leora Freedman, Jesse Magaña

The Chair provided directions for the meeting. She said please identify yourself by full name. If you do not have your full name showing in Zoom, you will be removed from the Senate Zoom room because we do need to take attendance and know who is in the room. If you are a voting member of the Senate please put VOTER in front of your name. This helps us know who is voting and can be found quickly. If you are a guest or media, please attach that to your name as well. Media or guests should not be voting, even if they can see the poll.

Chair Report - L. Morimoto

L. Morimoto reported on the Academic Affairs Budget Advisory Working group which had a forum yesterday, as part of the Chair Chat Series, and it was in person in Ives Hall. She said we had a pretty good turnout. We had some good discussions about the process and trying to deal with a lot of the information and disinformation that has been circulated around the process for forming the working group, how the working group was working, what they are recommending, and what the process is going forward. Part of the issue was her carelessness when speaking because she used the word "elected" when she should have said more fully that people were selected or appointed to the working group through appropriate faculty governance processes. We solicited nominations; people submitted statements. Those went to Structure and Functions. Structure and Functions discussed it and decided to appoint to make sure we had representation of all the schools. Instead, she shorthanded it to "elected" and she apologized for her lack of precise language. But know that the faculty were not hand-picked for that committee. Some of the other folks were selected through different processes.

At the open forum, we didn't get into too many specifics of the budget. We said that things are going to take a while. There are immediate cuts that can be made to the base and will address roughly half of the 5.5 million dollar budget cut. We need to find the other money and it was never the plan to merge two schools without any conversation. Again, the communication has been awful, in part, because information was being released, and the working group had to change up its reporting quickly and get things out. We were rushed; that was not entirely how we would have liked to have sent out information, but it is what it is. To be clear, there will be a year-long process where the school of Arts and Humanities is working in tandem with the Provost's office to figure out what is the best plan for reorganization. Looking at the numbers, and if we want to be sustainable in the long run, we need to make some serious changes. We are not going to fill positions. Saying we need to reorganize a little bit and save some money isn't going to work over the long run. We have a structural deficit that we would very much like to address and that was the goal of the working group. Also, in the meeting yesterday, she said to be clear with everyone, that the working group was not a secret group. It was publicly announced and people had the opportunity to put their name in for it. The schools were represented by elected people. People can debate whether herself as Chair the Faculty should have been one of the people that was in the working group and she was fine with that. But to say that there wasn't some faculty representation is not completely accurate. People have put in a lot of time into it and, as far as she could tell, there were not any ulterior motives happening. The working group had people who care about the institution, who are trying to make the best decisions possible in a terrible budget situation. Note that the word used in the report is *recommendation*. We were looking at things that would let us save full-time faculty and staff positions and also to save programs. The recommendations did that. For the School of Arts and Humanities, we understand how it seems as though there was not adequate consultation, and it was not communicated well. We absolutely agree, but at the same time, people have been trying to communicate with the Chairs of that school, and tell them, here is what is really going on and there still seems to be information going around that is not accurate. She thanked the people on the committee for their service, for being honest and saying real things. She used herself as an example. She asked the question why do we need Deans, but we didn't get rid of the Deans. That wasn't a recommendation, but somebody could easily report that as something the working group said. As the conversations go on, she hoped that people will feel that they have their voice heard. At a certain point decisions have to be made. They are going to be difficult, painful conversations, and she hoped people think they can be honest without their colleagues jumping down their throat because they are suggesting something that doesn't sound perfect, because it's not going to be perfect. If faculty are unhappy, they should talk to the people who are

responsible for the group, such as Provost Moranski and Mike Ogg. Don't go after the people on the committee. If people are upset, they can come to her and we'll have a good discussion. Don't go to the folks on the committee and make accusations. They made a good faith effort. They were open to ideas that were not necessarily going to be popular because we were operating in what we thought was a confidential environment.

There will be another Chair Chat devoted to the Budget Working Advisory group the second Tuesday of May at 2 o'clock, and that one will be via Zoom, so that folks who weren't comfortable coming in person will still have access to coming. The Provost, Mike Ogg, Emily Acosta Lewis and herself will be present.

Questions for the Chair

A guest said she had one question surrounding the document. On page 27, it states in some of the notes, that if we don't make these changes in the committee by July, prior to the beginning of the 2022-2023 school year, regarding the 5.5 million dollar budget reduction, someone else would step in and do it for us and make the decisions for us. Since you are saying that these conversations going to be extending themselves over the course of the next year, how are we going to extend that conversation whilst that decision still has to be made prior to the start of the school year?

L. Morimoto said her quick answer is that the first cuts that can be made are monies that have already been saved. We will have to find the rest of the money elsewhere by looking at other parts of the budget. We are using some one time monies which means we're not addressing necessarily the base. That kicks the can down the road a little bit. She asked the question herself too. If we don't make the cuts, then do we have to try to raise our debt ceiling? Pretty much everyone was telling her, we don't want to reach the point where we run out of money. Since she doesn't do finances, she trusts those people know what they're talking about, not blindly trusting, but because they seem to say reasonable things.

The Provost said thank you for your question, it's a good one. The plan is to take about 2.8, almost 3 million dollars in base cuts. Again, as she indicated yesterday at the forum, base cuts mean the money that we get every year, that we can count on every year. One time funds are used once and then they go away. Base funding is money that we have from year to year. Almost 3 million dollars will come out of the base for the fall. In July, another 2 million dollars plus will come out of one time funds. That gives us a year to have those conversations about the variety of options

that we have, which can be far more than the working group suggested. There can be lots of different options. We want to have that broad-based campus level conversation and divisional conversations about how we make the rest of the cuts.

A guest said he wanted to disagree with the Chair's characterization of the meeting yesterday that it was basically just her mistake that she used a different word that she shouldn't have used during the meeting. Yesterday a lot of concerns were raised about the process of the committee, how it wasn't transparent, how it didn't report back to departments and so forth. The concerns have not been addressed. As far as he knew, they have no meetings scheduled yet to actually bring the departments and the schools into the discussion and we are running out of time. We know we have maybe a year to discuss that, but there are no direct plans and why not start it? Why not start the discussions, and actually have meetings with the departments, with the schools right away? It was a good discussion yesterday, but he thought that the concerns that were raised yesterday were largely discredited in the brief summary of the Chair's report, such as people are coming after the committee members and all that. We addressed questions yesterday. We had questions. We have still a lot of questions, and so to portray people in the School of Arts and Humanities as people who want to go after the committee, he saw as a low blow.

L. Morimoto said thank you for sharing your opinion. Whether he thinks people are not being criticized or attacked, from her vantage point, it is happening, and she didn't think that was okay. Her understanding was the Provost did meet with the A & H Chairs and explained the process. If she was mistaken, then she was sorry. If that didn't happen, then it should very shortly. As far as not reporting back, we did have a plan to report back in May. We can argue about whether that was an adequate plan, whether we should have had less formed ideas before the committee decided to try to make the recommendations public, that's certainly a valid argument. On the other hand, it is also equally valid to say it is helpful to have a starting point, especially when talking about something that is based on a reorganization, and let people tear that up if that is what has to be done or to say: what's good about it or what's not good about it? We, as an institution, tend to do better when we have a starting point, but again, we can just disagree about that. The guest can characterize things as a low blow. She would characterize certain things as an attack. Neither of us is wrong. Folks are feeling attacked on the committee. Some of the things that have been written about some of the committee members have been negative, have called into question their motives, and that is problematic as well. When we were talking in that open meeting, people were trying to talk about the process thus far. The Provost is open to discussions. She didn't know if the plan is to continue to work through the through the summer or not. She would leave it at that, because there is

a plan from the Provost to communicate with faculty. She understood there was a lack of trust, and it will take a while to rebuild. As she said yesterday, trust goes both ways. Just as the guest would like to have trust in terms of his voice being heard, people who are working on this would like trust that people believe that they have the institution's best interests at heart.

Time certain reached

Special Report - Chief of Police, Nader Oweis



N. Oweis said thank you to the Academic Senate for inviting him today. "I am the Chief of Police here at Sonoma State University, and I was asked to comment a little bit about the police department structure, some mental health initiatives and a few other things. I know my time is short, so I want to get through it. But I just wanted let you know that this is not all inclusive."

NOTE:

- Questions about CAPS and other Student Affairs programs should be directed to Dr. Young or his designee(s)
- This presentation provides information only from the Police Department perspective

If there are specific questions regarding CAPS or Student Affairs programs, they should be directed to Dr. Young, or one of his designees, and this is really information that he was providing from his perspective in the police department.

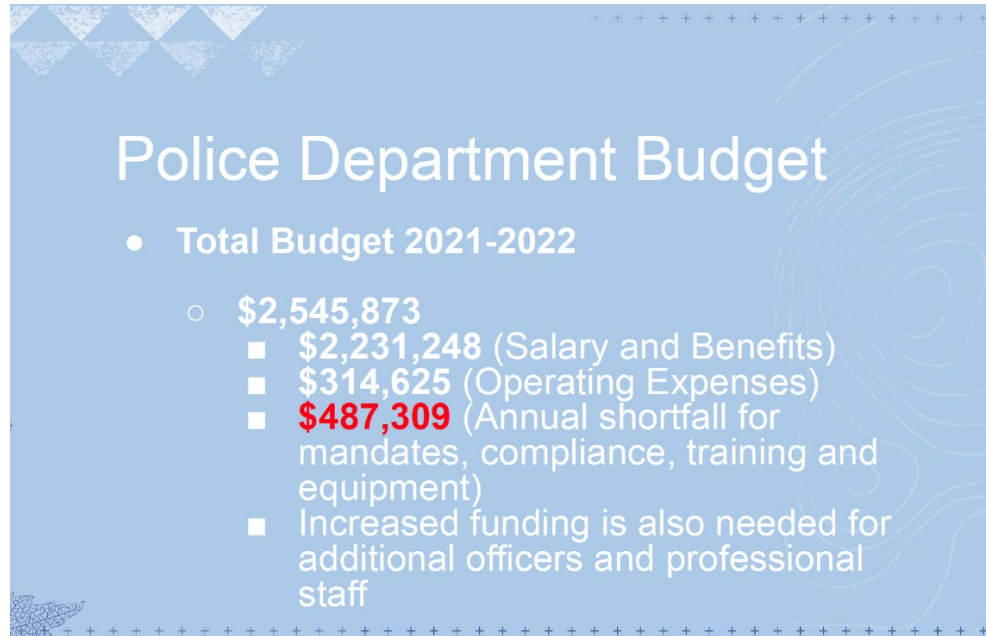
Police Department Structure

- **Police Department consists of the following:**
 - Police Chief
 - Police Lieutenant
 - Police Sergeants (3)
 - Police Officers (7)
 - Administrative Analysts (2)
 - Student Ambassadors (2) and Interns (12)

A little bit about the police department structure. We are staffed with 12 sworn members of the department, 2 professional staff, and this year brought in two paid

student ambassadors. We have about 12 interns that do a variety of things for the department.

As you can see, we are relatively small currently. We do have a Lieutenant's position vacant and we have 2 individuals that are in the Police Academy, so they are not actually here, but they will be sworn in on May 25th to be police officers on the campus.



Our total budget is a little over 2.5 million dollars, of which \$2.2 million and change is salary and benefits. We have about \$314,000 in operating expenses, but we often have a short fall of almost \$500,000. That shortfall is meeting all the compliance and the mandates and the training that we must have, as well as equipment. Most of that is made up either through salary savings or one time funds. This does not include the potential need for additional officers or professional staff in the future. Obviously we haven't necessarily asked for any of that. But in the future, we probably will.

CAPS Structure

- **Counseling and Psychological Services consists of the following:**
 - Director (1)
 - Counselors (7)
 - Academic Year Appointment (5)
 - Annual Appointment (2)
 - Administrative Support Coordinator

In addition, the CAPS structure has a Director, 7 counselors, of which 5 of them are appointed for the academic year or annual appointments, and there is an Administrative Support Coordinator. We work very closely with CAPS as well as other units on the campus, including CARE and Student Affairs programs, Academic counseling, etc. just to make sure that we do provide more of a wraparound approach for around mental health services.

Mental Health Support Initiatives

- **Wrap-around team approach with Police Department, CAPS, CARE, HUB, REACH, DOS, and other Student Affairs Units**
- **Increased mental health support services with local agencies**
 - Since July 1, 2021 – County Mobile Support Team (MST) social workers respond with officers at no additional cost
 - Since December 2021 – Designated CAPS staff as “providers” to complete applications for 5150 WIC holds and exchange information at no additional cost

This wraparound approach really is a team, or in a partnership with the Dean of Students, with Housing, the Hub, CARE, CAPS, Student Affairs, and really anybody that we can work with that might have information or connection, or can help provide support to either our students or faculty or staff and sometimes even to our guests or visitors. Since July 1st 2021, we now have access to the county's mobile support team. These are licensed care social workers. They do respond with our officers, at no additional cost, to those that may be suffering from a mental health crisis on our campus or in the local area. Since December 2021, the police department has worked diligently with the County to designate our CAPS professionals to be able to write the applications for 5150 holds wherever they can help to detain or determine that somebody is either a threat to themselves or others, and then allow us, or another entity to transport them to the hospital. What is important about this is, it allows our CAPS professionals to exchange information with other health providers, and this was also done at no additional cost.

Mental Health Support Initiatives

- Working with Cotati and Rohnert Park to utilize SAFE Team (Specialized Assistance For Everyone) for non-acute mental health calls and coordination of services with CAPS and CARE for those living on and off campus – **Unfunded cost of \$150,000**
- Recommended allocation of **\$103,000** of supplemental Cal OES grant funding to be designated to CAPS to hire a social worker (50%) to counsel victims of sexual assault, domestic and dating violence and stalking to start FY 22-23

Currently we are working with the city of Cotati and Rohnert Park to utilize their SAFE team. Safe stands for Specialized Assistance for Everyone. It is a team of an EMT and a social worker, and they respond to non-acute medical health calls. You might see their vans throughout the city of Cotati, Rohnert Park and even Petaluma. It is important for us to partner with this team because often members of the SAFE team are meeting our staff or our faculty and our students out in the community and are providing services to them. What we are trying to do is create more of a wraparound approach with them as well. If one of our students or our faculty or staff are in the

community and suffering from a non-acute mental health issue, then some of the resources that we do have for them on campus can also be included in their care. It is an unfunded cost of about a \$150,000, if it was all in, completely 24/7 and all the services were being provided. That is not where we are now. It is a lower cost but the unfunded cost could eventually be \$150,000. Then, currently, we are working a CAL OES Grant, and the police department and others have recommended that the allocation of the funding to this grant, which is actually a supplemental funding of about a \$103,000, is designated to CAPS so that they can hire a social worker at about 50% time and they can counsel victims of sexual assault, domestic and dating violence and stalking starting the fiscal year 22-23.

Community Complaints Against Police Officers

- No community complaints received for 2020 or 2021.

One of the questions he was also asked was had there been any community complaints against police officers, He said that the for 2020 and 2021, there have not been any complaints against our officers. He offered to take questions.

A member asked how many officers do you have? Do you think that the amount and types of crimes committed on campus justify having that many officers?

N. Oweis said the total number of officers are 12 and that includes himself. He thought currently based off of the types of calls for service, we probably are a little short.

The member said in what way do you feel short?

N. Oweis said oftentimes he only has one or 2 officers on duty at a time, and both of those officers may be tied up with a mental health call or some other type of incident that may be occurring on the campus. We then have to divert our attention from one call to another. If an arrest is made or if we are taking somebody on a mental health hold or dealing with an investigation that might take longer. It could be that one officer, at least one officer, could be delayed up to 2 to 3 hours from getting to the next call.

A member said the main question that she had was, we have heard in the past from students, and even from some faculty and staff, that there are people who feel unsafe on our campus because of some of the police practices or just police presence. Is there any training happening in terms of helping your officers to focus on de-escalation? Why aren't we working to switch all the mental health care over to actual mental health care counselors instead of having that be part of the police function on campus?

N. Oweis said there is a lot of work being done on de-escalation, a lot of training, etc. As well as understanding people with different disabilities that exist on our campus and in the community itself. We do a lot of training around policing. What we are doing is going back to the SAFE issue. We are trying to build relationships with people, so that people can meet one-on-one, and, therefore, people aren't afraid of one another. Building those relationships, those partnerships - that is why we started the Conversations with Black, Brown and Blue with Student Affairs. That is why we brought students into the police department and that is why we are also doing a lot of education into the community, etc. We are all working together in a collaborative way. We do have the CAPS counselors that are specifically trained and up until December of 2021, they weren't certified to be able to write the holds that were potentially necessary to be written. Since then, we have alleviated that. Under the law, police officers are truly the only entity that actually can write those holds, unless additional individuals, such as our CAPS counselors, go through training and after they have been certified, as well as designated by the by the county behavioral health officer, to be able to perform those functions. And then they can only perform those functions while they are in the clinical setting. They are not allowed to come out. We have also partnered with the county and their behavioral health folks, so that they could come out into the community and provide the services. The issue is they won't respond unless the police officer is with them. We are trying to find a new intermediary way. In that intermediary way, it is a SAFE team that can come out for non-acute issues, but the issue with the SAFE team is they haven't been designated to be able to write holds. They can refer individuals for help, but if there is any type of violence or potential violence, or a hold that needs to be written, that's outside of

the CAPS clinical setting, then the only people that can write as either police officer or the MST team. The issue with the MST team, also, is that they are only here limited hours on certain days of the week. It is not a 24 hour function and the only people on campus 24 hours is the Police Department. That is part of the bigger reason for why the police are still involved. It also takes time to be able to get somebody that is willing to go out into the field, be trained, get certified, and go through all those processes. That is not something that is going to happen overnight and oftentimes it takes 2 to 3 years, and that is why we are seeing a lot of agencies throughout the State trying to get there. But it is just not happening as fast as everybody would like to see that happen.

The member said thank you, it sounds like we have some structural things to be working on.

N. Oweis said there are some other legal aspects that also have to be accounted for.

Time certain reached.

Approval of Minutes postponed.

APARC Priority Recommendations for AY 22-23 - First Reading - E. A. Lewis

E. A. Lewis said every year APARC puts out priority recommendations. We changed the timeline on these, which used to be in our previous charge, that it would go out in the fall, which was too late to do anything for the fall. So, we flipped it, so that we are doing the priority recommendations in the spring.

The first recommendation. The thing that we want to work on next year is creating a faculty hiring plan. This was a recommendation that came out of the working group. The University of Oregon has a very thorough hiring plan that we wanted to look at and tried to figure out how to incorporate program review and make that a little bit more useful on campus rather than using it as everybody needs resources, but then nobody necessarily gets them. We want to use the program review process and data to come up with a faculty hiring plan, so that faculty can and departments can plan accordingly in terms of where they are on that priority list and have some idea of when they are going to get a hire, rather than just waiting year after year. Right now, it seems like the hunger games. When every school gets a couple of hires, no one knows why they get them or what negotiation happened. That is recommendation one.

Recommendation two is to continue working on multi-year scheduling. We've done a lot of work on unpacking this idea this year. It's a mess, as Senators can probably imagine. We were hoping to get a good chunk of it done this year, and we did. We made a lot of progress on it. We looked at the excess enrollment policy across the University, and what the CBA says. We also want to look at low enrollment policies, so multi-year and strategic scheduling will be something that goes hand in hand. Multi-year scheduling will allow for lecturers to plan accordingly with their courses. They will know a year or two in advance exactly what they will be teaching. The biggest hurdle with this is enrollment. It will be our enrollment fluctuating and not knowing are we a 6,500 person campus, or an 8,500 person campus? That will be the trickiest part. Some of the schools are already doing one year or one and a half year scheduling. We will use that as a model. Business has been doing some good work with multi-year and strategic scheduling. In regard to the low enrollment and access, enrollment policies will be something that will be folded into this as well.

Modality may be something that we look at with multi-year scheduling, so that students can potentially plan, if they want to take a course in a different modality, or plan to have a semester where they have to live at home. They would have that information available. On the flipside, if they are studying abroad, the same thing. They can plan to still graduate on time.

Recommendation three is about continuing the transparency and collaboration in the budget process. We recommend to creating a standing committee that is similar to the Academic Affairs Budget Advisory Working Group, which is a model that many other CSUs have and we would like APARC to be a source of faculty feedback for the campus budget, not just the Academic Affairs budget.

A member said she was curious why wouldn't APARC, perhaps, be the committee to do the budget stuff as opposed to having another standing committee for that?

E. A. Lewis said that was one of the things that came up when the Academic Affairs Budget Advisory Working Group was put together as well, and APARC doesn't have representation from staff as voting members, or lecturers as voting members, or administrators as voting members. It leaves out a lot of people that should be involved in the process. Also, APARC has so much other stuff to do. If we were just doing this budget work, we wouldn't be able to do any of the assessment work that we do or anything regarding scheduling or classrooms, or anything else. That was one of the considerations. Obviously, APARC is not going to just magically form this new committee, but it is something we want to look into for next year.

First Reading completed.

Return to questions for the Chief of Police

A member said when the Chief talked about the SAFE team, he mentioned the lack of about a \$150,000 in that area. How critical is it in that particular area to receive funding for the SAFE team compared to other areas that are lacking sufficient financial support?

N. Oweis said the \$150,000 would be the cost, if it's completely operational and working 24/7, which they are far from today, but that would be, as time progresses, definitely something that we will have to consider. Whatever our participation, that cost is reasonable. But today it is important for us to begin with a nominal cost between \$25,000 to \$50,000 to get into the program, because it will help serve our students and our faculty and our staff that are not living on campus or not on campus and provide them an ability to speak with somebody and get assistance while they are off campus especially in the towns of Petaluma, Rohnert Park, and Cotati. There is another program that is being rolled out in Santa Rosa that is very similar to the SAFE program, but it is different. It is being led by the Santa Rosa Police department, but it will transition to this July 1st to the SR Fire Department, where there will be a firefighter, licensed clinical social worker from the county and some other professionals that will assist them. The goal is to, potentially, once we get a lot more data and understand both programs, we will work with the county to determine which program might fit our needs, and then we can make better decisions. It is critical to have us in participation with the SAFE program today. As things progress, and as more of these services wrap around or more of these wrap around services come into play, then we can make more decisions. There are also some opportunities for grant funding. As these programs in California become more and more popular, there will be more and more grant funding that will be available. He was hoping that as those grant funding opportunities make themselves available, that we will be able to get into those as well.

A guest said she wanted to ask, in terms of the non-SSU mental health responses options that he has discussed, did he find that they are available very often? Are they available adequately? Or is that resource pretty limited, based on their hours of availability?

N. Oweis said, are you talking about the SAFE team specifically?
The guest said the SAFE team and the Mobile Support Team.

N. Oweis said both of them, depending on availability of either of those teams, work between 10 and 12 hours per day, usually Monday through Friday, although they are trying to expand their resources to the weekends as well. What we are hoping to do is be able to get to 18 hours or 24 hours at some point for both of those teams. He was not sure that the county team will ever be able to get to 24 hours, but they have started on some Saturdays, and he was hoping that they will get to most of the weekend as well. They are two separate entities today, but as things progress, perhaps, we can have some more time between both teams, maybe at least 18 hours of the day.

The CFA Rep said in terms of the training of the officers, have they undergone conscious and unconscious bias training or an anti-racism training? Students of color on our campus as well as other CSUs are concerned that police officers oftentimes have not had any training around anti-bias. They haven't examined their own stereotypical notions and assumptions and taken-for-granted realities, and that they operate without an understanding of their own conscious and unconscious bias and/or they oftentimes don't understand white privilege as well. All of these factors come into play when police stop a person of color on a campus, or shadow them, or racially profile them. That kind of training seems a very, very important component of the training that the campus officers receive. Have police officers also been trained on de-escalation strategies? Students of color feel intimidated by the police, so that training is critical. They certainly require training like that for students who are going into teaching and it is certainly important for police officers to have that kind of conscious and unconscious bias examination and reflection as they think about approaching students of color on these college campuses. Have our officers had any of that training?

N. Oweis said the simple answer is yes, and a lot of it. He was more than happy to have a larger discussion with the Senate about all the training that we have done, and it has been since he has been here, he has made sure not only have they had the initial training, but they have had all the follow up training to go with it, and we have consistent and constant discussions about this. In fact, we are working with an entity right now to do what is called active bystander training in August. And he is working with a presenter to come in September as part of our conversations with Black and Brown and Blue series to do a two-hour workshop, not only with the police officers, but with our community at large. There are a lot of opportunities for this type of training, not only for our police department, but for the community to also participate in with our officers. This also goes with the other programs that he is trying to do as far as engagement within our community, and having the one-on-

one conversations and one on one sessions or group sessions, so that our officers get to know the community, be part of the community, understand the community and not just our students of color, but all members of our community, so that we can build community as we move forward.

The CFA Rep said thank you for sharing that they're getting the training. It can't be a one shot deal.

N. Oweis said he agreed, and he is not just doing it for our officers. He is inviting all the other local agencies to participate with us. Rohnert Park, Petaluma, Cotati, their dispatchers, my professional staff, have all participated because it's not just the officers that are out in the field. He wanted to make sure that anybody that comes in the lobby is treated with dignity and respect as well, so we are doing a lot around making sure that our officers are respectful, professional, and they have the proper training.

Time certain reached.

From SAC: Revision to the Attendance Policy - First Reading - K. Thompson

K. Thompson said the Student Affairs Committee was approached by Laurel Holmstrom-Keyes and Jerlena Griffin-Desta, who proposed the addition of one additional example of a legitimate reason for missing class. We have always had reasons such as illness, accidents, religious observance, and athletes attending sports matches as a part of the list of legitimate examples of reasons for missing class. This proposal is suggesting the addition of immigration related issues to that list of examples of legitimate reasons for missing class. There are a few words added into that first paragraph for the list of reasons and there is a note that was added as well.

Senator Brannen brought up a question at Executive Committee about the note, and whether that is actually needed. That is something that we can talk about as well. The main thing is what was added to the first paragraph.

A member said he was very much in favor of adding issues related to immigration and residency status to the list of examples of legitimate reasons for missing class. He didn't think it was necessary to add the note because that seems to single out and call attention to undocumented students, and if we didn't have the note, then the issues related to immigration and residency status would appear to have equal footing with the other legitimate reasons, and would not appear to make those

reasons exceptional. He would favor not having the note at the end. None of the other things are explained in that detail.

A member said she agreed with that. She was also wondering about mental health. That seems to be the primary reason that she has students not coming to class right now. She wondered where that fits or if it should be on the list.

K. Thompson said she usually thinks illness can be both bodily and mental.

A member said this issue about immigration status seems to be a small part of a broader issue. Why don't we indicate issues related to students dealing with legal aspects that they have to respond to whether it be federal, civil, or local? We just had this discussion about how illness can be interpreted in very broad way, and therefore cover many things. Legal issues can also cover anything too. That would be something we would want to consider.

The Student rep said she agreed with the fact that immigration issues are a legitimate reason to miss class amongst all the other things that are listed. However, she had an issue with the entire policy as a whole, because, first of all, it doesn't even give protection to these students. It ends up giving the discretion to the faculty and what they want to do, which is listed in the policy. Then, on top of that, students have so many different reasons for why they need to miss class, and faculty require documentation. Specifically looking at immigration, she didn't think it is appropriate for a student to disclose their immigration status in order to miss a class. If you are sick, having to provide a doctor's note now becomes a financial burden on the student. Students, just like employees of a company, should be able to take sick time or be able to take leave without having to provide documentation. It is not right for the students. She agreed with the addition but she didn't agree with the policy as a whole.

A member said she would be a devil's advocate. The vast majority of students are pretty honest about their absence, but we have to take into account that if in our syllabus, attendance and participation is part of the grade, so that we don't put too much weight on the exams, then we have to make sure that there is a way for us to distinguish who has legitimate explanations for missing a class. There are people who might abuse that type of excuse. Faculty can build in how many excused absences that student can have. Sadly, there are students who are not taking attendance to class seriously. We cannot get rid of this type of policy completely.

A member said she would add another point of consideration, and that is the criteria of death of a close family member. She suggested other people that are close to the students are left out. Instead of writing death of a close family member, consider death of a person close to the student, or something like that.

A member said the policy in itself can be very fraught, because for instance, if a student has an excused absence, but that is very legitimate, like a surgery, and that student misses one fourth of the class, or 6 weeks of the class, it is not that it is not legitimized, but they haven't been present to learn what has been learned, and in some cases, as has been previously mentioned, in a class where it is a discussion, it is not something that can be made up. She found this idea of excused versus unexcused absences very fraught and setting up more unfairness than fairness, because an excused absence doesn't mean that students still learned what they need to learn. She has seen a lot of extended excused absences, especially during COVID, which there wasn't much we could do about that, but the ability to learn in that situation has been greatly diminished. We need a bigger discussion. What does that mean to be excused from an absence?

The Chair said that the Senate Analyst noted that the policy does not state excused absences, only legitimate reasons for absences.

A member said she was the Chair of SAC when this policy was written and she thought she had entered a time warp. Many of the things that we discussed at that time, which must have been 10 years ago, are the same things that are being discussed now. That line about faculty having primary authority was inserted at the last minute in a Senate meeting and she was opposed to it at the time. What it says is that there are legitimate reasons for missing class such as, and the things that are on that list are just suggestions. They are not an exhaustive list of what might be considered legitimate. She thought that any faculty member and student would be able to make a case for any number of things being legitimate, and whether it is the close family member or of a chosen family member, all of these things. It's irrelevant. She appreciated including immigration and residency status, simply because raising the visibility of individuals on our campus who have those experiences is really important. At the same time, once the policy is open at the Senate floor, this is what happens, and everybody wants to put everything in it and pretty soon it doesn't mean anything anymore. She would support the revision, and also hesitate to make too many more revisions.

A guest said he was chair of the Dispute Resolution Board, approximately 10 years ago, when Dr. Mahdavi was the Chair of SAC, and we dealt with a number of student

grievances filed on the basis of this policy, and struggled mightily to do so. Without revealing things that he should not reveal in deliberations of that committee, he would recommend that next year the Student Affairs Committee, or some other appropriate group, consider reviewing it alongside other policies on campus, such as the incomplete, and leave of absence policies.

First Reading completed.

Referendum of No Confidence in President Judy Sakaki - First Reading - B. Smith and others

T. Sanders thanked the Senate for its time and attention on this matter. She said we are bringing this vote of no confidence in President Sakaki's leadership forward as a referendum instead of a Senate vote, so that all faculty may have a voice in this matter. The current scandal regarding allegations of Patrick McCollum's sexual harassment of female employees, and President Sakaki's retaliatory actions against those who reported the allegations is simply a tipping point. The draft resolution addresses multiple elements of the ongoing crisis of leadership with President Sakaki's administration.

F. Bouvet said as Senators might be aware, faculty and students have recently voiced concerns related to our budget shortfalls, which are greatly due to our declining enrollment. A lot has been made about the role that the wildfires and COVID have had on those, which are clearly beyond the control of our administration. But when we actually compare, for example, the declining enrollment that we had to deal with, which is between 2016 and 2022, we had a 21% decline in our enrollment, our numbers are much, much higher than all their campuses that also dealt with COVID and wildfires, such as CSU Chico, where their decline in enrollment was only 12%. Our concern is that more could have been done to limit the decline in enrollment. The budgetary crisis that we are currently dealing with is causing very difficult decisions to be made in terms of cuts and has caused a lot of distress among faculty and staff.

B. Smith said we have a second major point that informs our proposal for this referendum. President Sakaki has failed to engage with faculty and faculty governance in a way that is substantive or even a productive. A couple of examples of this are the dismantling of the Office of Faculty Affairs and moving the Center for Community Engagement to the Office of the President, both of which happened without substantive faculty consultation. There has been an increase in faculty grievances in large measure because there has been a lack of clear policy guidance

coming from the President's office to Deans and other administrators. High turnover among administrators illustrates instability, particularly in the President's office with Chiefs of Staff and other figures. When concerns have been brought to the President, the response has often times been one of platitudes about listening that do not count as effective leadership in our mind.

N. Reyes said we have all heard about the allegations of harassment and retaliation against the President's husband. We know that the response has been inadequate and inconsistent with CSU and SSU Policies. This eroded confidence in our Title IX office, created a feeling of being unsafe on campus, especially in light of the pattern of retaliations against faculty who have come forward with complaints of a contract violation and administrative overreach. Now, there is also a lack of transparency in the way the settlement was done. First we were told that no university funds were used to pay for the more than half a million dollars, and then, a couple of days ago, we got an email saying that university funds were a part of the settlement and was from a university fund. This is very, very concerning, and we think that we must expect more from our university leaders. We must demand that they be a paragon of integrity, and their action was to be examples of accountability and transparency. For all these reasons, we ask you allow faculty to vote on this issue and let their voice be heard.

A member said here is the issue. He sympathized with some of the concerns, and he said there is a point that we might as a faculty talk about this issue. But he finds that, for example, for the enrollment issue, blaming President Sakaki is a little bit of a stretch. Here are the reasons for the enrollment decline. The main reason is the fires and smoke in our region, and that reduced almost 20% of our enrollment which comes from Southern California. The second reason is also we have to look inward a little bit as faculty. We have curriculum. Do you think that our curriculum is attractive to bring in students? For example, in the School of Business and Economics, there are issues in terms of enrollment. Resources are mismanaged. Resources are not towards supporting the courses that get the highest enrollment. There are some courses, and he apologized if he offended anybody, but it's about the European integration. Why not in Economics, instead of offering a course on European integration, why don't we offer healthcare economics? This is a self-criticism. To the faculty members, do faculty think that our curriculum is attractive enough to blame President Sakaki for the enrollment issue? We don't want to turn into blaming everything on the President. Think about it. The administration made a commitment not to fire anybody despite low enrollment and he hoped that the Senate will consider those issues.

The Chair noted that what we are discussing now is whether or not to put the referendum forward to the entire faculty not taking positions on whether anyone supports the referendum. All we are discussing now, is whether or not to put the referendum forward. She knew that touches on the things that Senators and guests are talking about.

A guest said she herself is a survivor of sexual abuse. She championed the cause of Title IX during President Armiñana's tenure, so she really understood the issues at stake. But she said her former husband was interred at a Japanese American concentration camp, and she lived with people who were interred for many years, and she didn't think anyone can understand the psychic pain the trauma, the racism of that, unless they have experienced it, or the related sexism that President Sakaki has endured. It has marked her entire career at a level we can't begin to understand, and, as a lawyer, these media accounts are a bit sensational. We don't know so many aspects of these allegations, because President Sakaki isn't even allowed to discuss them. When did she find out about the claims? Did she actually retaliate? Who forced her to sign those agreements, was it some corporate suits? Let's not forget the money she saved from the Green Music Center. That saved students thousands of dollars. She asked the Senate to be mindful of the racism and sexism that are intersectional. When we critique the President and the legal restrictions she faces, let's be mindful of her humanity and not succumb to the brutality that we are seeking to criticize here.

A member said first little background for his words. He worked a lot with President Sakaki during her first 2 years at SSU. He was one of three faculty members on the search team that recommended her. He was Chair of the Faculty during her first year here and immediate past year during her second year. As such he was in a lot of meetings with her and the Provost. During those years, and since then he has talked with her perhaps once a year. He last talked with her in December of last year, and he didn't know anything of the allegations. He didn't know anything of the accounts about Patrick McCollum's behavior or the settlement with former Provost Vollendorf until 2 weeks ago, when we all learned of them. Dr. Sakaki made some important and difficult decisions during her first years, most of them responding to student and faculty concerns, that the academic mission of the University was losing out to the overloaded Administration and Finance Empire and the Green Music Center tail was wagging the University. The priorities of the university structure are now more clearly focused on the academic mission. He wanted to be clear that he doesn't question accounts from anyone who experienced inappropriate or harassing behavior from Patrick McCallum, and that he shares many of the concerns about Dr. Sakaki's leadership that are expressed to the referendum proposal. He was not arguing

against the proposal. However, he did want to add his perspective to one piece of the narrative which is related solely to the claim by former Provost Vollendorf of retaliation in the events leading to her departure from SSU, because the administrators in question are all bound by confidentiality agreements. The only account out there is the one in Dr. Vollendorf's leak of the complaint. He was not a party to any settlement and had no insight, or information from administrators. Dr. Vollendorf joined the university in summer 2017. From the outset it was clear that her approach to shared governance was not what he thought. His perception was corroborated by at least some other Faculty Governance leaders at that time, who agreed she was disdainful of faculty who did not quickly agree with her, and she expressed that clearly and openly. He and some student leaders complained about it often to her and President Sakaki. President Sakaki regularly told him that she needed to give Dr. Vollendorf more time, and implied that she was trying to help Dr. Vollendorf to learn to take another perspective. Dr. Vollendorf's complaint mentions being forced to undergo counseling, which sounds to me like coaching to learn to her job more effectively. If newspaper timelines for Dr. Vollendorf's report to the CSU are accurate, then that report was not filed until over a year of less than ideal working relationship with faculty and some other administrators. It got to the point where at least one administrator declared themselves publicly to be on team Lisa. As the power struggle between Dr. Sakaki and Dr. Vollendorf became more open and obvious, Dr. Vollendorf extensively interfered in RTP processes applying criteria that differed from SSU policy, and, towards the end, interfered in curriculum in major ways.

From his perspective, there were ample reasons to end her tenure as Provost that have nothing to do with retaliation. Dr. Laura Watt, who was Chair of the faculty from 2018 to 2020, concurs with my description of the situation.

A member said like many Senators, this is easily the hardest vote he has had to make during multiple terms on the Senate, and there are multiple reasons for that. Part of the reason is what the vote itself represents - a breakdown of trust and leadership on this campus which is incredibly sad. It is also difficult, because no matter where faculty come down on the issue of President Sakaki's leadership, it is important to remember that our comments and votes have the potential to impact real people, and we do need to be sensitive to that. It is a complex situation. What makes it more complex are new revelations that seem to come out with every news cycle. Because of that he appreciated the authors of the resolution taking a broader perspective in their document and not merely focusing on the barrage of recent news stories. Finally, and this is the one that was most important to him, it is an abstraction from the real reason that we are all here, which is to educate, something that he happened to believe Sonoma State does very well. Decision Day, this past Saturday,

and after the past few weeks, was like stepping into a warm cleansing bath. It was a needed reminder to him that we have great faculty, staff, and students at SSU who make up a wonderful community. He very much wanted to start the work of refocusing on that, and have news stories once again reflect the great things that are happening on this campus. It has been an emotionally taxing few weeks. A few weeks that feel like a few months, but we can't even begin to move forward until everyone has had the opportunity to have their voices heard on the matter of President Sakaki's leadership. This is why he will support the vote of no confidence of resolution, and if we do put it to a vote before faculty, he hope that all of us have thoughtful conversations with each other prior to casting our votes.

Motion to extend first reading 15 minutes. Second. Approved.

A member said as some others have mentioned, she was deeply concerned about the failing of Title IX, but she did think in this issue, it is being conflated with other challenges that are impacting campus. She spoke against the referendum because she believed the referendum should not be toward one person, but should be toward the failings of Title IX. She was deeply troubled by the ease with which we can vilify someone and desire to take someone down within a corrupt and broken system. She was also troubled by the sensationalized news reporting that is being regarded as truth, when we have not been given all the information, when investigations have not happened. She was also troubled by, in the case of President Sakaki, as well as our former Chancellor Castro, that the person who's going take the fall is a person of color and a fellow first generation college student who's been put in an impossible situation by a system of hegemony and hierarchy and forced to sign documents and make deals by corrupt lawyers and corrupt power structures. Taking these people out does not help the problem. It does not change the system. In fact, the opposite is often the case. There is an immediate feeling of satisfaction that people are longing for, but that impedes real change. A much longer, more complex process of overhauling the systems that allows these things to happen is what is needed. She was also a survivor of harassment. She thought harassment is always wrong. She believes victims, but she did not believe that we have enough information for this referendum. She did not believe we have seen evidence of retaliation, and we don't know that that part of the story. She did not believe it will be beneficial to this institution in the long run, to go ahead with this referendum with a single scapegoat.

Time certain reached.

Election of two Senators to Ex Com

Senators nominated were Florence Bouvet, Ed Beebout and Ben Smith. Florence Bouvet and Ed Beebout were elected.

Return to discussion of No Confidence resolution

The Student rep said she recognized that this is the faculty Senate and it is really about your voice as faculty members and what you believe is just. She thought an important perspective from the faculty side is there is a lot of discussion about Title IX and retaliation and that's super important. A perspective she heard also is that it is also a matter of things that have been happening in the past and that this was a tipping point. She encouraged all faculty to engage deeply in discussion about making this decision. She did think it was important for the faculty to have a referendum and for everybody to have a voice; she appreciated the Senate doing that. She wanted to make sure that the Senate was aware of what the students are feeling. It has been very emotional for the students regarding what has been going on last couple of weeks, and the biggest frustration is the lack of transparency and the lack of knowledge about what's going on. Some students do want President Sakaki to resign, and my job as a student advocate is to express the concerns of all students. That is something that students are talking about. They are bringing up concerns about investigating Title IX and what's going on there. Students don't have enough information yet to make a decision on what they want, and they are frustrated, to be completely honest. They are very frustrated about what is going on. Our students are all over the place. They don't know what to believe, what to make of any of this. But they are looking to the faculty and seeing what decisions they are making. She has heard that a lot. Student want know what is true, because as faculty members, that is where students get all of their information and all their knowledge, from people that they truly trust. That is important, but also moving forward with this first reading, making sure everybody's voices are heard. She knew there were students at the meeting ,and she didn't want to speak for those people, but she wanted to raise those concerns and those concerns go beyond concerns about President Sakaki. She wanted to make sure the Senate knew the students were frustrated.

A member said thank you to everyone who is reminding us that this should not be about personal attacks. This should be about the issues. She said herself and C. Torres sent the resolution around to lecturer faculty, and overwhelmingly the lecturer faculty were in support, and asked us to support the referendum, so that we have the chance to discuss this collectively.

A guest said he did have a different perspective in terms of the declining enrollment. Sonoma State University was in the middle of the historic wildfires. It takes some time to recover. There are quite a few CSUs campuses who have struggled from declining enrollment because of wildfires. It is unrealistic for us to ask President Sakaki to take all the responsibility about the declining enrollment. He needs to have more information. Furthermore, SSU is one of the smallest CSU campuses. We don't have the scale to compete with the larger campuses. We don't have the scale of resources to overcome those issues. He needed more information to further discuss the referendum. How did the voters consider those issues? We need to have some more facts about what is going on. Keep in mind PG&E went bankrupt because of the wildfires. How the wildfires are impacting the community, that is something he wanted to ask. We need more information.

The Chair said she was not going to interrupt people who are telling these deeply personal stories. She was not a good bureaucrat that way, and she said please remember we are deciding whether to put this before the faculty, and we should be limiting the discussion to putting the no confidence vote before the faculty.

A member said, on behalf of School of Education, the overwhelming opinion seems to be that we want to have all faculty have an opportunity to have a voice. She is hearing overwhelmingly is that there needs to be more dialogue and conversation prior to actually making decisions around what is to happen. She was not sure what a vote of no confidence does. We need to be careful about pinning all of this on one person and think carefully about the kinds of things that she has done. Then she spoke on behalf of herself, not the School of Education. Given her diversification of the Cabinet, given her work funding Student Affairs that didn't exist before, where is the place for us as a faculty to come together to dialogue, so that we can see if repair and restoration is possible before we make rash decisions about things. It is so much more complex. There are many layers. Is there a space for us to actually come together more intentionally to have real dialogue about this?

A guest said leadership is one of his areas and basically what we're discussing here in terms of a referendum is performance. We either do or we don't and that is the decision that has to be made in terms of our referendum. The faculty should be able to weigh in, as whether the President did or did not do whatever it is that needed to be done. It is very, very important to focus on her performance rather than many other issues that come up. He understood people are sensitive to Title IX issues. People mentioned that the Provost may or may not have been retaliated against. There are some issues that were brought up in the paper in the Los Angeles Times which have better references than the Press Democrat, where several people say that

they were harassed. There was a reason for the settlement, whatever that reason might be. But the most important thing to me about the sexual harassment is knowing that her husband did this, she still allowed him to appear on campus and for campus events, and that is what really disturbed him. This person was under some type of suspicion and yet he was still allowed to more or less engage with the campus community. As far as leadership goes, did she, or did she not? His favorite president of all time, Harry Truman, used the phrase, "the buck stops here." People mentioned, at different levels of the university, where there are failings. Well, the failing generally tends to be at the top. He had friends that were officers in the Navy, and basically what they told him about responsibility is that if they were officer of the deck, and they were to run a ship a ground, and the captain were to be asked whose fault it was, the captain would basically say it was his fault, even though it would fall to the officer of the deck. There is a responsibility to lead subordinates appropriately. As far as the ethnicity argument go, he remembered when Ruben Armiñana was here, in his first year or two on the faculty, he read an article in the in the student *Star* paper, and he was appalled by what the student had to say, and was even more disturbed at the editor of the paper, who allowed this to appear. The gist of the whole thing was this person called Reuben "a short fat Cuban who can't speak." President Sakaki is not the only one that underwent this, and so unfortunately, it does happen, but in some way, in order to do the performance, the person has to rise above that.

Motion to waive the first reading. Second. Approved.

Motion to end debate. Second. Failed.

A member said many people have spoken about whether they personally have confidence in the President or not, but as we know we are only supposed to be discussing care whether we think the Senate should support a referendum of the faculty, and as an at-large Senator, he has heard from many faculty who would like to vote on this issue. Regardless of his personal opinions, he did think the Senate should support such a referendum. There are very few other bodies on campus which could run such an election, and there is enough concern on this campus that we should sponsor this referendum.

A member said she echoed the previous comment and she didn't think the Senators should be the ones that stop this from going to the faculty. The faculty should all have a voice in this, and whether you agree with the vote or not. The faculty should have the right to speak out on this issue as a whole, and not just us as Senators.

A member said he would say a few words about what a vote of no confidence is and what it isn't. A vote of no confidence is not as strong as a vote of censure, which in turn is not as strong as a vote calling for a resignation or forcing a termination. From a legal point of view, the faculty vote of no confidence is not meaningful. It is an expression of opinion. The President is appointed by the Board of Trustees, and reports to the Board of Trustees, and only the Board of Trustees can remove her. Let's think about what happened last time we had a vote of no confidence. The faculty voted 78% in favor of no confidence in removing Armiñana, and not everybody voted, but the turnout was actually over 50% of the whole faculty who voted. The consequence of it was that the President got a raise. Chancellor Charlie Reed basically said, "Wow! if Reuben got the faculty that pissed off at him, he must be doing a great job," and he got a raise of \$100,000. We have to be clear what effect a vote of no confidence would have, even if it passes overwhelmingly. He wanted to make sure we don't have any unrealistic expectations of what that is going to mean.

A student guest said this is the first time she has attended any meeting like this. She is a graduate student at SSU, and naturally the recent events have been much talked about. She wanted to convey the effect that this is having on her teachers. Each of her professors have created a safe space in classes to speak to us about this, and it is clear the faculty that she has spoken to believe that something is amiss. They feel that they are not being heard, they feel powerless and they feel a little scared, actually. If putting this vote before them is a step in the right direction to helping them feel heard, as a student she was in favor of it. The students that she has spoken to were not ever calling for President Sakaki's resignation. We do believe that she should acknowledge what has happened, and she should tell the truth, at least to the students, who are paying the settlement.

The Chair noted that the President sent a video to show at the Senate today. Is there any objection to showing that video before the end of the day? A member said we are supposed to privilege business over reports. We should just finish this business item and then if people want to extend to hear the message, then we can do that.

A member said a different draft has been circulating over the last week or so. There is a lot of different stuff in there that has been mentioned previously. There is one line he was not sure is 100% accurate. In line 65 and 66 of the resolution, it reads "failure to assemble a consistent and competent leadership team." He knew many of the faculty have had quibbles with certain administrators, but when he first read that line, he thought this could be read as an attack on all administrators as being on incompetent, or at least raise the question, how many administrators are

incompetent? Is it a quarter of them? Is it half of them? Is it 2/3rd of them? Maybe that is unnecessarily or incendiary. He would not the sponsor a motion to amend, so if the Senate wanted to leave it in, so be it. He had a negative response to that line.

A guest said she didn't want to talk for or against the referendum. She wanted to talk about the process. For faculty to have a voice, we have to vote and a vote is going to tell us what the faculty are thinking. She was wondering if there are any arguments for not knowing faculty opinion. If we vote, then we all have to do our individual due diligence, and we have to listen to each other as responsible voters do. If we don't vote as a faculty, then we don't know the faculty will and then we become a pawn in arguments such as the faculty want this, the faculty want that, and it becomes anecdotal, and we don't actually know. She feared that turns into a devolving argument. As a faculty member of color, married to a descendant of the Japanese internment camps, she didn't want to not have a referendum, because that invites accusations of racial favoritism for minorities and a lower standard for our behavior. She didn't want to be infantilized.

Motion to extend 15 minutes. Second. Approved.

A member said she thought it was important that our faculty voices around this issue be heard. Our voice is oftentimes not really heard or taken seriously enough. It will be important for the faculty's voice to be heard. She noted that CFA has led the charge for Title IX reforms. CFA has also called for a State Legislative investigation into the CSU, and we are concerned about the mishandling of Title IX issues throughout the CSU. Not talking about this campus specifically, but across the CSU, there are demands that the State Legislature launch an investigation into the handling of Title IX cases. A petition was circulated and over 600 faculty signed this position saying that they had little or no confidence in the Board of Trustees doing their own investigation and that they clearly had a conflict of interest and that is why there is a need for an independent impartial Investigation of Title IX issues in the CSU. 15 of the CFA chapters, Leadership Executive Boards have signed on to this petition asking for the California Legislature to investigate Title IX issues. We can all agree that the SSU faculty, staff, and students are committed to a safe, respectful environment, free of harassment and abuse, and one that is conducive to learning. The systematic mishandling of Title IX complaints is inconsistent with our campus commitments, damages the reputation of the CSU and Sonoma State and is contrary to the goals of the CSU, to be a place where all California have access to an inclusive, equitable, safe, and high quality education. That is the reason that that the CFA Sonoma chapter joined with other 14 other chapters to demand an investigation by the California Legislature that is impartial and comprehensive and that the results are

to be shared throughout. We did have a rally today. The tone of the rally was very positive. It was intended to simply to say that we want to move forward in a positive way that secures the future for Sonoma State, and we have got to allow the faculty to share their voice and to have a full investigation. She was hearing the questions about whether or not we have all the facts. That will be important. This is not about President Judy Sakaki personally. It is about all of the ongoing issues of mishandling a Title IX issues in the CSU.

The Chair noted we only have 10 min left on extending the meeting, and unless people are talking directly to the referendum, she thought it should go forward.

Motion to end debate. Second. Approved.

Vote to forward the referendum of no confidence to a vote of all eligible faculty - Yes = 19 No = 3, Approved.

The Chair said there are a few things that need to be addressed. First is the question of do we have time in the extension to play the report from the President? When the President asked about being here, and asked whether the Chair thought that would be effective, L. Morimoto had said we have a full agenda, and that she thought that if she just delivered her report by video, that would be that would be adequate. The Chair was worried about people not feeling comfortable about speaking freely.

The process for the referendum that we will be using is from the past no confidence vote against Ruben Armiñana. There was a period where people could post or make statements pro and con, either in favor of the vote or no confidence, or against the vote of no confidence. Using that model and knowing time is of the essence, she would like to have that opportunity for faculty to chime in. If you have a pro or a con statement, send it to the Senate Analyst, who will then post it on our Senate website. She has already posted the pros from the resolution. Comments can be received until the 5th of May. Voting would open on the 6th of May through the 9th, which gives people the opportunity to vote over the weekend. We would know the result before the last Senate meeting. Is there an objection to that process? None noted. An email will be sent to all faculty about the process. Qualtrics will be used for the voting. Eligible faculty are all tenured, tenure-track faculty. All lecturers teaching 7.5 units or more and all SSP IIs and above.

We have talked a lot about transparency and accountability and fairness. She thought it was important to share the President's video. **Motion to extend the length of the video. Second. Approved.**

Verbatim text of President's video:

"Good afternoon. Members of our esteemed Academic Senate. I appreciate this opportunity to join your meeting with my President's report via this format at the suggestion of Chair Morimoto. My journey here began as a child growing up in multicultural East Oakland. I am the granddaughter of immigrants from Japan. My grandmothers were picture brides. I was raised in a Japanese American home. I attended public schools in Oakland. Then on Saturdays, I went to Japanese school, and on Sundays, I attended the Oakland Buddhist church. I'm a Buddhist. As a Japanese American woman, I have felt the sting of racial and gender bias and harassment all my life. It continues to disappoint me that the very same people who accuse me of looking the other way, or covering up bad acts, have apparently given no thought to how deeply offensive I find this behavior, because I have experienced it firsthand. As an undergraduate, my first internship was at the Bay Area Women against Rape organization. My first full-time job, after I completed my Master's degree in educational psychology at Cal State, East Bay, was at a shelter for battered women and their children in Hayward. I am a proud member of the Higher Education Academy. I believe strongly in the power of higher education to open doors and create opportunities for students, families, and communities. As someone whose family was rounded up and forced into an internment camp because of their race, and who earned the opportunity to complete my Ph.D. and later to become the first Japanese American woman to lead a public four-year American University, I am living proof of those possibilities. My life's experience shows that the CSU system empowers communities.

I am a product of the CSU, and we know that if we bring one student from a family, others will follow from that family, from that neighborhood and from that community, and the work we do here at Sonoma State is not possible without the close collaboration between faculty, staff, students, alums, administration and community. I thank you for all the work you do on behalf of our students. You are gathered here today to debate a very serious matter, and I would like to address it directly and say some things that I think need to be said today. The past few weeks have been a challenging time. As your President, I take responsibility for my role in this situation, and I am committed to doing everything possible to learn the lessons and do everything possible to avoid a recurrence. I have apologized unreservedly, but the concept of responsibility and the spirit of fairness would also dictate a review of the entirety of what my team and I have accomplished in the in the past 5 plus years. I came here at a time when my predecessor had served this campus for 24 years. The campus was crying out for change, and many of you led those calls. I

heard you and I acted together with a strong cabinet, with this distinguished faculty and the support of staff, alums, community leaders and generous donors, we have transformed this campus into a new cultural hub, a strong academic center, and have achieved successful outcomes for our students and their families. We have a Green Music Center that is an important part of our campus with our Arts Integration program, our inclusive programming and our Commencement held in our beautiful facility. Among the many points of pride, we have increased our four-year freshman graduation rate. Our two-year graduation rate for transfer students is number one in the CSU. Prior to Covid, we graduated our two largest classes ever in Sonoma State's history. I created Sonoma State's first Chief Diversity Officer position, the office of Diversity, Equity, and Inclusion, or DEI. We became an HSI, a Hispanic serving institution in the first year of my presidency, which enabled us to be eligible for designated Federal dollars. We are strategically advancing work in support of our Latinx students and earned in our first year an HSI Grant, a \$1 million project preparing underrepresented educators to realize their teaching ambitions. We are increasing our focus on Native American initiatives, creating a Native American Studies Major and continuing our partnerships, our very important partnerships, with area nations to increase in enrollment. We have reached our annual 9.5 million dollar fundraising target even during COVID, and we are using some of those funds for scholarships as one effort among many to build back our enrollment, and we have done so much more.

I have taken great pride in the work we have done together at Sonoma State, but some continue to characterize my time here with only this recent crisis in mind. Let me turn to the issue of allegations of potential harassment or other misconduct. I'll restate how repugnant I find this behavior because I have experienced it. But let me be clear as I can be. I was not informed about any allegations or about any investigation, until after about one year after the allegations, and the investigation was conducted by the Chancellor's office, one year, and even then it was to learn that the investigation yielded no charges of wrongdoing. If you know anything about how things work in the CSU system, you will know I had no role in the investigation, no role in its announcement, and did not put my finger on the proverbial scale. Knowing the timing event of events should make clear that I was in no position to retaliate, retaliate against anyone nor would I, even if I could. That is not who I am. The Chancellor's investigation found no evidence of wrongdoing, no substantiation of claims. As to the settlement, I will take responsibility for my decision to add my signature, but not for its content, the amount involved, or how it was paid. Those decisions were out of my hands, made by the Chancellor's office, and the Office of General Counsel and outside lawyers, none of whom represented me as an individual. I was advised by the CSU to sign it a means of avoiding future litigation,

and I imagine anyone in my position would have done the same, given the strong advice from his or her bosses and their lawyers. A little over week ago one of our CSU Trustees visited our campus. This was scheduled in advance, and I have to admit that that Monday morning I was worried about what he would think, given the press stories that had just come out. Trustee Sabalius said that his visit was informative and enjoyable. He noted the strength and focus of individuals or groups that he met with. He said, and I quote 'your campus is a significant and precious part of the CSU, and given its location and regional significance, I am optimistic about the campus's future development.' In my closing session with Trustee Sabalius, he asked me how he could help. I asked him to share his perceptions of our campus with others. He texted me a few days later and confirmed that he did. It came as a great relief given the current controversy, but it focused me even more clearly on the significant challenges we still have. Our work is not complete. I will double down on our Title IX efforts. I listened this week to brave student survivors who visited with me in my office, and I felt their courage and pain through their tears. We have to do better, given the hearts and minds and commitment we have at Sonoma State. There shouldn't be a hint, a suggestion, a possibility of harassment or discrimination. We will have a President's Advisory Committee on Title IX, made up a faculty, staff, students, and administrators that will review and make recommendations to improve our Title IX services and communications. We will implement a restorative justice program that will help us to work through some of our Title IX issues and other issues of conflict. There is no place for harassment or discrimination on our campus. I care deeply about these issues. I care deeply about our campus. I believe that sometimes the administrators are too risk averse. We need to communicate where we are in the complaint processes as much as we can to the letter of the law, and that's why I'm excited that Julie Vivas, our new Title IX officer and Senior Director of the Office of Prevention of Harassment and Discrimination, or OPHD has recently joined us. She has a unique combination of a Master's degree in Student Affairs, a law degree, and years of experience in doing this work as a practicing attorney. We are very fortunate to have her join us. We will do better in addressing Title IX issues, including education and complaints for all members of our campus community. I will continue to meet with this Academic Senate, our students and staff, to develop plans of action, as we move forward in this continued transformation of our campus. I have chosen to speak from the heart today because I find so much of the current narrative to be so wrong, and in many cases simply untrue. I do not tolerate harassment or discrimination and reject the suggestion that I, unlike my male counterparts, should have my career on the line, because of alleged actions of my spouse, and I am so disappointed that this Senate, with whom I have worked well, and which includes so many friends and colleagues, has been put in the position of a no confidence action. Each and every day I walk on this campus I am reminded that this is my home, and

as many of you know, I lost my house to the Tubbs fire in 2017, and I was forced to abandon everything I owned as I fled from that house. It was the midst of intense fires, explosions, and smoke. I temporarily moved into a vacant residence hall apartment because I had nowhere to live. I moved 6 times that year. I carried on. I led a gratitude gathering when the campus reopened, and just a week later we had our previously scheduled WASC accreditation visit. Of 8 commendations we received, I'd like to highlight two. We were commended for a strong sense of community, as reflected in connecting student services, and our Academic Senate was commended for its willingness to work actively with Sonoma State leadership for the benefit of students and the advancement of the institution's mission. While I lost every single one of my possessions in that fire, and nearly lost my life, I walked away with my integrity, my character, my life's memories, my ancestral spirits, and my quest to survive, to succeed and this motivates me even more each and every day. In tough times, I think, and often speak, about the symbolism of bamboo. Bamboo is an incredibly strong and versatile plant. It is flexible, and then it has integrity and a strong core. It can withstand tough winds and is resilient. No matter what, bamboo can weather a storm and not break. In closing, my parents used to say in Japanese, *Tsumoreba Yama to Naru*, which loosely translated means that even the tiniest particles of dust, when gathered, together, can create a mountain that in a way that enables others to climb higher and see farther than they ever imagined or dreamed possible. We together are those particles. We are creating that mountain and we are allowing our students and their families and this community to climb higher and to achieve in ways they have never before imagined. I am so honored to serve as your President. I remain committed to serving, and I urge you to look beyond the past couple of weeks, to look forward to that mountaintop, so that together we may continue this journey for our students and the community. We have so much more work to do to help our students, staff, and faculty, all of us, to climb higher and to see farther than they, or we, ever imagined or dreamed possible with gratitude. Thank you so much for listening to me."

The Chair said thank you to the Senators for the extension and allowing the video to be shown as that was something that she had advised the President to handle it this way. She noted that she had outlined the procedures for what should happen next. Is there anything else? Or can we be adjourned? She wanted to make sure people are clear about what happens next.

There were questions about the process, such as could the comment period be extended, would comments be attributed to the writer, would there be open forums for faculty to discuss the issues? A motion was made to refer these questions to the Executive Committee. A concern was raised if there was still a quorum present to

vote. A quorum was determined to be present. **Vote on referral of questions to the Executive Committee was approved.**

The Chair said thank you all for staying with longer. She very much appreciated it. Thank you to our guests who came and presented the proposal, and to those who shared their point of view, we really appreciated it. It is a difficult thing for a campus to have to go through. She appreciated the effort and thoughtfulness that most of us are approaching this with.

Adjourned.

Minutes prepared by L. Holmstrom-Keyes, with a bit of help from the closed captions of Zoom.