Senate Executive Committee
March 30, 2017
3:00 – 5:00, Academic Affairs conference room

Abstract

Agenda – item added – Interim policies. Approved. Minutes of 3/9/17 – Approved. Chair Report. Visit from Justin Lipp and Matthew Callahan from the Faculty Center. New Concentration in Music BA - Composition and Technology approved for Senate consent calendar. Provost Report. Resolution in Support of the Seawolf Commitment approved for Senate agenda. By-Law change to number of At-Large Senators approved for Senate agenda. Statewide Senator Report. Vice Chair Report. Vice President of Administration and Finance Report. Vice President of Student Affairs Report. Sponsored Programs policy referrals – referred to FSSP. Response to AS Trigger Warning Resolution. Senate Agenda approved. APARC Report. SAC Report. FSAC Report. Associated Students Report.

Present: Ben Ford, Carmen Works, Richard J. Senghas, Tom Targett, Catherine Nelson, Michael Visser, Steven Winter, Ron Lopez, Sam Brannen, Jennifer Mahdavi, Jeri Echeverria, Michael Young, Laura Lupei for Stan Nosek, Bill Kidder for Judy Sakaki

Absent: Laura Watt, Elaine Newman

Guests: Justin Lipp, Matthew Callahan, Brian Wilson

Approval of Agenda – item added – Interim policies. **Approved.**

Approval of Minutes of 3/9/17 – Approved.

Chair Report – B. Ford

B. Ford noted that the verdict for the lawsuit about asbestos in Stevenson Hall had been published in the newspaper and communicated by the President. He said he still was hearing from people who were not feeling their concerns were heard or understood. He understood there were constraints on what the administration could say. He thought it would be good time for the President and Provost to start visiting departments, particularly in Stevenson. A member asked that the President and Provost attend the Executive Committee and Senate for the entire time. She said the lack of attendance seems to indicate a lack of interest in the academic side of the "house" or how faculty governance works. She was sharing what other faculty had shared with her. The Chair said there has been a GMC presentation at the PBAC meeting and he thought a new conversation would start about targets and more specific enrollment management strategies.

Visit from Justin Lipp and Matthew Callahan from the Faculty Center

J. Lipp said he wanted to update the Ex Com about what's been happening in the Faculty Center the past year. The Faculty Center is stronger, more vibrant, and productive in 2016-17 than in recent years. The Faculty Center's mission of supporting teaching excellence for all who teach at Sonoma State is primary to all programming and support provided. The Center now offers an Instructional Consultation service to expand the support available to any instructor whether through individual, department, or school level activities to support the enhancement of teaching at SSU. This represents an expansion beyond traditional Faculty Center specialty in instructional technology, aligning pilot recruitment efforts with the Graduation 2025 Initiative to give priority to instructors of bottleneck courses. The Faculty Center began 2016-17 as a unit with staff reporting to three different administrative units and no discretionary budget. At the start of fiscal 2017-18, the Faculty Center will begin the year as a unified team all reporting to Academic Affairs, a permanent discretionary budget to support faculty development in teaching and instructional technology, and a new 0.5 FTE administrative assistant to provide greater capacity for communication and coordination for the department. In coordination with the Professional Development Subcommittee, the Faculty Center helped to design and analyze a survey of the SSU faculty, garnering more than 130 responses in Fall 2016. Topics for the survey came directly from input from campus chairs and deans collected by PDS in Spring 2016. Several relevant findings from this survey were directly applicable to the Faculty Center mission of supporting teaching and learning: Faculty cited workload and time demands as major obstacles to professional development with pre/post-semester opportunities cited as the best times by the majority of respondents. Both qualitative data and a majority of respondents for quantitative items indicated providing greater institutional support for teaching (specifically through promoting student success, instructional development, measuring student learning, and improving class climate) as areas to provide greater professional development opportunities Instructional technology items did not garner majority buy-in from participants indicated as areas where greater support and opportunities is desired. Topics in other areas of the RTP process related to scholarship (listing grant opportunities, undergrad research support, and research writing support (grant development)) and service (advising best practices) were cited by a majority of participants as areas to offer additional training and support opportunities. On the question of "Where should campus invest more resources?" topics cited by a majority of respondents included: More Opportunities for Academic Speakers, Paying Faculty to Present, Faculty Travel Support, Stipends for Professional Development, and Course Release/Overload. Based on these PDS data and input collected informally from deans and chairs, the Faculty Center has made several explicit changes in programming, communication strategy, and use of available funding to support these priorities. They are: 1. Expanded hours to support lecturer faculty in particular. We have expanded Faculty Center hours (from 9-5 in Fall 2016 to 8-6pm in Spring) to support more engagement with instructors who can't make business hours based on direct input from several chairs. As of April 2017, the Faculty Center has served 1273 clients through walk-ins since the start of the academic year, not counting help ticket, phone, and email support, primarily for Moodle related inquiries all with a staff of only 4.0 FTE. 2. New Specialty Programming: Beyond our regular start-of-term Moodle and other tech workshops, we have begun to offer a broader range of specialty programming, including during between-terms to take advantage of greater flex-time for faculty. Of particular note is the successful January 2017 Winter Institute for Online and Blended Teaching, which drew 20 faculty participants and resulted in the launch of 12 new Summer 2017/Winter 2018 sections of bottleneck courses through Extended Education, all to be reviewed through EPC for MCCCF changes in course offerings and observing best practices in online instructional development developed by the CSU. We have partnered with other groups and faculty this year to offer over a dozen workshops and two faculty learning communities (ACUE and STEM FLP, see http://sonoma.edu/facultycenter/projects/) drawing roughly 70 unique faculty including for: Scholarly Communications Librarian Rita Premo on Intellectual Property and Fair Use; Qualtrics Survey platform with Drs. Smith of Psychology and Grant of Criminal Justice, Partnered with Student Affairs to bring author of Generation Z Goes to College , Dr. Corey Seemiller, Assistant Professor at Wright State University for talks on the unique challenges in recruiting, teaching, and advising our youngest students, Faculty E-Advising Tools Workshop with Dr. Karen Moranski, SCALAR web content presentation platform with Dr. Cathy Kroll of English; Google on the use of its Google Apps for Education suite including an optional instructor certification exam; R-Workshop for faculty on the open-source statistical programming language (forthcoming, Summer TBD)

M. Callahan discussed instructional consultation and noted that research shows individualized help tailored to a faculty members discipline is more effective than workshops. He discussed his efforts in this area: He lead all new faculty orientation sessions. The current academic year offerings were: Setting a climate on the first day of class, Testing what you teach without teaching to the test, and Interpreting Student Ratings for RTP. Feedback on these sessions is overwhelmingly positive. The Faculty Center will also play a large role in the planning for the 2017-18 New Faculty Orientation program as well. M. Callahan developed peer observation toolkit which is a set of resources to assist faculty in evaluating teaching effectiveness. These include guidelines for evaluating syllabi, assignments and tests, and observing a class session. This is another way to evaluate teaching besides the SETEs. FSAC reviewed the toolkit; it is being added to the Faculty Center website. He provided a department wide training program for graduate teaching assistants. The Department of Biology requested that M. Callahan assist in providing training for graduate students in their teaching assistant assignments. He said he was averaging 3-4 consultations per week. The goal this summer is to build the website to contain many tools for faculty teaching. He encouraged all Schools to take advantage of his services.

J. Lipp discussed where the Faculty Center was going. We hope to offer instructional consultation services during semester breaks – a time when faculty are often engaged in course design and other teaching related activities. We also look forward to supporting a growing culture of assessment at Sonoma State and offer our services to departments wishing to engage in developing program goals and implementing direct and indirect assessment practices SSU is home to the Chancellor's Office, Academic Technology Services, Center for Distributed Learning (http://www.cdl.edu/). As such, we are planning to deepen our relationship with the CDL to be able to offer new programming and get access to early pilots, for example a plan to pilot the X-Ray Learning Analytics platform for Moodle to promote early intervention advising with at-risk students identified by the tool's statistical modeling. Areas of concern were lack of a Strategic Plan for Faculty Development/Faculty Center at SSU A key priority for the Faculty Center is to engage the incoming Provost, Dr. Vollendorf, and the 2017-18 Academic Senate to develop a strategic plan for the Faculty Center and faculty development more generally for SSU. Information collected to date through the PDS survey has informed short-term programming, but a well-considered strategic planning process involving primary campus stakeholders was needed. The fiscal state of the Faculty Center while dramatically improved remains precarious. The reliance on one-time funds may impact our ability to provide student staffing at our front desk in 2016-17 in addition to anticipating the transfer of 1 FTE of contract staffing to IT, both beginning July 1. We are exploring alternatives for these concerns at present. The Provost noted that a new staff support person would help the Faculty Center, the CCE and the Sustainability efforts. The Chair asked about the R workshop and if there was an arrangement with Extended Ed to pay for the Faculty Center involvement in that workshop. J. Lipp said they had a grant from the Chancellor's office to develop online coursework and that was used to help develop courses for summer and winter. Extended Ed did provide stipend support for faculty in that program. The Chair voiced concerns about courses that students have trouble getting running through Extended Ed. It sounded like supplanting stateside courses. J. Lipp wanted to bring this report to the full Senate. There was discussion about the format of the report for the Senate. It was clarified that PDS was advising the Faculty Center, particularly for new faculty orientation and workshops. The Chair advised that the Chair of PDS should be part of the team when presenting to the Senate. He also encouraged a focus on departments for instructional consultation.

New Concentration in Music BA - Composition and Technology – B. Wilson

B. Wilson introduced the item. He said the new concentration was approved at the A&H curriculum committee and at EPC unanimously. He noted the Bachelor of Music degree has three concentrations – jazz, performance and music education. The Bachelor of Arts has been a more general music degree. They have been directing their composers to the Bachelor of Arts and now with a new faculty member they can create a composing concentration which they had been wanting to do for quite some time. This would be a second concentration in the Bachelor of Arts degree. There was some discussion. **It was approved for the Senate consent calendar.**

President Report – B. Kidder for J. Sakaki

B. Kidder offered to take questions back to the President.

Provost Report – J. Echeverria

J. Echeverria said that the Center for Environmental Inquiry was put under the School of Science and Technology in the past and she had a recommendation from Claudia Luke that it move back to the Provost's office. The Dean of S&T had agreed and J. Echeverria asked if there were any concerns about this. There were none. The Provost said she suggested to C. Luke to work with the new Provost to have a meeting at SSU for Directors of Preserves in the CSU. She said there would be a call for a Faculty Associate or two to work on the pre-award part of grants and contracts. That person would seek out opportunities and help match faculty to those opportunities and give them support in grant writing. She wanted to keep the specifics of the Faculty Associate position flexible. She asked the Ex Com if they would like her office to schedule a meeting with the Ex Com and the new Provost once she is on campus. The Chair said yes, they wanted that meeting. She said she and Dr. Vollendorf were going to the Provost's council next week, so she can meet the other Provosts. She reviewed positions in Academic Affairs. They had an opening for a budget analyst. The AVP for Faculty Affairs search was progressing. She discussed how the AVP for Academic Resources position came to be. She discussed needing a higher-level person in the budget position, someone who can formulate policy and priority decisions, in addition to the budget management work. B. Kidder noted that the position was strongly supported by the President and would be a key shared governance partner. J. Echeverria said herself and the entire cabinet wanted to leave the next cabinet ready to "share" with each other. She noted a faculty announcement will go out soon about the processional for the Investiture and remarked that faculty had asked if they should cancel classes. She said they were not asking faculty to cancel classes. If faculty want to teach, that's great. If they want to bring their class, that's great too. The Chair said he has been consulted on the AVP of Academic Resources and brought up the concern about more MPPs on campus. J. Echeverria said the new Budget Analyst would not be an MPP position as it was now and the AVP of Academic Resources would take that MPP position. So there is no net increase in management personnel. A member voice concern that the new administration did not seem to be reducing MPP positions on the campus. J. Echeverria said she thought there should be reduction in some areas, but not all, and particularly not in Academic Affairs. She understood the sensitivity to this issue and also understood the need. A member asked why the current AVP of Academic Programs work load was not discussed in the Cabinet because it was as a position that had two positions collapsed into it. J. Echeverria said she they were looking at the current AVP of Academic Programs work and only saw a few things that might be moved. What the Provost office really needed was more staff. A member asked about the number of tenure track positions for next year. J. Echeverria said what she had told Deans was that if she was continuing, she would take that money and use it for faculty equity. She would give that recommendation to the new Provost and it would be Dr. Vollendorf's decision.

Resolution in Support of the Seawolf Commitment – C. Nelson

C. Nelson said this was the draft resolution the Ex Com had requested. She reviewed the resolved clauses. The Chair noted that the Ex Com needed to approve this, not just approve it to go to the Senate. There was a request for the resolution to be on one page. **Vote on resolution = Approved. Approved for the Senate agenda.**

From S&F: By-Law change to number of At-Large Senators – C. Works

C. Works noted that the recent change in the Constitution had not been reflected correctly in this section of the by-laws. It should read four At-Large Senators, not six. **Approved for the Senate Agenda**.

Statewide Senator Report – C. Nelson

C. Nelson reported that EVP Blanchard sent out a memo regarding the academic preparation initiative that falls under the larger Graduation Initiative. They want to "beef up" academic preparation. What stands out about this is increasing the use of stretch courses and the fourth year of quantitative reasoning in high school. Because tracking of quantitative reasoning begins in 8th grade, students have plenty of time to get that fourth-year in. A member voice concern about low income students being disadvantaged by this requirement. C. Nelson said those kinds of comments were being made at the beginning of the conversation about quantitative reasoning. On the Quantitative Reasoning Task Force, they saw data which showed that students who have that fourth year in high school of quantitative reasoning do much better in college and after college. The Center for Math Instruction is another "piece of the puzzle" that will help teachers be prepared to teach the very communities being discussed by the previous speaker. The Chair said the campus response to the quantitative reasoning task force also included strongly the concerns about disadvantaged students.

The Chair noted that he should have brought up the draft Intellectual Property Policy in his report and asked where to refer that for feedback. He said there were troubling ideas in the policy. FSAC was suggested as a committee to refer this to. There was a suggestion to send it all faculty. Also, it was noted that the Statewide Senate was suggesting to just give it to the Union, since they needed to bargain it and it was very legalistic. **It was referred to FSAC and AFS.**

Vice Chair Report – C. Works

C. Works reported that the election was up and running. She reviewed the candidates.

Vice President of Administration and Finance Report – L. Lupei for S. Nosek

L. Lupei updated the Ex Com on searches being led by A&F.

Vice President of Student Affairs Report – M. Young

M. Young said the search for the permanent Vice President of Student Affairs was beginning and they would wait until the Fall to have on campus visits so students would be present.

Sponsored Programs policy referrals – B. Ford

B. Ford asked the Provost to describe the context of these policies and the need for revision. J. Echeverria said the polices were out of compliance with federal regulations, so she put forward interim changes to bring them into compliance, had the President approve that and now it was ready to move through governance. She did not think there were any major changes. The three were Cost Sharing, Animal Care and Use and Academic Misconduct in Research. **The policies were referred to the Sponsored Programs subcommittee.**

Response to AS Trigger Warning Resolution – S. Winter

S. Winter said he wanted help from the Ex Com about how this might go to the Senate. He described the background and noted that a member visited the AS and found they were particularly concerned with depictions of sexual assault, violence and death. FSAC had asked AFS to consider suggested language from FSAC, but they declined. He did not think it needed to go to the Senate and wanted the Ex

Com to know they took the topic very seriously. The student member argued that it not go to the Senate because the term “trigger warnings” muddied the conversation. The AS thought the AFS statement was shutting down the conversation all together. A member expressed disappointment in the AFS response as they were using exactly what the AAUP says and not citing that properly. The Chair said his current inclination was to treat it as a matter of professional development and to send it to the professional development subcommittee to discuss how to teach sensitive material. There was a suggestion that the Chair send a letter to the AS communicating that the concern was heard and how faculty governance decided to respond. A member argued that the work of AFS was important and wanted their statement to be available for reference. The Chair thought to phrase it as after much back and forth they have come to understand that a policy on trigger warning has too many consequences to be tenable and through further investigation does not seem to address the original concern in the first place. The AFS statement would be presented and he would say that the issue of teaching sensitive material would be taken up by the Professional Development Subcommittee. The FSAC Chair said they did re-frame it as teaching sensitive material initially and that the faculty consultant would create material to help with this. Perhaps this should be highlighted. The Student Rep expressed her appreciation that faculty governance was addressing the issue. B. Kidder thought language from the AAUP might be helpful and offered this suggestion: The Academic Senate believes that there is not an insolvable conflict between academic freedom and concerns about pedagogical impact. The best way to address the balance of those concerns was to forward this as matter of professional development to PDS. The Chair appreciated this suggestion.

Senate Agenda

AGENDA

Report of the Chair of the Faculty – Ben Ford
Approval of Agenda
Approval of Minutes - emailed

Consent Items: New concentration in Music: Composition and Technology - emailed

Business:

1. From APARC: Faculty Consultation in Decision Making revision – Second Reading – M. Visser

2. From APARC: Recommendation to rescind Faculty Consultation in Budgetary Matters – Second Reading – M. Visser

3. Resolution in Support of Seawolf Commitment – First Reading – C. Nelson TC 3:30

4. By-Law change: Align number of At-Large Senators to Constitution – First Reading – C. Works

Approved.

APARC Report – M. Visser

M. Visser reported that APARC continued to work on the Program Review policy. He said they were getting good feedback. They were working on strategic and tactical priorities. A member asked about the strategic and tactical priorities. M. Visser said those efforts were focused on finding a way to make recommendations on things they would like the administration to prioritize and help administer the university and would do so through consultative processes while paying attention to the things faculty need to support students and to build a curriculum that we want and matches the mission and vision of the university. It's part of building systems for providing feedback and doing our work smartly.

SAC Report – R. Lopez

No report.

FSAC Report – S. Winter

S. Winter said FSAC would bring the revisions to the RTP policy to Ex Com next time. He reviewed the revisions briefly. The Provost noted the need for standards in departments for how faculty move between ranks.

Associated Student Report – R. McCloskey

R. McCloskey said she found out how to give Seawolf Living access to the Ex Com and also had the list of demands from the BSU. The Chair asked that the information be sent to the Senate analyst.

FSAC Report continued – S. Winter

A member asked about whether our RTP policy included review by the Provost. The Provost said the President wants the Provost to be involved. It was important for the Provost to be involved to know a faculty member in their first, second and third year, so they were known, and then received a congratulatory letter. She hoped that would continue.

Adjourned.

Minutes prepared by L. Holmstrom-Keyes