

## **Executive Committee Minutes**

October 15, 2020

3:00 – 5:00, Via Zoom

### **Abstract**

Agenda approved. Discussion of the CSU response to AB 1460 with Chancellor's Office. Minutes of 10/1/2020 – Approved. President Report. Provost Report. From APARC: Revision to the Syllabus Policy – referred back to APARC. Senate agenda approved.

**Present:** Jeffrey Reeder, Laura Krier, Carmen Works, Bryan Burton, Wendy Ostroff, Elita Virmani, Emily Asencio, Paula Lane, Hilary Smith, Sam Brannen, Judy Sakaki, Karen Moranski, Joyce Lopes, Wm. Gregory Sawyer, Erma Jean Sims

**Absent:** Amal Munayer

**Guests:** Noelia Brambila-Perez, Jenn Lillig, Alison Wrynn, Leo Van Cleve, Stacey Bosick, Jerlena Griffin-Desta, Catherine Nelson, Justin Lipp, Sandy Ayala, Deborah Roberts, Sergio Canavati de la Torre, Robert Martinez

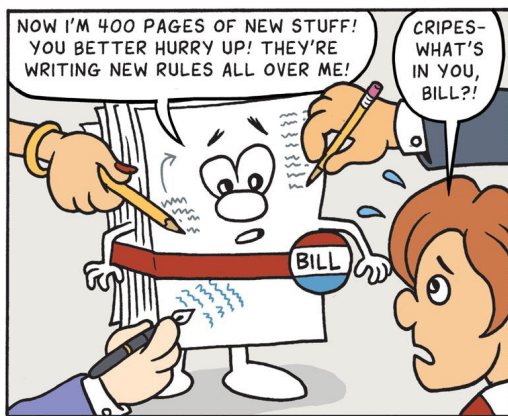
**Approval of Agenda – edit of time certain – Approved.**

**AVC Wrynn and AVC Van Cleve discussion of the CSU response to AB 1460**

The Chair said it was with great pleasure that he welcomed everyone to the Executive Committee. He recognized that Sonoma State University is on the land of the Pacific Coast Miwok and welcomed the visitors from the Chancellor's Office in Long Beach, Associate Vice Chancellor Alison Wrynn and Assistant Vice Chancellor Leo Van Cleve. They came to talk about the Chancellor's Office response to Assembly Bill 1460 and more specifically, the implementation of Assembly Bill 1460 as it is guided by state law and Title V education code.

A. Wrynn thanked the Ex Com for the opportunity to speak to them and answer any questions. She began by discussing the process by which law becomes CSU policy.

## How does a law become CSU policy?



The CSU follows legislation directed at the CSU in the state which comes from the Assembly or the Senate and is signed by the Governor. Title V was created by the CSU Trustees. The Trustees received the authority to create Title V from the legislature when the CSU was founded. Sometimes the trustees, create a new section of Title V. Sometimes they edit other sections of Title V. Once that happens CSU policy can be established, what we used to call an executive order. We're going to just call them policies now, and hopefully that won't be too confusing. These kinds of policies are established by the Chancellor and he gets his authority to do that from the Trustees. And then finally, depending on the policy, more than likely, a particular CSU creates a campus based policy to fit your specific context for the law as long as it fits in with everything that precedes it.

## Example: How does a law become CSU policy?



She discussed an example of the doctor of physical therapy that the CSU wanted to create many years ago.

## Where are we with AB 1460?



With AB 1460 we have legislation, we have the Education Code and the Trustees are discussing the law and will have as an action item that their November meeting renaming a section of Title V. We're in process with the final two pieces where the CSU policy is out for Campus comment. Finally, your campus, based on whatever the policy ends up looking like, will be revising your policy as it relates to the broader policy on CSU GE breath.

## Why in GE?

- Implications for First Time Freshmen
- Implications for Transfer
  - Ensures completion at the California Community Colleges (CCC) for Associate Degree for Transfer (ADT) students.
- Ethnic Studies Task Force Report and the “Findings and Declaration” section of AB 1460 explicitly state that this new requirement is to be a General Education requirement
  - Statements by Assemblymember Weber during her legislative testimony clearly convey that this is to be a General Education requirement.

Why is this in GE? She talked briefly about the implications for transfer students as well as first time freshmen, including the Ethnic Studies Task Force report and findings. First time freshman who begin in fall of 2021 will be impacted and this will become a new requirement as part of their degree. It's not a real substantive impact for them, even though there'll be a little confusion. They'll hear classmates not required to take this who don't have this catalog year, but by and large, it really will not be a major disruption for first time freshmen. For transfers, other laws kick in. SB 1440 tells us we may not increase the units required for graduation. So these units have to come from somewhere. Community College transfer students who make up about half of our undergraduates in the CSU have to be able to meet this requirement in 120 units. We can't change anything at the Community College side of things, the 60 units in the lower division, unless we put this requirement in.

## GE: Implications for Transfer

- According to AB 1460, we may not increase the units required for graduation, thus we need to find three units that all students are already required to take.
- CCC transfer students will be able to meet this requirement at their community college.
- This is particularly pertinent to Associate Degrees for Transfer (ADTs). Existing state law prevents CSU from adding any courses to the lower-division 60 units of ADTs that the CCC offer unless it is part of CSU GE Breadth.

Why don't we just leave it in upper division? Well, that means we have to change our Associate Degrees transfer to save three units, just in case a student doesn't complete this at the Community Colleges and we have the most popular ADT across the system, which is in business and there's not three units in that program that can be removed to accommodate this requirement.

Additionally, the Ethnic Studies Task Force report in 2016 said in their first recommendation that Ethnic Studies be a GE requirement. This was stated once again in the findings and declaration section of AB 1460. Assemblywoman Weber, the sponsor of this bill in her testimony has continually cited that this should be a GE requirement, based on the task force report. And so that had some impact on our thinking.

## GE: Task Force Report & Findings and Declarations

- In the *Ethnic Studies Task Force Report*, issued in 2016, the creation of a standalone section of GE in Ethnic Studies was Recommendation 1.
  - The “Findings and Declarations” section of AB 1460 includes this recommendation.
- In her testimony before the Assembly Higher Education committee on April 23, 2019, Assemblymember Shirley Weber cited the recommendation and called for this requirement to be in General Education.
- On June 25, 2019, during the Senate Education committee, Assemblymember Weber’s opening statement makes reference to the 2014 Task Force.

*“In 2016, the number one recommendation of that Task Force, was to make Ethnic Studies a general education requirement throughout the CSU system. AB 1460 codifies the number one recommendation of the CSU Task Force report.” – Asm. Shirley Weber*

## Why does this need to be a standalone category in GE and not an overlay?

- The topic of overlays had previously arisen with Assemblymember Weber when the CSU revised EO 1100. She has been very clear that she did not view this the Ethnic Studies requirement as an overlay. This new requirement is to be a standalone section of GE.
- Student clarity
  - Students are not always certain as to which CSU they will transfer to—consistent application of the requirement across the system promotes student success.

Why does this have to be standalone and not an overlay? This has come up quite a bit. Again, Assemblywoman Weber has been very clear about overlays and does not think that they are a good idea. We don't have to do everything she says, obviously, but that's something to listen to in the bill. It says three units of Ethnic Studies. It's in the bill. And the other thing that we have to think about is student clarity. Students transfer here from one of 116 community colleges. We have to have a requirement that a student can transfer from any community college to any CSU and we need to have great clarity on how to meet this requirement. This is why this

needs to be a standalone category of GE. It does put Ethnic Studies on a level playing field with other disciplines as well.



## Why is the timeline so rapid?

- The law requires all CSU campuses to offer courses in Ethnic Studies by the fall of 2021.
- Additionally, it requires that students graduating in 2024-25 have met the Ethnic Studies requirement – these students will have catalog rights established in 2021.
- In order to meet campus curricular deadlines for the fall 2021 semester, the CSU will need to update Title 5 and the existing Executive Order policy on CSU GE Breadth this fall 2020 to provide time for the campuses to conduct curricular work through shared governance.

Why there is such a rapid timeline is due to the fact that we have to offer courses in Ethnic Studies by the fall of 2021. The law also says that students who are graduating in 2025 need to have met this requirement. We have been very clear in all of our discussions with the legislature that we respect catalog rights. Some students might not be done with this or will finish in 2025, but will have an earlier catalog and they have the right to keep that, but a lot of students have got to have this completed in 2025 in order to meet our curriculum deadlines for the fall.



## How have faculty been consulted about this new policy?

- The Academic Senate, CSU (ASCSU)
- The CSU Ethnic Studies Council (CSUESC)
  - The California State University shall collaborate with the California State University Council on Ethnic Studies and the Academic Senate of the California State University to develop core competencies to be achieved by students who complete an ethnic studies course pursuant to implementation of this section.
- There have been two meetings among the three groups so far—with another scheduled this week, we have approved core competencies (as of 10/15/20).

Have faculty been consulted? We met yesterday with the CSU Academic Senate, the CSU offices, the Chancellor, and with the CSU Ethnic Studies Council steering committee. A set of core competencies was presented as approved by the Ethnic Studies Council and given to the Senate. The Senate acted upon those core competencies at their September plenary which the Chancellor's Office accepted. Now the Ethnic Studies Council has shared that they have a revision to those core competencies. Those were shared again and we discussed them yesterday and now they are in the hands of the Senate for their action, so we have been we've been going around to different Senate's and to Senate Chair meetings. We are available for conversation. We have a frequently asked question document posted as well as the text to AB1460 and we have circulated the recommended changes to the Executive Order, along with a feedback form. She had been thinking about this requirement for more than two years because that's what she has to do as an administrator and maybe recommendations that she's made up the line could have missed something. So we are happy when campuses provide feedback and if you come up with a solution that works, we can do it. But again, that solution has to work for 23 CSU campuses and 116 community colleges and a fit within the law, maybe 1460 or 1440. She was happy to answer any questions.



## Questions?

- Leo Van Cleve, Assistant Vice Chancellor, International, Summer Arts, and ASCSU Relations
  - [lvancleve@calstate.edu](mailto:lvancleve@calstate.edu)
- Alison Wrynn, Associate Vice Chancellor, Academic Programs, Innovations and Faculty Development
  - [awrynn@calstate.edu](mailto:awrynn@calstate.edu)

The Statewide Senator said she's been attending a lot of these meetings and she had a question about the heading for courses that will meet this requirement. In our Liberal Studies program here at Sonoma State, we do an integrated GE. So all of our courses are LIBS courses that cover the GE and we teach seminars that are 9 to 12 units that integrate in our cohort model of interdisciplinary seminars. She was curious about the heading. A. Wrynn asked some clarifying questions and then said the financing declaration section of the bill is clear on this being in the four historic groups. The Ethnic Studies Council has been very clear that these will be courses from either a generic ethnic studies discipline tag or one of the four historic groups or a similarly named group. It's not really an exception to policy. It's just an exception to a practice on your campus. As long as this is not widespread and as long as it goes through GE review and fully meets all of the outcomes, it will be ok. Your Ethnic Studies faculty will have to agree to that at some level, in terms of who teaches. The Student rep asked about the effect on transfer students. It seems like we're making it harder for transfer students to come to the CSU when they're going

to have to take those additional units and she did understand that the JC is something completely different than what the CSU has control over. A. Wrynn said the timeline for the campus has to be in place by fall of 2021 for the Community Colleges. We have a long standing working relationship on the approval of general education courses that are taught at the Community Colleges for CSU GE breath. We've been doing this for decades. Every year the Community Colleges, in early December, submit to us a huge pile of courses they would like approved for CSU transfer credit, it's usually about 2500 courses. We're going to extend the deadline for this new area to February 1. We're meeting with an initial leadership team with Community Colleges to talk about some of the practical nuts and bolts of this. They just need to start to have courses ready to go next fall because there are students who are already in the GE pipeline. They don't have to take this requirement, unless they choose to, because they have a catalog right that's earlier than fall of 2021. If they start at Community College next fall and this is their first time going to Community College, this will be a requirement for them. But that doesn't mean they have to take it in the fall. They just need to take it before they transfer to us if they're going to do an associate for transfer or as soon as they get to the CSU, if they happen to get in without finishing their GE. Most of our students transfer with their GE done. We've been in communication with them for two years about this bill, and they decided not to engage. Recently they have started to engage because one good thing for the Community Colleges is, if this becomes a real requirement for the Community Colleges and it will, the legislature has to give them money. The CSU is asking for money in our budget to help support the requirement. We might not get it. We are really taking care with our Community College students by being very cautious with the associate's degrees for transfer because those are a very popular transfer model. The Student rep continued asking what challenges are students going to possibly end up facing? Are we going to see equity gaps? Students need to be aware of this. A. Wrynn said the Community Colleges will make them aware of it. We work very closely with the Community College transfer centers, as well as the other advisors on the Community College campuses and the articulation officers, and the folks who check their transcript to make sure it's okay. We were not dropping the ball with transfer students.

The Provost noted that a problematic issue for us about the implementation is we've had a long standing graduation requirement for Ethnic Studies and the most problematic for us is the loss of units in area D. With the EO 1100, Social Sciences lost three units out of the total that were being taught in GE because we were out of compliance at that point. We went from 15 units to 12 units. And then, of course, three units for upper division GE. Now we have three more units going out of Social Sciences, and we've got some real stresses and strains on departments that are going to lose FTES there. She wondered if A. Wrynn had suggestions about how to address this problem. A. Wrynn said that was a great question. This is something we tried to express in the last two years that something would have to give if something new came in, especially a standalone requirement as the Assembly woman and her colleagues expressed to us. It's not ideal. It doesn't matter what 3 units came out. Fullerton was in the same situation as you. They had added in three extra units of D and when the EO 1100 revise came out they needed to remove units. What they are talking about doing now is similar to a number of campuses which have both US history and American institutions in area D. Campuses don't have to do that. You

can put US history in area C and Fullerton is considering that. So that's one option and we have a number of campuses that have asked if they can remove the requirement. Someone emailed her today asking, can they take this requirement outside of GE. Yeah, you can do that, you just can't let degrees go over 120 units or whatever the approved number is. She offered another solution that made her have to duck when she's out in public. You don't have to teach it in two courses. Title V does not mandate that. Now, is it a challenge to do it in one course, but Cal Poly San Luis Obispo does it in one course. It's a four quarter unit course. But that's no more hours than the three unit semester course. I am not advocating for that. I'm just suggesting. In the FAQs, there is a possible overlay if you taught a Native American or African American history class, you could also hit the US history requirements. We have one pie and we're not getting a second pie and we've got to share it and that's what's happened here. The Assembly woman's been clear about that. She understands that resources are going to move and anyone who says they didn't know that is being a little disingenuous. We've always known resources would move. Those are difficult conversations to have. And I've already asked you to have a lot of difficult conversations. So I respect that. This is hard. We express that back to the legislature that this is a hard time. We don't have the money for this and that was not a consideration for the legislation. We really want your feedback on that feedback form. I know a lot of folks have said, "Oh, you're just going to do what you're going to do, you're not listening to us." I would love for a solution that's different, that still works, and that makes people a little less stressed.

The Chair thanked A. Wrynn and L. Van Cleve for coming to speak with the Executive Committee. He thought one of the things that we really want to do, above all, is make sure that we meet the bare minimum, which is compliance with the policies and obviously with the intent and the letter of the law, but also that we do so in a manner that benefits our students and what they need to learn. He underscored again that on this campus we agreed that this is an important requirement. What we'll do is sort out the details and try to do so in the most efficient and humane and logical manner possible. A. Wrynn said please do not be confused by the fact that the Chancellor's Office opposed this legislation. We never oppose Ethnic Studies. We were opposed to legislative intrusion. We continue to quietly be opposed to legislative intrusion. We have a law now though, and we will follow the law. We don't want this to be an imposition on campuses. We do want this to be a celebration and to lead to greater understanding for our students and the celebration of their cultures.

### **Approval of Minutes of 10/1/2020 – Approved.**

### **President Report – J. Sakaki**

J. Sakaki reported that the campus had a great Stevenson renovation groundbreaking. She was excited about moving forward with this project. SSU has a ballot drop off box near the flag pole and she encouraged faculty and staff to use that ballot box. The East Bay and Northridge Presidents will be announced on October 29<sup>th</sup> and the new Chancellor will start on January 4<sup>th</sup>. The President continues to serve on the Governor's task force on reopening with equity and one of the things that we're really focused on is intersegmental proposals. She asked the members to

let her know if they had any ideas that would make it easier for students across segments or transfers as we re-open when it is safe. The Governor announced his plan to not have gas fueled cars. He wants a moonshot approach and if anyone has any big ideas that you think will help higher education, please do not hold back. We are really trying to think of big ideas that will move and improve higher education in California. She reported back on the question of MPP positions since she became President. The short answer is that we've stayed fairly even in state funded MPP positions over the last four years.

## MPP Comparison Analysis

	7/1/2016	7/1/2017	7/1/2018	7/1/2019	7/1/2020	11/1/2020
<b>Academic Affairs</b>	<b>33</b>	<b>49</b>	<b>52</b>	<b>52</b>	<b>52</b>	<b>49</b>
<i>Academic Affairs MPPs broken out by school:</i>						
- Arts & Humanities	3	3	3	3	3	3
- Business & Economics	6	6	6	5	4	4
- Science & Technology	4	4	5	4	3	3
- Social Sciences	6	6	5	5	6	6
- Ext & Int Education	6	5	6	6	6	5
- Education	2	2	2	2	2	2
- Other Academic Affairs Depts	6	23	25	27	28	26
<b>Administration &amp; Finance</b>	<b>73</b>	<b>54</b>	<b>51</b>	<b>52</b>	<b>52</b>	<b>52</b>
<b>Student Affairs</b>	<b>17</b>	<b>18</b>	<b>18</b>	<b>20</b>	<b>19</b>	<b>18</b>
<b>University Advancement</b>	<b>9</b>	<b>8</b>	<b>9</b>	<b>6</b>	<b>7</b>	<b>7</b>
<b>Green Music Center</b>	<b>12</b>	<b>12</b>	<b>12</b>	<b>11</b>	<b>12</b>	<b>11</b>
<b>Office of the President</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>4</b>	<b>4</b>	<b>6</b>
<b>Total Stateside MPPs</b>	<b>145</b>	<b>143</b>	<b>144</b>	<b>145</b>	<b>146</b>	<b>143</b>

There's been a considerable amount of reorganization, as we've tried to shape the university become more a more student centered institution that would focus on student success, on faculty excellence and our GI 2025 targets. When she arrived at SSU, there was not a Division of Student Affairs and since that time we had a couple Interim Vice Presidents in Student Affairs and Student Affairs is now under Vice President Wm. Gregory Sawyer's administration. We've increased the services to students and that required an increase in some of the administrative positions, but we've also moved departments around as there was an imbalance of one division of the university which seemed larger than on other institutions and that was administration and finance and so we have moved several units previously in administration and finance which are now in Academic Affairs. We also added

Advising, Career Services and other units that were in Academic Affairs to Student Affairs. We had additional funding from GI2025 to help us help students graduate in a more timely fashion and also to close equity gaps and that funding help fund administrative positions in both Academic Affairs and Student Affairs. What is seen in the slide above does not include our grant funded or soft money funded positions. It also doesn't include temporary MPPs, which we have created and that will sunset at the end of this academic year, and most of those are all in response to COVID-19. For example, we added a custodial supervisor. We added some folks in outreach as well as supervisors and managers. We eliminated some sports and so we have helped some of those coaches to take on other responsibilities for the short term as a sort of bridge. At the top of the chart you see from 2016, the number of MPPs broken down by in Academic Affairs by school. There is an increase in MPPs in Academic Affairs and those are primarily in the Office of Research and Sponsored programs and the additional employees in Outreach that came on board. There were 73 MPPs in 2016 and now we're down to 52. That is due to some elimination of positions, some consolidation of positions which has happened across the university and some units moving into other areas. In Student Affairs we reorganized and created quite a robust student affairs program, but it's still not exactly where we want it to be. We did it while maintaining much the same number of MPPs. University Advancement has gone down a bit. We actually need to enhance this area as we think about bringing in our other resources other than state funding. Looking at these number, she said she made commitments to try to do better and asked are there ways we can create more efficiencies, particularly with this hiring slow down. She did commit with the cabinet that no MPP positions could be created without her specific approval for them going forward, even after the hiring slow down, and only essential MPP positions that are vacated will be refilled. She had also seen some unevenness with confidential employees and has asked VPs to look at those classifications to create more consistency.

A member asked that earlier this semester it had been reported that 18 MPPs were laid off this year. Does that mean the total on the slide would have been 18 higher before the layoffs? The President responded that there are many MPP that are not on stateside funding and we did not include those on the slide. She thought our numbers look inflated compared to many of our sister campuses due to where they have auxiliary employees such as in housing or in food service or they would be in the performing arts. Many of those employees on other campuses are considered auxiliary employees and they never gain State permanency as our stateside employees do. Somehow, we have not had auxiliary employees. She has asked VP Lopes and AVP Banks to take a look at that. We want to be fair to all of our employees. We also want to protect the stateside employees as much as we can. J. Lopes clarified that the MPPs we've removed would have been auxiliaries or culinary services and any paid through grants.

### **Provost Report – K. Moranski**

K. Moranski talked about continuity planning. The deadline for in-person course requests has passed, and she has just received the spreadsheet of courses. Four of the five academic schools submitted requests. The School of Social Sciences is indicating that they can do their coursework remotely for the spring. As you may recall, the

requests that went out emphasized specialized equipment or materials that cannot be duplicated off campus, where students really need to be on campus in lab settings or other specialized settings. We do have some additional requests from the School of Arts and Humanities for spring. We will be meeting tomorrow for a first review of those in-person course requests. The instructional continuity subgroup will be meet to review those requests to make determinations about whether they meet the criteria for the Governor's guidance, State and Local Health guidance. Those requests will also be reviewed briefly by our students success subgroup and then the implementation will be reviewed by our operations subgroups. All this will be done very quickly. One of the priorities is to make sure that we are able to make the decisions in time to get the courses appropriately and clearly labeled in the schedule before students start registering.

The Student Rep asked about winter courses. The Provost responded the winter session courses will be online in one way or another, but she would work with the Dean of SEIE to make sure that some of those descriptors get used for the winter courses as well. The Chair asked if there will be a procedure for Co-curricular or extracurricular activities or groups or student clubs to request permission for activities such as the archery club. They probably want to stop practicing in their living room because that's kind of risky. Wm. Gregory Sawyer said we do have a procedure. The club can go through Mike Dominguez since he is over clubs and organization. Right now nine programs have gone through the process. Missy, and her team then evaluate whether or not we are able to do those individual programs and then they let us know what we need to do and we take it to the continuity committee. We are looking for programs for the spring. J. Lopes noted that given Sonoma County is in the purple range right now, which is not a beautiful color under the COVID tiers, there are things that we're constrained about what we can do. But if we move to red or orange or yellow, then we can start freeing up the campus for some of those activities. We encourage people to send forward their requests, even though we are in purple, because that will help us be able to prepare when we move to red or orange. The Student Rep asked will students still have the option for some classes, that are still being taught in person, that if they don't feel safe during this environment, there will be an alternative for them? She also asked if a course would be offered in two different formats, since students have different preferences and would the instructional continuity group discuss that? The Provost responded we are primarily remote again. The idea that we might be offering an in-person section and an online section is not a likely prospect. She suspected what was being asks was whether there would be synchronous and asynchronous sections of courses, in other words could students choose between different modes of online instruction. That is up to the departments, but she cautioned that one of the things that we're constrained by severely is the availability of lecturers and distribution money because of the budget situation, so it may be difficult to offer sections of courses in different modes of online instruction given that there may only be one section of the course. She suggested that students avail themselves of the advising resources on campus to talk through what worked for them about this fall, what didn't work for them and how they might be able to construct a schedule for spring that's going to maximize their opportunities for success. We may need to do some creative scheduling in spring for students with particular concerns about specialized modes. We'll just need to be flexible and creative.

## **From APARC: Revision to the Syllabus Policy – E. Virmani**

Chair Reeder noted that two weeks ago the revision to the syllabus policy was brought to the Ex Com by APARC. This committee's action was to send it back to APARC for revision. E. Virmani clarified that she did take it back. Several different conversations were had and what we realized, in reviewing some of the comments that I received from Ex Com last time is concern around the posting and the accessibility. APARC needs a little bit more clarification around some of the issues with the policy, and what she realized is she didn't represent the policy well enough and asked Sandy Ayala, Chair of ATISS to the meeting to speak to some of the nuances and the concerns.

S. Ayala said she has been working with the Accessible Technology Initiative here at Sonoma for the past 10 years. We work in three areas which are: instructional materials, web and procurement, and making sure that everything digitally and electronically is accessible for all the students who attend. The top three areas of instructional material compliance for the past 10 years have been three things - Working on captioning video, working on ordering books in a timely fashion through the bookstore, and providing accessible syllabi for all students. This work about redeveloping the policy around accessible syllabi has been through the ATISS committee, APARC, and ATI, Accessible Technology Initiative. The Student Affairs Committee and the Professional Development Subcommittee has also discussed the policy revision. This has been through DSS with representation from Disability student services and also the new universal access hub and the great amazing folks in the Faculty Center. What the current policy says is that all faculty are required to have an accessible syllabus for any course they're teaching. It doesn't say that they will post it on the learning management system, prior to the pandemic. This was something that we were trying to remedy because not having accessible syllabi was creating a lot of problems for us. Right now we are we're in the process of being audited. We want to be a more inclusive campus. We want to be an accessible campus and we want to have an accessible syllabus for every course and be able accountable for that. We didn't have any way of accounting for that, unless somebody went to every department, every school and asked each and every chair or Dean, do you have an accessible syllabus for each one of your courses. We don't have a process in place and we didn't have the resources to hire somebody whose job it was to find and account for every syllabus on campus being accessible. We know that not everybody uses the learning management system, not everybody uses technology to teach, but we did need to find a way to be accountable for accessibility. Every year we write an annual report. We've never been able to answer the question about having an accessible syllabus for every course on campus because we didn't have an accountable way of doing that. The idea of getting a syllabus posted on the learning management system was begun with two things in mind, the spirit of who we want to be as campus, universally designed and accessible for everyone who pays tuition and number two, accountability, so that we can actually answer requests from the state and make it happen. We also wanted to make sure that we are in compliance with the ADA and 508. Then the pandemic happened, we had an accessible syllabus for every course on campus. This meant we wouldn't have had to backtrack and try to research and find everybody who didn't

have a syllabus that was online for every student. There were a lot of people working with the Faculty Center who grabbed list of people who didn't have something posted online, so we could reach out to them one at a time and try to see if we can ensure that they were going to provide an accessible syllabus. There's got to be a better way. Making our campus inclusive is in alignment with the strategic plan. She asked the Ex Com to help us move this forward and affirm that syllabi should be posted on the learning management system and it doesn't matter if you don't teach with it. It's fine if you don't ever use Canvas for anything else, please just post a syllabus on the learning management system.

#### Discussion:

What do other sister campuses do to make this happen. Do our sister institutions require the same thing or how do other institutions do this. J. Lipp said this is a requirement as part of the system level Accessible Technology Initiative that we are held accountable for with respect to the other campuses. To be honest, most of the CSU campuses have addressed this with this same kind of procedure. The system wide guidelines on this is clear. There is an Executive Order that governs the creation of the ATI initiative. Most campuses are requiring syllabi to be posted electronically in some modality. Support was voice for accessible syllabus and it was noted faculty don't have a choice. Saying that if we paste it into LMS, even if we don't use Canvas, it'll be accessible, but many of faculty see this as a slippery slope and as pressure being put on faculty to use Canvas. Faculty cannot be required to use Canvas or any learning management system as that goes against academic freedom. We could hire someone to check this out. It would be expensive, but once all the syllabus are accessible, we wouldn't have to check every year and we can have chairs certify. Every chair could spend an afternoon doing that, once a semester and we'd be done. Having accessible syllabi is fine, but requiring that they be posted to the LMS is not. Additionally, the Ex Com requested that the procedure come out of a policy and it did not. We've said over and over again that procedure should not be in policy. The policy should say that accessible syllabi must be provided period. The Student Rep disagreed and said we still have faculty who cannot provide a syllabus in time for students to be accessible. She expressed her dismay that academic freedom was an excuse not to use Canvas for this purpose. As a DSS student herself, she understood the need for accessible syllabi and suggested that we find a way to eventually get this incorporated and we draw a line between what's academic freedom and what is best for the students. It was noted that student's first instinct would be to do what they have done in similar situations which is to go to CANVAS and check the learning management system. If we look at it from their perspective, when they are in a situation where they need to access a syllabus in an emergency, then it make sense from their perspective. It's the kind thing to do for our students.

The Chair reminded the members that the Ex Com was only deciding if the policy should go forward to the Senate, not debating its merits.

It was clarified that the campus did not have a syllabi repository that was available to all faculty and all students.

Discussion continued: In thinking about whether the policy is ready to go to the Senate, the Ex Com needs to deal with the issue of compliance with the policy and is it posted in an accessible format. So if it's going to not be in the LMS, where is it going to be posted in an accessible format. A student member of the Accessible Technology Committee noted he is a student with disabilities and desperately needs accessible syllabi. He thought it is something that needs to be done as soon as possible, because we need accountability. We need to know if everyone has an accessible syllabus. It was argued that the policy was not ready due to procedures remaining in the policy. Faculty already have to provide syllabi in the first week. That's a requirement. The fact that some faculty aren't meeting the requirements, those same faculty are very unlikely to post it in the LMS just because they're told they have to. The problem is going to persist. The problem is with individual faculty. And part of the problem is universities don't have very good mechanisms for punishing or compelling faculty to do anything. Another member agreed that the procedure needs to come out of the policy before going to the Senate. The Chair pointed out that he haven't heard any discussion against or even approaching against having accessible syllabi or requiring accessible syllabi. It seems that we're in universal agreement about that. He asked the member to go back to our original task at hand, which is determining the readiness of the policy to move forward to the Senate.

It was suggested that that the reason the Ex Com was confused was due to continued discussion about Canvas. The discussion was not drilling down to the actual factual information that we need to have - Can I upload a Word document syllabus to Canvas to meet the need of one part of this policy, which would be I've loaded it, but it has not gone through the checker and hence I would be complying on one end and not the other. They want us to create the very document. It's not post. It's not upload. It's "create" in pages that get reviewed by the checker. Everyone's in agreement, we need to do accessible syllabi and we argued last week that there is a way to create an accessible syllabus. And we've done that, using the link in the policy for 10 years. Now it's about uploading, and doesn't someone have to also check whether it's been uploaded or checked or not. She thought the policy needed more clarity. J. Lipp noted that Canvas meets a high level of accessibility and that is why it is recommended that syllabi be created in Canvas. Nobody's trying to force the use of Canvas, through the accessibility Technology Initiative, we are really looking to meet the Chancellor's Office requirement. When the Chancellor's Office comes to the campus with an audit in hand and said can the campus account for every course having an accessible syllabus and we could not do it. The accountability part has not been able to be answered yet. S. Ayala noted that she has walked through many other campuses and seen the image and the feeling of compliance with Universal Design, and accessibility and she wanted to help build that out here, because it matters. If faculty do not want to build their syllabi in Canvas, they can also use the template in Microsoft Word and post that. The end goal is being accountable for accessible syllabi. A member said the revision was not ready to go forward and that procedure needs to come out of the policy. The Senate analyst noted that, for accountability on the back end, students have the ability to file a grievance if a faculty member does not provide an accessible syllabus. S. Ayala noted that the procedures portion of the revision was not supposed to be part of the policy. It was only for the presentation of the revision.

**Motion to refer back to APARC. Second.**

It was noted that the response to the audit was due in November. It was suggested to leave the link to the accessible syllabus template in the policy. It was asked that the term “post” be clarified.

**Approved to return to APARC.**

**Senate Agenda**

**AGENDA**

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

**Consent Items:**

**Business**

1. Discussion: Should our Senate prepare a resolution similar to other CSU's regarding AB1460 – attached resolutions from CSU Monterey Bay, Humboldt State, CSU Northridge, SF State and CSU San Marcos for reference.

**Adjourned.**

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