Academic Senate Minutes
March 4, 2021
3:00 – 5:00 with free the fifties
Via Zoom

Abstract

Agenda – Approved. Minutes of 2/18/2021 – Approved. Special Student Report – Kaylah Sanders. Chair Report. President's Report. Consent Item: From EPC: Revision to the BA in Philosophy – Approved. Provost Report. From APARC: Letter regarding Syllabus Policy and Syllabus Policy revision –E. Virmani - First Reading completed. From SDS: Syllabus Checklist for Diversity/Inclusivity – K. Altaker – Request for Endorsement - First Reading completed. From FSAC: AFS/PDS Statement on Teaching Sensitive Materials – Request for endorsement - P. Lane - First Reading completed. From S&F: By-Law Change – membership of URTP subcommittee – L. Krier - Second Reading – postponed to next meeting. Resolution on Administrative Encroachment into Curricular Matters - S. Brannen - First Reading completed. Motion that the Academic Senate of Sonoma State University endorse the EPC Statement on Administrative Encroachment into Curricular Matters – postponed from Senate meeting of 2/18 – postponed to next meeting.

Present: Jeffrey Reeder, Laura Krier, Carmen Works, Bryan Burton, Wendy Ostroff, Richard Senghas, Sam Brannen, Michaela Grobbel, Sakina Bryant, Wendy St. John, Doug Leibinger, Ed Beebout, Florence Bouvet, Rajeev Virmani, Viki Montera-Heckman, Rita Premo, Izabela Kanaana, Jordan Rose, Adam Zagelbaum, Kevin Fang, Rick Luttmann, Amal Munayer, Cookie Garrett, Judy Sakaki, Karen Moranski, Joyce Lopes Erma Jean Sims, Noelia Brambila-Perez, Chase Metoyer, Kate Sims, Elita Virmani Emily Asencio, Paula Lane, Hilary Smith

Absent: Angelo Camillo

Proxy: Laura Monje-Paulson for Wm Gregory Sawyer

Guests: Kaylah Sanders, Megan McIntyre, Katie Musick, Victor Garlin, Jerlena Griffin-Desta, Joel Gould, Karen Schneider, Merith Weisman, Elizabeth Wade, Damien Hansen Sandy Ayala, Napoleon Reyes, Hollis Robbins, John Lynch, Jonathan Smith, Kari Manwiller, Barbara Moore, Laura Alamillo, Sergio Canavati de la Torre, Christine Hayes, Ajay Gehlawat, Brent Boyer, Jenn Lillig, Stacey Bosick, Theresa Nguyen, Noelia Franzen, Catherine Nelson, Lisel Murdock- Perriera, Krista Altaker, Suzanne O'Keefe, Jean-Francois Coget, Matty Mookerjee

Approval of Agenda – Approved.

Approval of Minutes of 2/18/2021 – Approved.

**Special Student Report – Kaylah Sanders**

"My name is Kayla. I'm a third year here at Sonoma State and I'm an EOP student. I'm also involved in REACH, as I was an RA in my sophomore year and I'll be an RA for my senior year. My journey was a little bit atypical, but I cherish it nonetheless. I remember coming to Sonoma State on SeaWolf day while I was still in high school. I wanted to go to the financial aid seminar and the EOP seminar. That was all that was on my list because I wanted to make sure, as a first-generation college student, that I got as much information and resources as possible. Listening to Andre speak about EOP, it became my whole vision for Sonoma State. I thought want to go here; they have the best to EOP program, they have all of these benefits for first generation students and so after that I was dead set, and when I found out I got into EOP, it was one of the most exciting moments of my life. It's really great. It's provided me with so many resources and great connections, even speaking to my advisor, Amal, is just wonderful. She never ceases to give me encouragement. Even my professors here at Sonoma State are so encouraging and so flexible, especially given the current pandemic and our Zoom life. I was talking the other day about a professor I have in the English department, I'm an English major with literature concentration, and there was a student who couldn't come immediately to class because they had to answer the door for the person who's coming to the door and he just said, this is our life now, this is what we have to do. I'm understanding of that, so don't feel guilty, don't feel pressured, just do the best you can, because this is the life we have to adapt to now and that really shifted my perspective and lifted a lot of pressure off of me. That is really what going to Sonoma feels like to me. It's like a breath of fresh air, and it really feels like family, just walking across campus and seeing people that you know and before COVID, giving them a hug and just talking to them for a moment, giving them a source of encouragement and a sense of community. That's what Sonoma State EOP and REACH is all about to me is a sense of community and just belonging on campus. I have had a little bit of difficulty with a disability and everything, but EOP has really helped me, connecting me with DSS and connecting me with the right people to get the accommodations I needed. That's one example of how much EOP helped me, so thank you guys so much for inviting me it's a pleasure to speak to you and I appreciate the opportunity to come on today."

The Chair thanked Kayla for attending and said we will use her story to ground our meeting today and to remind us what we're doing here.

Chair Report – J. Reeder

J. Reeder noted one of the general topics of his chairs report from a few weeks ago, four weeks ago, to be precise, was talking about students and, in particular those students who were among the hundreds of students who chose not to come to Sonoma State and what might have been their reasons for that choice. Two weeks ago, we talked about self-care, making sure that we take care of ourselves, making sure that we're in a position where we give ourselves permission and understanding and grace to do that 100% without requiring of ourselves at 110% or 120%. For today he invited thought over the next few weeks or the rest of the Semester, or forever, on the topic of collegiality and civility and how important that is. He thought there were a couple of things that we can all agree upon and one of those things is that all of us are here and by all of us, he meant all faculty all staff and

administrators are here because we have a connection to either this job or this profession or this work or this place, or in some of our lives, all of those words blend together. We're not here for the great stock options. We're not here for the fame and fortune or the donuts or the any of those other corporate things that you might get somewhere else. We're here because we work with people, we work with students, we have an important job to do, it's important to society, and we know that we can do it well. It's honorable, but we know that sometimes it's complicated, and this is one of those complicated times. There's never a non-complicated time, but this is definitely a particularly complicated time. We thought it was complicated a year ago, when we had to suddenly move off campus and transition to virtual online instruction. Nobody had ever done that before. There was no playbook. We didn't have any models to follow, so that was all brand new. It was difficult, there were a lot of a lot of adaptations, a lot of innovations, a lot of mistakes, a lot of inefficiencies, and a lot of a lot of great things happened, a lot of not-so-great things happened. But we were all doing that together, and we all had clear direction and clear guidance - this is what we're doing, we have to get off campus, we have to keep teaching, we have to keep meeting students, we have to keep governance moving. As we come back, it's not so clear. As we come back, we're most certainly not going to be all unified in one playbook which says this is exactly what we're going to do, and this is how we're going to do it. Look at your Zoom screen. Look at all those people. At some point in the next semester, you will have, he believed, a disagreement with every single person, probably, on that screen, or at least every single person who speaks or declares or opines something. What's important is not that we try to minimize these disagreements, that would be the wrong type of goal to not have disagreement, but how we can disagree with each other in a positive manner, as we move forward. This is challenging and difficult, because we all come from different backgrounds, different histories, different cultures and many of these backgrounds are intersectional within the same individual. How we express and how we manifest and how we internalize disagreement is going to vary greatly. He was calling this to the Senate's attention because this has a lot to do with our campus climate such as program meetings, departmental meetings, staff meetings or our faculty interactions with staff, faculty interactions with administration. If we can center in our minds on the fact that everyone wants what's best for the university and then work through our disagreements with that as our grounding and centering point, he thought that'll help us. He thought that this could be a discussion for the next few weeks and months. He noted one other thing which is, generally, on the topic of civility, two weeks ago, we were attacked. He said "we were attacked" and not "they were attacked," because we are all in this together. As we go through our business and work, we need to keep in mind the fact that we were attacked in a hostile manner in our campus space and keep that in mind also as we work through our differences, our sensitivities and our awareness, with each other, that we need to do whatever we can to make sure to do the best that we can so that this doesn't happen and that everybody feels protected and safe.
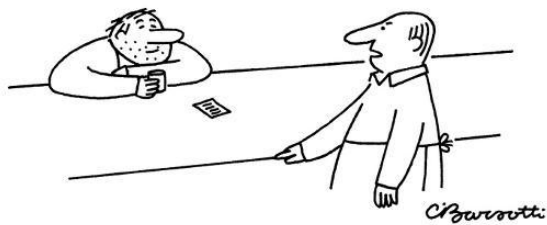
"I don't want stock options. I want you to pay your tab."

President's Report – J. Sakaki

J. Sakaki thanked the Chair for his words and his thoughts. She resonated with it and appreciated the reminders. We were attacked. The Zoom bombing occurred on our campus. We weren't isolated in that. She was aware of two other CSU that receives similar attacks at Black History Month celebrations. There are conversations going on and we need to do whatever we can electronically. She was sorry and hated that that happened. We do need to look out for each other and we need to be sensitive to how each of those attacks feels, if you are either in that space while it happened, or if you heard about it later. Each of us reacts differently to those kinds of things, but it was extremely hurtful and offensive. We're still in the midst of that investigation and there's a larger investigation that is continuing. Planning for fall 2021 continues and she appreciated everything that the different groups are doing to help us get ready. For our coming back, and she looks forward to it. She was excited about the potential and the possibilities. We are already getting students who are signing up to come back into our housing.

She thanked everyone who was a part of the WASC visit. Provost Moranski will talk more about that. The President had her meeting this morning with the Chair, Chancellor Emeritus Dorothy Leland formerly from UC Merced. We had a great conversation, and she was part of that team that was here, two weeks after the fire and so she was really pleased that we're all back and we're doing great things and we'll hear more from that team tomorrow.

Consent Item: From EPC: Revision to the BA in Philosophy – Approved.

Provost Report – K. Moranski

K. Moranski thanked everyone who has already participated today or participating this afternoon in our last meetings with WASC. As a reminder, those meetings are focused on the seven recommendations that were made in 2017 and 18 as they finalized our institutional self-report and came to campus. There's a great deal of pride she has been hearing and great conversations that are happening all across campus. She thought people were eager to participate and tell the stories about what we have done over the last three or four years. She felt very proud of Sonoma State

and of what we've achieved together and of the stories that we're telling today that are about resilience and collaboration and making progress in very difficult circumstances. She congratulated the campus for everything that everyone has done to take this institution forward over the last three or four years. We'll know more tomorrow when they provide a report out with the folks are who are on the WASC team and with some of the cabinet about what their recommendations are for the next period. Our next institutional review is in 2025. We are moving forward with planning for the fall and that is a huge topic of conversation. She thanked the folks who participated in and worked through issues in the faculty exchange yesterday. It was powerful and informative.

Time certain reached.

From APARC: Letter regarding Syllabus Policy and Syllabus Policy revision –E. Virmani - First Reading

E. Virmani said she appreciated the tone and the message that the Chair started us off with, and in that spirit, we continue with introducing the proposed syllabus policy revision, keeping the bigger picture in mind of who we're serving. On behalf of all of the faculty members on APARC, we are hoping that we can revise the syllabus policy. For a couple of years, ATISS and APARC, have been working to bring the campus into compliance with the CSU policy that requires SSU to use the learning management system to disseminate course information to all students and also to ensure accessibility of and to the syllabus. The main proposal is that the language of the syllabus policy be revised so that it requires all faculty to provide syllabi in a format that's accessible to all students with the content built into the learning management system.

S. Ayala said she wanted to begin by thanking everybody who's been working towards this initiative or towards this work. She thanked everyone for their continued support of ATI and the work to make a valuable change for Sonoma State University and the accessible syllabus policy.

The Accessible Technology Initiative is a President's committee. For the past 10 years since S. Ayala had been sitting on this committee, we've been working towards the ATI goals and indicators. We report 178 indicators to the Chancellor's Office . We do that across three areas, which are the Web, procurement on campus and instructional materials. It is the area of instructional materials which we're addressing today. We have nine specific goals that we address, with 58 total indicators that we address annually on this campus. The top three over the past two years that we've been working hard to make some changes towards are book orders, which is ordering our textbooks in a timely fashion, so that they can be converted into alternative formats for students and the accessible syllabus. We've been working over two years on the Syllabus policy. What makes the syllabus accessible, just to give us all common ground, are two things - it's the formatting, which includes text font, size, headings, headers, lists, alternative text for graphics, aligning tables and the contrast. And it's the digital distribution. It has to be distributed to students in electronic or digital format. ATI worked very hard with CTET over the last couple years to pilot and then bring Canvas to campus because

canvas as a learning management system was the strongest in making materials more accessible for students. They also piloted Ally, which is an accessibility checker. If you use Canvas to build your syllabus, or post and copy and paste into Canvas, you have the best chance of having an accessible syllabus because Canvas will do a lot of that work for you. Ally is a great tool that points out quickly where you might have to make some changes. These two things together were the first steps in working directly towards getting accessible syllabi on campus. What we're asking of you today is to make a small change to the current syllabus policy from requiring faculty to have an accessible syllabus to requiring faculty to also post that syllabus on the learning management system.

Why we're asking you to do this? Accessibility is a human right. We also want to comply with the laws, with the American with Disabilities Act and section 508, which state that on university campuses all course materials are made accessible for students. We also want to comply with the expectations of the Chancellor's office that all course content is made accessible for students. We also want to avoid preventable lawsuits. We worked really hard in the past year because we underwent an audit on this campus and there were a number of things we had to address and change quickly towards our accessibility of all materials on campus. In all three areas, web requirement and instructional materials, there are right now currently a number of lawsuits out on other CSU campuses, so we also want to account for the number of accessible syllabus on campus. We submit a report to the Chancellor's Office annually and report to the President. When they asked us to the question - how many syllabi are accessible on campus, we need to be able to answer that question for both the annual reports and the audits. We also believe this action is aligned with our strategic plan of being an inclusive campus. We work hard towards equity, accessibility, and inclusion and Universal Design. These are all important things for us. Lastly, this change will help us to be prepared for remote learning in case of emergencies, such as the pandemic and all the fires that we've had. It was challenging last year moving to remote learning so quickly and not knowing if we had a syllabus for all courses online. The Chancellor's Office has an Executive Order 1111 with a coded memo and it says in priority area two, it's the policy of the CSU to make information technology, resources and services accessible to all students. It says each campus will establish a plan that includes the use of the LMS for delivering instructional materials online. This is all supported by the policy, and by the American with Disabilities Act.

The current syllabus policy on this campus states that all syllabi should be provided in a format that's accessible to all students. It's recommended that you use the accessible syllabus template that we provide on the ATI website. The proposed policy is asking that the syllabus be providing in a format that's accessible to all students and the content built into the learning management system.

A member said he had no objections to the policy revision. He asked for clarification about the coded memo that says that the syllabus needs to be in the learning management system, but when he clicked on the link to that actual memo,

it says by June 2007, so 14 years ago. He wanted to clarify that we are 14 years out of compliance.

The Chair of EPC said EPC did have a chance to look this over and discuss it at our meeting this morning, and there were no particular objections. There was a suggestion in the messaging that it's very clear that this is a CSU level policy that's being addressed. That might help with some hesitancy if there is any. In general, EPC was supportive and our student member was also very supportive. The only other thing he added, which isn't directly related to this, is that there's an inconsistency with professors across campus using Canvas as their learning management system, so that might be an issue going forward to think about.

A member said having chaired the Dispute Resolution Board previously, one of the big things that comes up on occasion, is that faculty members will alter their syllabus, particularly when it's in an easy to alter format, such as only electronic and without any documented changes of what's been done and that can make a grievance very difficult to resolve for a student or for a faculty member. She wondered if somewhere within this policy we could add that syllabi should have a date or version on it, if it's posted electronically.

A member also didn't have objections to the revision and had a clarifying question. If we can copy and paste our syllabus into Canvas, that's the best, but would that be enough? Do we still have to have a Word or PDF file attached to Canvas or is the syllabus the only thing. E. Virmani said basically, it can be posted as a Word document or Google document in Canvas because Ally can still check that or it could be uploaded into one of your modules. There's a lot of flexibility, as long as it's in Canvas. It doesn't have to be built into the syllabus tab. S. Ayala said you can you can either upload a Word doc or Google doc and attach it in any one of your modules or you can just build it directly into the syllabus tab. Many people do both. She tended to do both, she avoided pdfs, of course, that's important to do and she tended to copy from Google docs because it transfers more easily. **First Reading completed.**

From SDS: Syllabus Checklist for Diversity/Inclusivity – K. Altaker – Request for Endorsement - First Reading

K. Altaker said this is an important topic on our campus and several members on SDS brought to our attention that faculty were wanting and needing mentorship, support, and guidance around how to build out a syllabus that addresses diversity and inclusiveness due to all of the work that we're doing on anti-racism on campus. They took the time to develop some guidelines in a module format. She introduced Theresa Nguyen and Megan McIntyre to discuss the checklist.

T. Nguyen said this resource is intentionally designed to be self-paced and modular so that faculty can choose to focus on certain modules related to inclusion and social justice, one at a time, or as they choose. In total, there are 12 independent modules related to inclusive syllabus and course design and in each module, faculty are prompted with self-reflective questions, suggested guidelines, and templates that we provide and additional resources. We want to make this resource known to

faculty members, as well as other campus entities, who may be interested in combining efforts with SDS. We want to stress that this syllabus review is not a requirement for faculty, rather it is meant to support those who are interested in addressing issues of inclusion in the in their syllabus.

L. Murdock-Perriera said one thing that we wanted to highlight is that this remains a living document. It's definitely something that we're interested in continuing to receive feedback on. It's by no means perfect. We do have some collective expertise in our fields in this area, but it's certainly not the only expertise and we fully embrace the fact that this is a learning process for us as well. We want to emphasize that element and also that the document was created as a cross departmental collaboration. We've had input from folks across the university.

M. McIntyre said she thought it was important to know that we solicited feedback from folks in Academic Programs, as well as the Hub, as well as student representatives on SDS and elsewhere, to make sure that students views are represented. We also got feedback from the from advisors, because we think that's an important voice as well, to make sure that as faculty we're thinking about the experiences of our students from as many perspectives as we can.

Motion to waive the first reading. Second. Failed.

A member said she would love to hear more from the committee about their thoughts about training, how that might happen or how faculty can engage in this in a meaningful way. Maybe the training would be something that we would offer through CTET. She wanted to hear the thinking about all the details of where it's housed and how people get trained during the second reading.

A member asked what exactly SDS was asking for the Senate to do. K. Altaker said SDS was asking for input around dissemination. She wanted to hear a little bit more clearly the response to the suggested dissemination that was listed on the last page of the document and offer some suggestions, if that doesn't seem clear. She was happy to receive email feedback from anyone who has thought about that after today. There was some procedural discussion about whether this needed a first and second reading. The Senate Analyst said if it's a business item on the Senate, it has to have two readings and even if the intent to endorse something, Senators should still go back to their departments and ask the department - do you want us to endorse this.

A member said she was looking at the dissemination options in the document wanted to know a little bit more about the training of the folks who are disseminating the document. In work related to justice, equity and inclusion, it is as important as the what. For her, it was not enough to say this one entity is doing this. What are the qualifications, what are the requirements of the person delivering the training. That would be something that she would be interested in knowing at the second reading.

M. McIntyre said as a member of SDS she wanted to respond to the member's point. We would be happy to provide some context around what we're hoping for, what

the guided implementation would look like. She wanted to emphasize that this is built to be asynchronous, if that's how folks want to use it. It's modular and it's set up in those three sections, so that faculty can work through it in a way and at a time that is comfortable for them. We imagined that as a resource it can be used synchronously to support professional development in various places, but we also want to make sure that faculty will have an opportunity to access it in times that are reasonable to them, which may not be at the same times as professional development opportunities are often offered. **First reading completed.**

3:50 free the fifties reached. Natalie Hobson provided desktop yoga.

From FSAC: AFS/PDS Statement on Teaching Sensitive Materials – Request for endorsement - P. Lane - First Reading

P. Lane noted that this document has been worked on for many years. She brought different version of this joint statement by Academic Freedom subcommittee and Professional Development subcommittee to Ex Com. There were several suggestions, and it was rejected to bring forward to the Senate. Last week, this document was accepted by Ex Com to bring forward to the Senate. She noted that the Chairs of AFS and PDS were present and they can speak more specifically to the intent and why they think is important.

A. Gehlawat provided a quick overview. The statement has undergone extensive vetting over a period of years, with input now from CAPS, from DSS, from PDS from FSAC and from Ex Com. All of those committees and subcommittees have provided useful input to the final version. The statement is based on a report that was issued by the American Association of University Professors (AAUP) regarding trigger warnings which itself is informed by numerous studies on this issue. AFS also received additional input from qualified experts, for example, Dr Matthew Paolucci-Callahan of our Psychology department, who met with us concerning this issue. Finally, we also receive a useful input from Chair Reeder who previously characterize this statement as a best practices statement intended for faculty not as a Senate resolution. We have included a preamble now to the statements, making that clear and we've also included a hyperlink to the AAUP report.

The Student Rep said she thanked those who have worked on this and she believed the committee's statement about trigger warnings is responding back to the Associated Students resolution. The resolution asks professors that if they are revealing sensitive content, that they give the students a warning beforehand. While she appreciated all the time and effort that put into this, she thought that many people are missing the purpose of why we did this. We're not asking you to remove content from your lectures or to change the way that you teach. We're just asking you that when you are going to preset anything that can be a trigger for someone that you make it known to the student beforehand. That's where the Associated Students is coming from. We do not feel that this is responding to what we were working for and what we intended.

The Chair provided a little bit of historical context. The Associated Students resolution which came this year and the project of AFS and PDS to craft a statement

on teaching sensitive materials, are related and they both deal with trigger warnings. AFS and PDS have been developing the statement for several years now, and so it's not necessarily in response to the AS resolution.

A member said it further complicated her thinking now that the Chair just added that new information, that this has been a work in progress. The intention of providing students with support or information that they may need to make the best decision for their own mental health is noted and she wondered if there a way that we can acknowledge that in a more explicit way while still staying within what PDS and AFS are striving for in the statement.

A member noted that what is unpleasant to some people, and what triggers bad reactions, for some people, doesn't for other people and it's impossible to be completely aware of all the possible triggers that might occur. He didn't think it is the faculty's job to be aware of that, so he thought if someone has PTSD, they should get an accommodation from Disability Services. The accommodation should say for this student, you must tell them if you're going to talk about this that or the other, and then for that student you could do that, and then they wouldn't be triggered, but to somehow be aware of everything that might offend, that's not possible and he didn't even think that's appropriate in a college setting.

A. Gehlawat said it would be a mistake to see this as directly responding to the student's resolution. The preamble is making this explicit. We are here to support our fellow faculty with a statement from the perspective of academic freedom and just to echo what was just said, in order for faculty to be empowered to help and provide the best resources to their students, faculty in turn need to be supported. That is what our primary mission is here. If you look at the document that we're providing here, for your endorsement, it actually leads to other useful resources that faculty can consider. In a lot of ways, by providing and disseminating this document amongst faculty, they can turn to a number of other resources on campus and they can direct students to those resources. This is not in any way trying to dismiss any concerns people have. It is trying to empower and support faculty to make the best practice decisions that they often need to make.

A member said she has been hearing this debate go on for probably four or five years and thought everybody probably has some opinion or another, and she wanted to note that her opinion is absolutely irrelevant and everybody's opinion here is irrelevant because none of us are experts in what causes trauma or triggers and what she has heard over the years, again and again, is that the appropriate people to deal with such issues are DSS and CAPS. They would be the first people to make that determination. The AAUP has similarly stated that we could potentially do more harm as faculty trying to mediate or ameliorate some kinds of negative experiences or feelings, so she was concerned that we overstep our role as faculty when we try to decide what will or will not be triggering to students. She defers to those who are professionals who deal with PTSD, who deal with disability services, who deal with counseling, and she hoped that all of us also set aside our own thoughts and feelings and listen to those who are experts.

S. O'Keefe said she wanted to give a little bit more historical context to this statement. When this was developed there were students who were complaining and saying that there were issues in their classes as far as trigger warnings. As this was being developed, we had a lot of conversations about how can this be the most useful. The initial intention was not to make it mandatory or force it on anyone, but to say why don't we create a resource, something that could potentially be put in a syllabus or be put on a website. Faculty would have an option to use it. This was never intended to be an across-the-board thing. It was - let's develop a resource and then people who are interested can use it.

A member said she wanted to make sure that she had a clear understanding of what our students are saying. It sounds like it's being interpreted differently than what she was interpreting. What she heard being asked from the students is to make it known that it may be a possible trigger and that's what the trigger warning is. It is not a determination, on behalf of the faculty, about what will or won't trigger their students. She thought the conversation about it being left to experts is more about the treatment of the trigger or what is determined triggering for specific students, but the what the students seem to be asking for is just a general warning about something that could be triggering, specifically to our larger group of students. It could be gender bias, it could be racial bias that is triggering for a large group of people, and we know that those things are possibly triggering, and she thought that is what the students are asking for. If you have some type of content in your curriculum that could be triggering for a specific population of students, and we are not asking you to go research and find out everything that could be triggering, just be responsible for the information that you are providing that you know could be triggering. Especially for the students that are taking part in that education, in that particular setting, to let them know that, so that they can respond how they need to take care of themselves and be as healthy as possible in this space. **First reading completed.**

Time certain reached.

From S&F: By-Law Change – membership of URTP subcommittee – L. Krier - Second Reading

L. Krier provide a quick overview of the bylaw change. The request is to change the composition of the RTP subcommittee to be composed of seven members with one member each from of the schools and the library and one at-large member. At the first reading, the question was raised that due to any seat that cannot be filled by a member of a school would be elected at-large, this would possibly result in many at-large members and therefore uneven representation across the schools. That is already the case on this committee. That's going to be an issue, whether we change the bylaws or not.

A member said he expressed some concerns on the Senate talk and wanted to make sure it's clear that neither himself nor his constituency, which is the retired faculty, have a pony in this race. We don't particularly care whether there are five or seven members, and we have no objection to the idea of spreading the membership around, but he did bring up some matters that he thought need to be addressed.

One of them is the use of the word majority. It's a warm and fuzzy word. It sounds very democratic and so on, but the fact is that, in many cases it doesn't have any meaning. A simple solution to this would be to replace the word "majority" with "plurality" majority means more than 50% which means more than all the other candidates, whereas plurality just means more than any other candidate.

Motion to replace "majority" to "plurality" in the by-law amendment. Second.

The Vice Chair noted she looked through the bylaws this afternoon and discovered that in any place in the bylaws where there's discussion of an election for an at-large position, the word majority is used. Structure and Functions is, separately, looking at the bylaws as a whole to find places where there are in consistencies or things that need to be updated. She thought that this change would be better made across the board, so that it's consistent for any election that's for an at-large Senator rather than making it in just this section and then having inconsistency.

A member said maybe we should make this change now to remind us to make the change to all the others.

Vote on amendment. Approved.

A member said it's not clear at all in the proposed revision who gets to vote on these numbers from schools and library. He thought that that needed to be clarified. (The Senate Analyst noted in the chat that only tenured and tenure track faculty can vote on membership to the URTP subcommittee.)

Vote to postpone item to next meeting. Second. Approved.

Time certain reached.

Resolution on Administrative Encroachment into Curricular Matters - S. Brannen - First Reading

S. Brannen said this resolution is in response to what EPC brought with their memo to the Senate at our last meeting and it supersedes our endorsement of that memo, but that endorsement is still on our agenda because we postponed it to this meeting. It belongs to the Senate, so we have to vote to remove it if we decide to do so. He had been informed that the issues at question in the resolution have been informally resolved or an agreement has been reached that addresses most of these concerns, but it is not in writing yet, and therefore we should not change this resolution at this time. What he wanted to see happen was that if the resolutions stays at a first reading this time and then comes back as a second reading, next time, and at that time, if there has been a formal agreement, we can modify and maybe remove the last three resolve causes, four, five and six. He was happy to answer any questions and to hear from the involved parties that were present at the Senate meeting.

A guest said he was representing EPC's point of view. We certainly are speaking in favor of this resolution, and it may ultimately change as just mentioned, but he wanted to bring up what EPC thought were the three points that need to be

addressed in both endorsing our letter or in this resolution and those three things are: one, that we want to take CS codes seriously. To either willy-nilly, change a CS code which bulldozes over faculty governance is wrong and to disregard CS codes is equally wrong because it gives them no power. EPC thinks of CS codes as being part of faculty governance. The Chancellor's Office might have a different opinion of this, but we think of it when we approve a course, we approve it for a specific CS code, and that is part of pedagogy, it's part of curriculum and the curriculum belongs to the faculty. We want to speak very strongly in favor of not allowing administrators to either disregard or unilaterally change those CS codes. We also have problems with depriving a Department Chair of the rights to staff their own courses with faculty who are actually qualified to teach that particular curriculum. Particularly assigning somebody who's even outside the discipline in which you are teaching is very problematic. The third issue is workload. Having an administrator displace a faculty member from a particular teaching assignment and hire themselves or hire any other non-faculty member to take that teaching assignment away is really problematic and he hoped that CFA would have a lot to say about that. That's the perspective from EPC, and we hope that this ultimately gets passed, as well as endorsing the EPC letter, which is coming up next on the agenda.

The Provost said in terms of where we are in process, and there have been discussions about resolving the issues that that have led to the resolution and the EPC memo. There are meetings scheduled tomorrow that should finalize this, so her suggestion would be to let the process play itself out, so that everyone knows what the situation is. She thought there might be some misunderstanding. There was no removal of workload of work for a faculty member. No one lost work. As a result of what happened, we've got issues that that can't be fully addressed in the Senate and are confidential personnel issues, but in the meantime, the main point is that these issues are in the process of being formalized and we do need to let that process play itself out. She suggested that we see what the final agreement is before moving forward on a resolution.

A member said he didn't believe that the Dean actually changed the CS number for the course. He thought the Dean just claimed to change the CS number for the course because the number actually doesn't get changed until it goes through faculty governance, so the CS number was never changed.

The Student rep said the Associated Students also took a look at this because in the beginning of the year, the CCJS program was cut and a lot of students were upset over this cut. She agreed with the Provost. She thought that Associated Students will also bring out a resolution.

A member said because one of the things that he was hearing is that we should wait until the process plays itself out, which he appreciated some of the merits of that argument, on the other hand, he wanted the resolution be timely enough that it might help way in how it all plays out. He thought that this is one of the trickiest things he has seen come to the Senate in a while, and he advocated the Senate deliberating on it.

The Chair noted that regardless of whether we take action now or in two weeks or not at all, it is quite clear that the discussion has brought these issues to the fore in a public and appropriate forum.

A member said faculty governance has procedures, the setting of the CS code, the process by which faculty at EPC approves curriculum that we want to defend. One thing that has still been troubling him about this whole situation was this didn't happen in a vacuum, something had to have triggered this. He acknowledged that his facts may be sketchy on this, but he thought it relates to this internship class and presumably not enough seats being available for graduating students and so that's where this extra class came from. He was troubled by the idea that we're prioritizing CS code decisions, as important as they are, over getting students out in a timely manner. He wondered if there's something that we could incorporate that tries to resolve that underlying situation. If funding was not available to get the sufficient number of seats or if it is the CS code itself, we need to address it. He didn't think anybody wants the situation to repeat itself.

A. Gehlawat said on behalf of AFS, the Academic Freedom Subcommittee, he wanted to let everybody know we have not heard back from the Dean of the School of Social Sciences, and this is despite following up with her again last week, urging her to reconsider her refusal to take part in an informal conversation with AFS and CCJS regarding this issue. He did find this to be flagrantly disrespectful and not only to faculty, but of the governance process. Despite calls by both himself and Chair Reeder at the last Senate meeting for all parties to engage in good faith, this clearly is not happening on the part of the administration. It is a bit ironic when the interim Provost is saying we need to let this process play itself out, because that's precisely what AFS has been trying to do with CCJS. If good faith were being practiced all around the table, that would really expedite this the resolution of this serious and compelling issue.

The Chair said he had heard that AFS had heard back from the Dean. He asked for clarification from AFS. A. Gehlawat said the response we received, she could not speak with AFS as a whole, because this is in reference to a personnel issue and therefore confidential. However, in the same email the Dean said she was happy to speak with me as Chair about all of these issues. AFS found that strange because if she's bound by these personnel issues and she can't talk about them with AFS, why would she want to talk to me about them. That speaks to the heart of the issue, which not negotiating in good faith. **First Reading completed.**

Time certain reached.

Motion that the Academic Senate of Sonoma State University endorse the EPC Statement on Administrative Encroachment into Curricular Matters – postponed from Senate meeting of 2/18 – S. Brannen

S. Brannen said he did not think the Senate should reach a decision today on this motion. He thought the Senate should hold it abeyance to see what happens. An argument could be made that we should pass this because all we would be doing is endorsing it. He would leave it up to this body to decide.

A member said she was encouraged by the fact that everyone seems to be saying that a resolution has a lot of power. We pass resolutions to make statements, they are not always acted upon, and as a body we make resolutions to make a point. It's not about whether this is resolved or not. It's about that it happened. She believed everyone is earnestly working on this and it will be resolved. She didn't think that has anything to do with the resolution. The resolution is about something that happened and it shouldn't happen. That it gets fixed is irrelevant. This is about power, this is about what someone sees as their job, that faculty governance sees is their ability to do, and so she supported the resolution to do what the Senate does, which is to make a statement.

A guest said he wholeheartedly agreed that it's really about making a statement, and he thought the resolution that was put forward puts things into a positive light, that we want to reaffirm faculty rights with regards to curriculum and those statements are good statements to make in a vacuum in regardless of this particular context.

A guest from CCJS said he wanted to acknowledge that we have been working with Provost Moranski on this to find a resolution, but no formal agreement has been reached. What happened was that our department resources were reduced last semester and we were being asked to increase the class sizes over what the CS code requires. That's the story behind that. The CS code represents the class size required under CSU policy and therefore involves getting students to graduate in a timely manner.

The Provost said she disagreed with the representation of the issue about good faith and said that the administration has worked in good faith to try to resolve the issues and that we have worked in the best interests of the students and of the institution and as well as trying to work with the department to resolve these issues. She disagreed strongly with a representation that says that anybody was acting in bad faith. She thought that the situation with the internship course is one that we face as an institution, because of the way that we have handled internships on this campus. As was suggested, we need to look into broader issues about how we're handling internships and that internships are not properly signifying either the process by which students graduate in a timely fashion, nor are they working to ensure that faculty workload is appropriately tracked and acknowledged. The CS codes that we have from 1976 do not appropriately reflect the kind of work that's now done. It has had little effect on the Chancellor's Office to do that. She thought we need to look at other mechanisms for dealing with internships. The good thing that this has raised is that we need to address that issue campus wide and find a different way forward, both to move forward with student graduation, and also to address the workload issues. We're conscious of all of those issues, both the budgetary issues of needing programs to meet target and to make sure that we're able to move forward in a fiscally conscious way, but also to make sure that we're graduating students and departments have the mechanisms to do the kind of work that they want to do. Those were the goals in moving forward with resolution.

The Chair said we can either postpone this until the next meeting or call the question and vote on it, or have a motion to extend the meeting by a number of minutes. He recognized the Vice Chair to talk about the election.

L. Krier said the by-laws require that when an election does not have the required number of nominees the Senate has to vote to run the election with only one candidate for each position. Our current roster has only one nominee for URTP.

The Chair said is there any objection to running the election in the manner Vice Chair Krier described. **Seeing no objection, so it shall be.**

Motion to postpone motion that the Academic Senate of Sonoma State University endorse the EPC Statement on Administrative Encroachment into Curricular Matters to next meeting. Second. Approved.

Adjourned.

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