Academic Senate Minutes
April 30, 2020
3:00 – 5:00, Via Zoom

Abstract

Chair Report. Agenda – item added: APARC Priority Recommendations – Approved. Minutes of 4/16/2020 – Approved. President Report. Provost Report. Revision to the Withdrawal Policy – Second Reading – amended and approved. Vice Chair Report. Vice President of Administration and Finance Report. Vice President for Student Affairs Report. Associated Students Report. From FSAC: Policy revision: RTP policy - G. Levels and Sequence of RTP Review #2 and #3 – First Reading completed. Statewide Senator Report. Staff Representative Report. APARC Report. EPC Report. Internship Policy - First Reading completed. FSAC Report. Special Report: Graduation Initiative Group. APARC Priority Recommendations for AY 20-21 – First Reading completed. SAC Report. CFA Report. Good of the Order.

Present: Laura Watt, Melinda Milligan, Hope Ortiz, Sam Brannen, Missy Garvin, Catherine Nelson, Jeffrey Reeder, Joshua Glasgow, Puspa Amri, Angelo Camillo, Rajeev Virmani, Chiara Baciqalupa, Rita Premo, Carlos Torres, Sakina Bryant, Izabela Kanaana, Mary Ellen Wilkosz, Adam Zagelbaum, Kevin Fang, Cookie Garrett, Judy Sakaki, Lisa Vollendorf, Joyce Lopes, Wm. Gregory Sawyer, Melissa Kadar, Arcelia Sandoval, Sean Place, Jenn Lillig, Paula Lane, Hilary Smith, Victor Garlin, Erma Jean Sims

Absent: Wendy Ostroff

Proxies: Derek Bradley for Amal Munayer

Guests: Michael Visser, Kara Rabbit, Karen Schneider, Merith Weisman, Hollis Robbins, Richard Senghas, Jonathan Smith, Jerlena Griffin-Desta, Katie Musick, Karen Moranski, Matthew Paolucci, Justin Lipp, Stacey Bosick, Lynn Stauffer

Chair Report – L. Watt

L. Watt stated she didn't have much to report that wouldn't be in other people's reports, so she just let us know that her cat was going after her chickens laying eggs.

Approval of Agenda – item added: APARC Priority Recommendations **–**

Approved. Approval of Minutes of 4/16/2020 – Approved.

President Report – J. Sakaki

- Seawolf Decision Day was a success. Thanks to all deans and faculty and students who participated.
- We continue to think about fall planning and are committed to consulting with faculty, staff, and students as that progresses.

- Dr. Sakaki stated that people will have seen the notice that Provost Vollendorf resigned. Dr. Sakaki is very happy that Karen Moranski will be the Interim Provost and asked people to join her in thanking Karen.

  A member asked 'We have had a lot of turnover since you arrived at your cabinet (numerous people in different VP positions across the board). Is this concerning to you?' President Sakaki said she thinks change is part of our reality in higher education.

  Another member asked about what planning scenarios may be on the table, including whether we could start in July. President Sakaki said that many scenarios are on the table and that we have to remember that we operate within the context of the campus, the CSU, the county, and the state.

Provost Report – L. Vollendorf

- On the planning front, Provost Vollendorf shared some updates to provide situational awareness issues around public health and COVID-19, including: (1) starting earlier in the calendar year will only kick off the second surge of the pandemic earlier since the surge will be triggered from the act of people starting to gather in large numbers again; (2) the most recently available public health projections are now stating that our local peak is going to be in or around October; (3) planners across higher education are indicating that we need to plan to have ~115 square feet per student in our classrooms and we also need to be able to plan for people to use restrooms safety and to enter and exit rooms, hallways, etc. safely; and (4) we need to think about where students will live and whether they can safely socially distance in rental apartments or housing. All of this needs to go into our thoughts about how to plan for and implement fall instruction.
- Dean of Science and Tech finalists are being invited to final interviews—dates will be announced soon.

Revision to the Withdrawal Policy – Second Reading – J. Lillig

J. Lillig reminded the members of the purpose of revising the Withdrawal Policy. While working on the temporary policy for withdrawals during the pandemic, they found some discrepancies in the original Withdraw Policy and these revisions are to address those discrepancies.

Motions to amend: Motion to replace III.B.3.b with the following language:

 III.B.3.b. During this period, the Petition to Withdraw requires the signatures of the course instructor, the student's faculty advisor (or professional academic advisor if the student is undeclared), and *the chair of the department* in which the course is taught.
=Rationale: We have lowered the burden on students getting signatures by creating an electronic process. Adding a department chair signatory provides oversight that serious and compelling withdrawal requirements are met.

2. Motion to replace III.B.2.c with the following language:

Students withdrawing from a course or courses for "serious and compelling" reasons should file a Petition to Withdraw, accompanied by documentation and appropriate signatures (as outlined in III.B.3.b below), instead of withdrawing through PeopleSoft.

Rationale: To be congruent with the first motion.

3. Motion to replace III.B.4.c "Section B" with "III.B.3.b"

Rationale: Clarification.

Second to all three motion to amend. Approved.

Vote on revised Withdrawal policy – Approved.

Vice Chair Report – M. Milligan

M. Milligan reported that S&F continues to wrap up its business for the year. She was pleased to announce that the Chair for Structure and Functions next year will be Letha Ch'ien from Art and Art History. M. Milligan voiced her support for the new Chair and said L. Ch'ien looks forward to liaising with the new Vice Chair of the Senate.

Vice President of Administration and Finance Report – J. Lopes

J. Lopes reported that Chief Dougherty is retiring effective next week. Lieutenant Swicegood will be the Interim Chief until the new Interim chief, Jeff Weaver once his background check clears. Chief Weaver was the Interim Chief recently in Rohnert Park.

Vice President for Student Affairs Report – Wm. Gregory Sawyer

Dr. Sawyer thanked housing and his other staff for their efforts this semester. He noted that the housing numbers look pretty good for the fall. We need to determine if we are going to go to one bathroom per resident due to COVID-19 as per current recommendations and then what our maximum capacity would be.

Associated Students Report – M. Kadar

M. Kadar report that the AS has starting to look at multiple scenarios on how we may look in the fall semester. She noted that the transitions for new officers is this Monday and she could send the Zoom link to anyone that wanted to attend.

From FSAC: Policy revision: RTP policy - G. Levels and Sequence of RTP Review #2 and #3 – First Reading – P. Lane

P. Lane introduced the item. In the fall, FSAC discovered that there was a discrepancy between our URTP policy and the CFA contract which resulted

in Faculty Affairs disallowing FERP faculty to be a member of RTP committees at the department and school level. She noted that there were a couple of ways one might try to bring those two documents in sync. FSAC believes they have chosen the easiest way. The proposal is to remove the word *full time* from two locations in the qualifications listed in G. Levels and Sequence of RTP Review in the RTP policy. All this specific revision is doing is bringing the documents into sync and allowing us to get back to the practice which we have engaged in for a long time prior to this fall. The provision allows for FERP faculty to be approved by the President.

A member asked for clarification that this understanding was correct - FERP faculty would not be required to serve, but would be permitted to serve. P. Lane affirmed this understanding. The member asked for a rationale why the President had to approve such appointments. P. Lane noted that the CFA contract Article 15 and specifically 15.2, requires President approval of such appointments. It was pointed out for information purposes, that the Senate Constitution currently conflicts with this language. S&F continues to work on the Constitution for other issues as well. A member suggested adding to the RTP policy language for this section - *Section 3.2.5 of the Constitution, notwithstanding. . .* First reading completed.

Statewide Senator Report – C. Nelson

C. Nelson report that the most significant thing that is happening is the Chancellor's Office moving ahead with an ethnic studies Title V language proposal to the Board of Trustees in May. She said the Statewide Senate anticipates the language will include:

• Title: Ethnic Studies and Social Justice

• a 3-unit lower division course GE requirement

• a campus option for an upper division reflective requirement

• implementation in the 2023-2024 academic year

• implementation of the requirement through campus shared governance

processes • campus development of learning objectives.

She noted that this topic will be in a written Statewide Senate chairs report for May that will go out to the Statewide Academic Senate and she will to send it to a Campus Senate Chairs. Assuming it goes forward, it would be a second reading, or what the Board calls an action item in July.

A guest asked C. Nelson to expand on the reflective piece of the upper division level requirement. C. Nelson responded in the Statewide Academic Senate's recommendation to the Chancellor's Office, there were five learning outcomes and then a three-unit lower division course requirement which would meet all five of the outcomes and then an upper division component that would meet two of the five outcomes. They recommended those be in the package and the idea was to give all CSU students, including transfers, exposure to Ethnic Studies as it is part of the mission of the California State University.

A member asked if the requirement would be in the A-G GE requirements. C. Nelson responded yes, or it can be an overlay. In informal conversations with

the Chancellor's Office when asked about an overlay, they've said yes. As always, that is at a campus' discretion.

Staff Representative Report – A. Sandoval

A. Sandoval reported on the Staff Council meeting yesterday. Joyce Lopes was not able to attend, so Tyson Hill attended in her place and was very helpful in informing them about what is going on with Sonoma State during the pandemic.

APARC Report – S. Place

S. Place did not have a report besides the agenda item added.

EPC Report – J. Lillig

J. Lillig report that EPC passed a Temporary Policy for online tags that offer online hybrid tags for fall 2020. This temporary policy was sent out on senate-announce. All we're doing is adding the option for online and hybrid tags. EPC felt that that was the limit of our purview. We're trying to reduce the stress of curriculum paperwork for fall 2020 as departments in the university try to figure out what to do. We did include some suggestions to think about that came up in our discussions. It's such a complex issue, trying to figure this out. We also worked with University Standards and Academic Programs. She noted there was an email that went out to remind people about the COVID- 19 policies and also about final exam scheduling and how to stick to the schedule for final exams, so that students are not faced with conflicts that they should not have. She noted EPC held forums yesterday, one for the WIC overlay and one for Critical Race Studies, to start the development of the content area criteria. About 20 people were present for each forum. We had rich discussions and received a lot of information to help the overlay subcommittee in the fall, so they can hit the ground running with development of those content area criteria.

Internship Policy – First Reading – J. Lillig

(https://www.youtube.com/watch?v=2PtvLTZS4Ik)

The long-awaited Internship policy was now before the Senate. J. Lillig went over some of the main points of the policy. This policy has been a decade in the making. Executive Order 1060 requires each campus to have an internship policy. EPC scrapped earlier attempts and started over just using the EO order for guidance. EPC sought feedback on early drafts and identified these main areas of concern for faculty – the policy does not decide which internships can happen. It is only to establish the fact that we have processes and procedures for internships. She noted that internship sites register with the campus and at that point, they fill out a risk management questionnaire developed by the Chancellor's Office that was created to be congruent with the CSU insurance policy. If something is noted on that questionnaire that requires a site visit, the Center for Community Engagement then works with the site and with the Office of Risk Management, so that that internship can hopefully move forward. The

second issue was that faculty are worried about was being sued. EPC can't write a policy that says faculty are not liable. But what does help us is having the policy. Then faculty can follow the policy and the process. That's why we need this policy in place sooner rather than later, because we are a decade out of compliance. There were few curricular issues that EPC discussed at length, particularly the 45 hours per credit on site requirement for the internships. After considerable discussion and reviewing the CS number for internships, EPC concluded that the 45 hours per credit on site requirement made sense. EPC also talked about the distinctive roles of faculty versus the Center for Community Engagement, making sure that the purview of curriculum is with the faculty and that the Center for Community Engagement is there to help facilitate the process. EPC passed the Internship Policy unanimously.

A member asked for clarification about whether the driving time to an internship was part of the 45 hours. J. Lillig responded that the 45 hours are for onsite time. Since we don't define the travel time to class here as part of the credit hour that would not be included in the 45 hours of an internship. It was clarified that driving for an internship or other insurance matters were not under the purview of this policy. **First reading completed.**

FSAC Report – P. Lane

P. Lane reported that she will not share chairing FSAC next year and instead FSAC elected a secretary, Mary Wegmann. She thanked the Vice Chair for reminding us that the bylaws do suggest that committees actually elect a secretary, not necessarily to be the note taker, but to assist with some of the duties. She noted that Senator Nelson asked about the SETE research at our last meeting. Currently, we are trying to increase SETE response rates. FSAC will take up the actual SETE questions in the fall. We found that about 7 or 8 years ago, FSAC did a thorough investigation into the questions and we have a large amount of data. FSAC will re-educate ourselves with everything we have on file and look at current research. She discussed the concerns about bias in the SETE questions and noted that the Senate Analyst helped us learn that we are still using the same questions and FSAC wondered why haven't we changed any of the questions. Perhaps it was because the questions we do have are in fact benign and as unbiased as they can be. Perhaps it is, in fact, the process itself which allows for a kind of bias to be enacted. But regardless, FSAC is going to revisit all that happened before, based in the minutes and documentation that we have and will report back to you where we stand on this. FSAC continues to work on the RTP Policy and we are going issue by issue, based on the surveys that we did and other things that people have brought up to us. One issue she wanted to mention had to do with a grandfather clause. She said the bulk of FSAC's meeting was a visit from the URTP subcommittee, who discussed issues they were seeing in their work. One had to do with discrepancies between the faculty line of review and the administration line of review.

Time Certain reached.

Special Report: Graduation Initiative Group – M. Visser, K. Moranski, L. Stauffer

The Equity Gap and GI 2025 at Sonoma State

Academic Senate
April 30, 2020

K. Moranski said they would start by going through a brief history of the graduation initiative and talk a little bit about where we've been and then talk about where we are now.
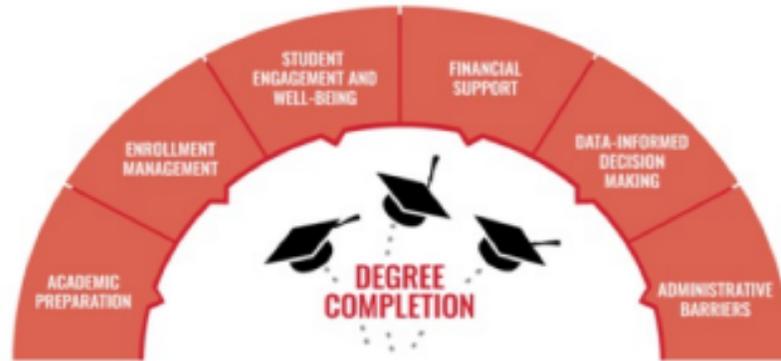
A brief history of the graduation initiative

- 2009: The CSU begins work on the Graduation Initiative, a six-year initiative asking campuses to increase graduation rates for first-time and transfer students, and to reduce achievement gaps.
- 2012: CSU establishes systemwide goal of raising its six-year graduation rate by eight percentage points from 46% to 54%, and cutting the achievement gap in half.
- 2016: Graduation Initiative 2025 goals are formally established to include target rates for both first-year students and transfer students at the four-year and six-year markers while simultaneously eliminating equity gaps.
- Fall 2019: the cohort of first-year first-time freshmen upon which GI 2025 goals will be judged are enrolled.

It's worth noting that that this is not the first graduation initiative in the CSU. For those new to Sonoma State or the CSU, in 2009 there was the first iteration of the Graduation Initiative that asked campuses to increase graduation rates for first time students and transfer students and to reduce achievement gaps. In 2012 the CSU established a goal of raising its 6-year graduation rate by eight percentage points from 46% to 54% and cutting the achievement gap in half. At the time that our new administration was coming in, there was a new iteration of the Graduation Initiative, a nine-year plan, and we established the goals for 2025 target rates for both first-year students and for transfer students and then eliminating equity gaps so that those would be zero by the end of the period. We

are halfway through approximately that process and Fall 2019 is the cohort of first year time first year students, upon which our goals are supposed to be judged.

## HOW WE'RE IMPLEMENTING CHANGE

The CSU identified six operational priorities to effectively implement Graduation Initiative efforts across the system. These areas were identified both through research and practice, as having significant impact on degree completion and student success.


Of pillars of the Graduation Initiative that are on this slide, academic preparation has been the initiative to end remediation and to start our stretch courses and at some institutions co-enrollment courses that allow students to progress through math and English and not have to go back and take remedial courses. Enrollment management, which really concerns the way we deal with continuing enrollment, as well as our goals for new enrollment. That is the whole spectrum of Admissions related issues to graduation. We have Student Engagement and Well-Being, health, mental and physical health. Financial support for students and financial literacy and Data Informed decision making. M. Visser will talk about our success analytics group and administrative barriers which we've been hard at work on over the last three years.

M. Visser said he would talk about primarily good news, which is the progress we've made as a campus towards meeting our goals. It's not all great, but it's mostly great.

## Progress Towards GI 2025 Targets
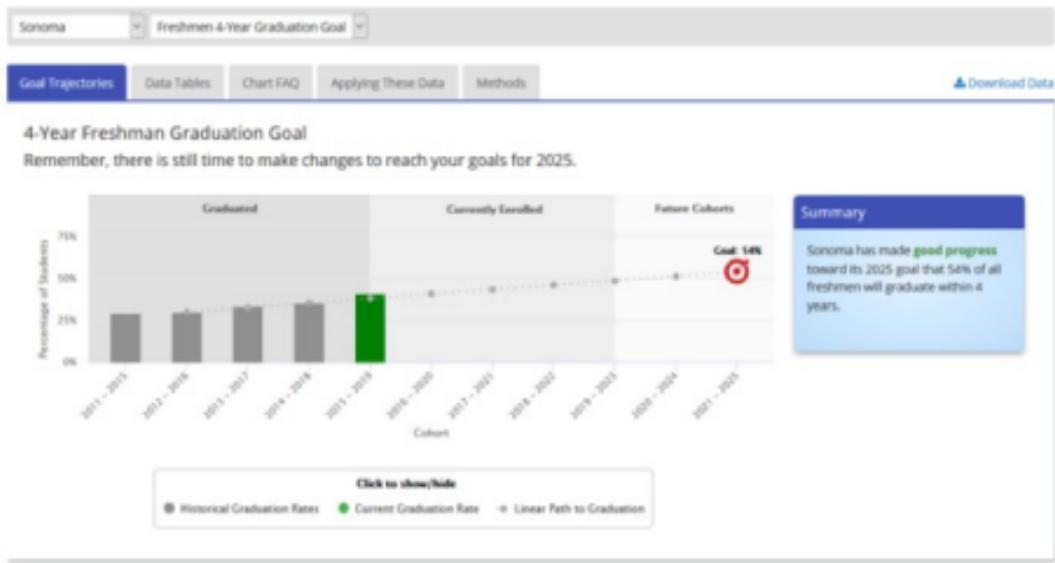
This slide shows that our goal for the 2025 is 54% and we're currently on track to meet that goal. And we're doing reasonably well there.
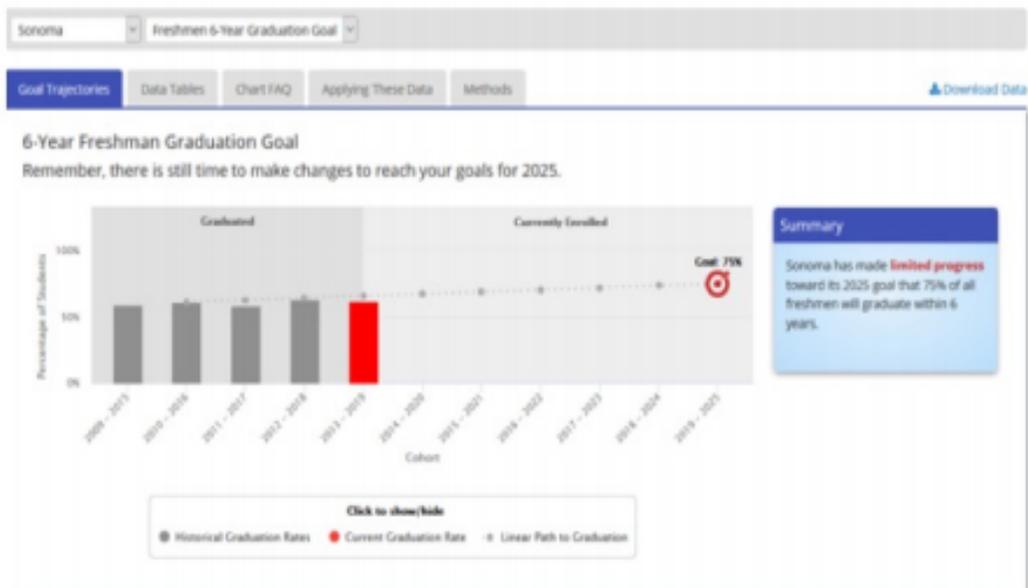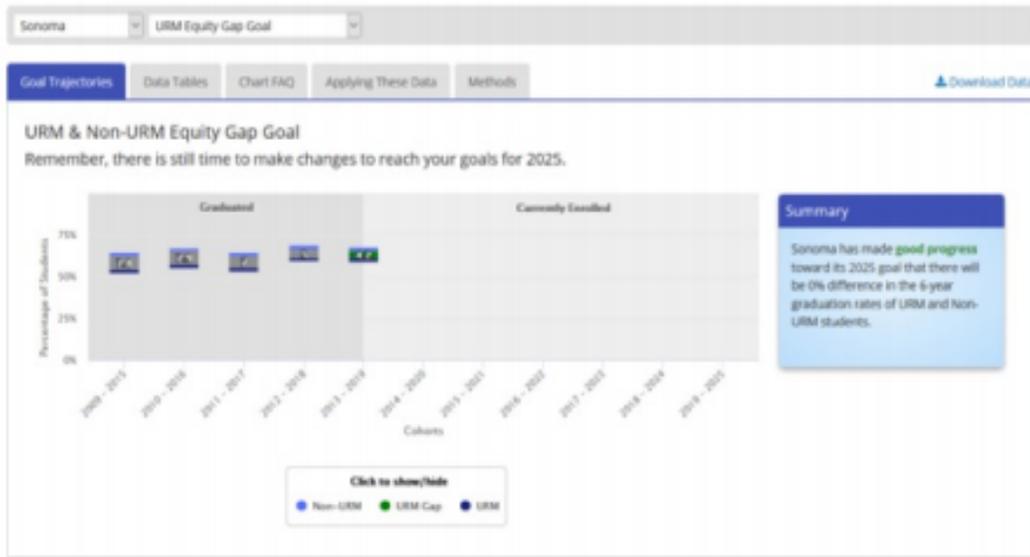

This slide shows our six-year freshman and graduation rate. It shows that our goal for 2025 is 75%. We're a little bit behind on that. He pointed out that the four-year cohort that just finished will also be included in the six-year cohort in two years. This number is expected to increase, just as a matter of math.
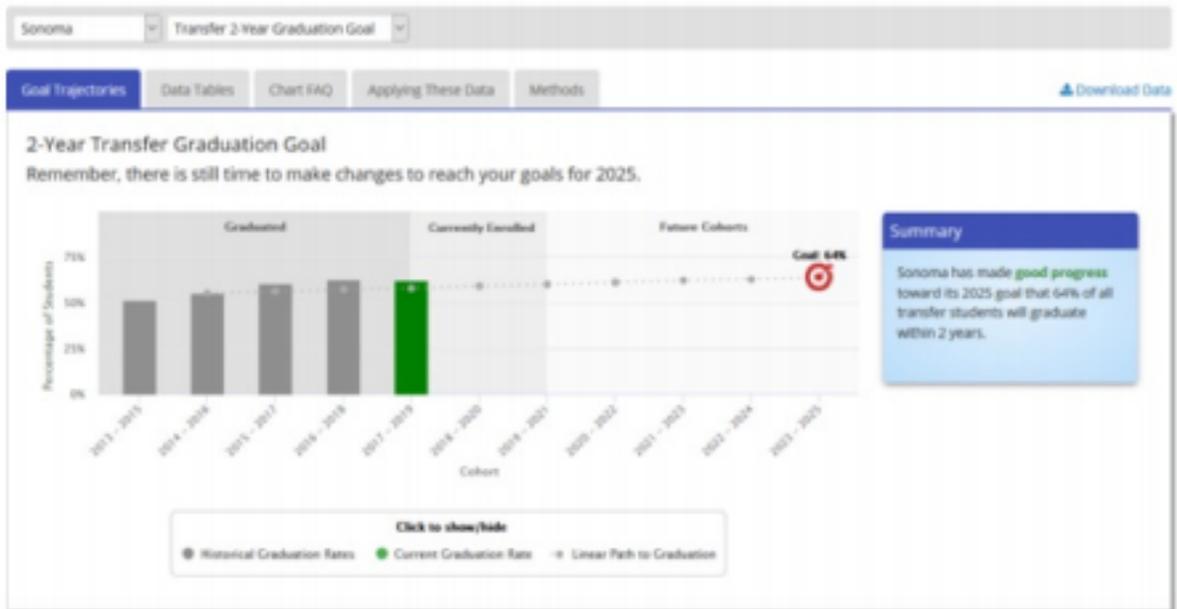
This is our two-year transfer graduation. The goal is 64% and we're above expectation to meet that goal at this point.
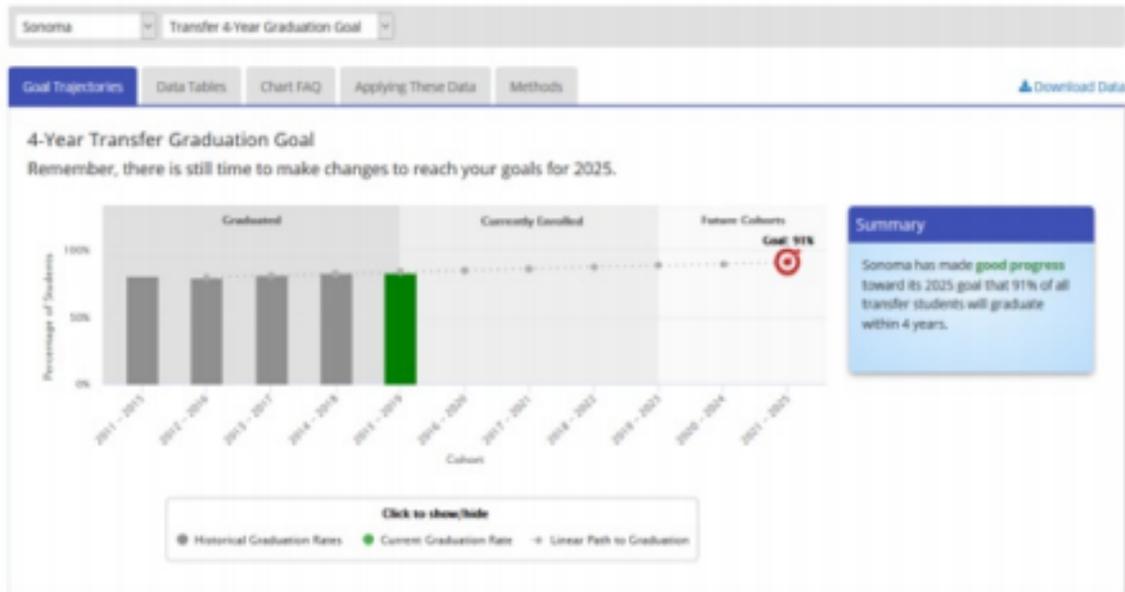
We're doing well by transfer students, by and large, and this is our four-year transfer graduation rate. Our goal is 91% and we are on track to meet that. We have one of the highest transfer graduation rates in the system. And again, this four-year rate will lag the two-year rate. He expected this to increase also.

This slide shows the equity gap for underrepresented minority students. This is the difference in graduation rates. For freshman six-year cohorts and you can see that for the last cohort, it is 4.2%, and that's progress. It's better than each of the previous four years. We are making progress on that particular equity gap.

The progress in the Pell versus the non-Pell equity gap is a little more mixed. He thought on average made some progress has been made. The gap remains a little bit larger than we would like it to be at this stage, 6.4%. A few years ago we noted that we have a disproportionately large number of Pell eligible students who do not end up taking up the Pell for whatever reason. The number has decreased somewhat over the last year or two. This will contribute to progress in this in this particular gap at least modestly.

https://csusuccess.dashboards.calstate.edu/

All faculty should have access to the Student Success dashboards and the link is down below on the slide. It's also included on the one-page handout (on the team drive). He encouraged faculty to poke around the dashboard and if it becomes utterly confusing,   that's fine. Maybe that will raise some questions that faculty could bring to the GIG for
help and we're happy to do that.

Lynn Stauffer: I'm going to pick up from where Karen and Mike have taken us in terms of what is GIG. What is the graduation initiative? What is it on campus? How are we doing. What is happening at Sonoma State?

This slide gives you an idea of the many different efforts happening on campus

and have been happening for quite some time ranging from various advising initiatives to technology to different campaigns focused around 15 units to finish. A lot is going on as well as the work around block enrollment, Summer Bridge, and so on. But what about this year?

We decided this year to take a closer dive and deep look into a couple different areas. And we were driven to go in this direction, based on some national guidelines from the EAB organization around the barriers that our students are facing in terms of their success. The three areas are pedagogy, college navigation and inclusive environment.
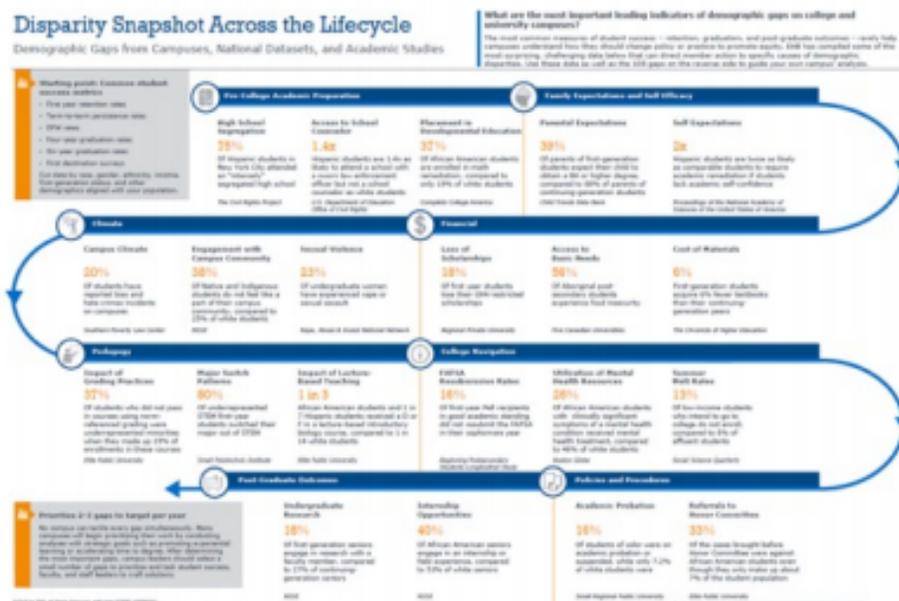
This is a document put out by EAB that talks about the life cycle of a student on campus and this particular slide is looking at some of the data and some of the various areas that affect how students progress. GIG met at the tail end of last year, and at the start of this year to discuss want we wanted to tackle. Where did we think we could make some progress? Where did we want to focus? That's

why these three task forces were formed around these three areas.
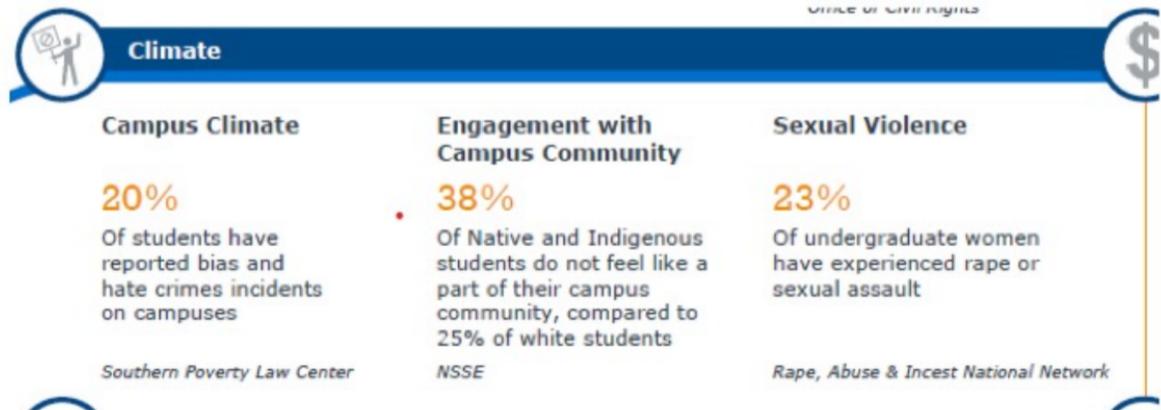
Zooming in on a much more complicated version of the slide previous you can see what the areas include.
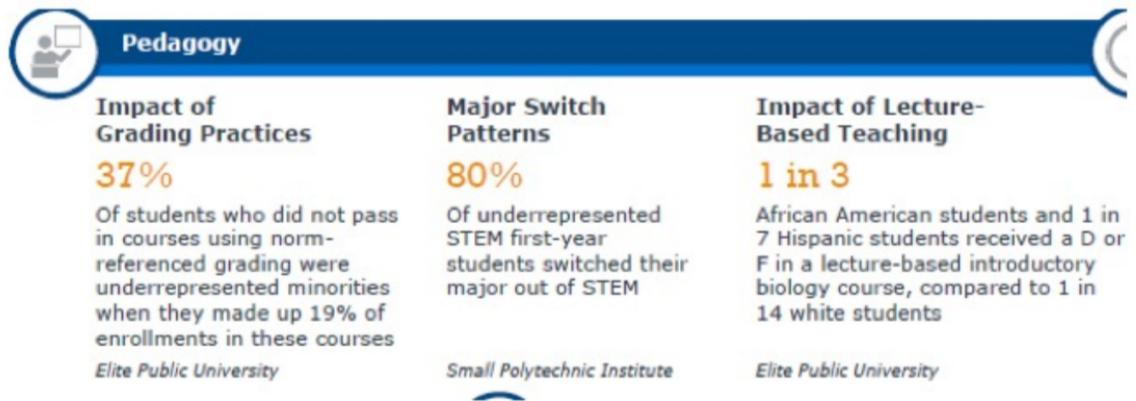
These are samples of data that EAB recommended. In terms of pedagogy, you might be looking at is how your pedagogy is impacting campus grading practices or the major impact of lecture-based teaching.

Pedagogy

Impact of Grading Practices

37%

Of students who did not pass in courses using norm-referenced grading were underrepresented minorities when they made up 19% of enrollments in these courses

Elite Public University

Major Switch Patterns

80%

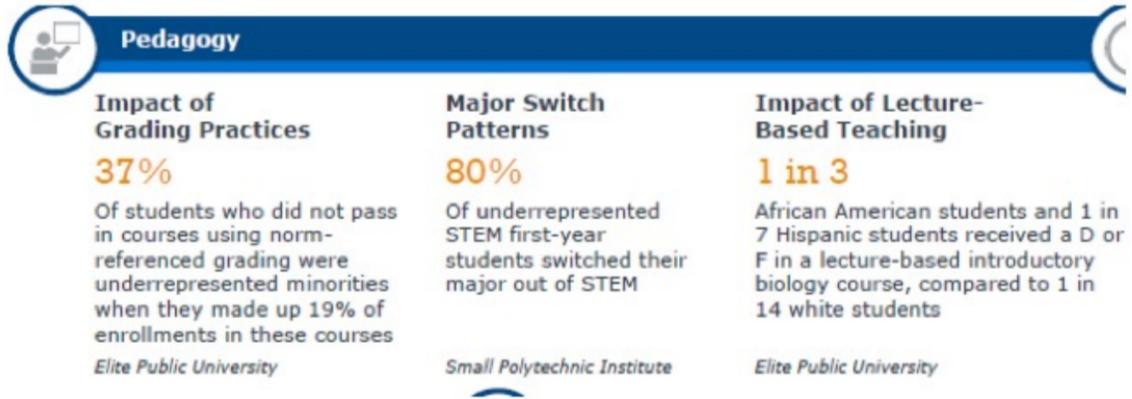Of underrepresented STEM first-year students switched their major out of STEM

Small Polytechnic Institute

Impact of Lecture-Based Teaching

1 in 3

African American students and 1 in 7 Hispanic students received a D or F in a lecture-based introductory biology course, compared to 1 in 14 white students

Elite Public University

College navigation is about some o f the various things that keep students from progressing towards degree. The subcommittees have developed recommendations.

Inclusive Environment/Climate

- Administer the Ruffalo-Noel-Levitz Student Satisfaction survey
  - Link between student satisfaction and student success outcomes
  - AVP Laura Monje-Paulson to take the lead
  - Coordinate with Reporting and Analytics
  - Human Subjects clearance
  - Stratified sampling strategy for Fall 2020

The first subcommittee is the one on inclusive environments or climate and we talked about a range of things and it came to be very quickly apparent that we've never done a systematic measurement or canvassing of what student perception is of the student experience at Sonoma State University. Karen Moranski threw out an idea about using a particular normed survey instrument that is available. This is one that has some evidence that suggests that student satisfaction in particular is directly connected to student success outcomes. After talking about a range of different things, we decided to recommend that we adopt this survey for administration on our campus so that we can start to look at some of the areas where we might be deficient or there might be opportunities for improvement that will affect not just how students perceive their experience, but their actual student success outcomes. AVP Laura Monje-Paulson, who had a previous life

administering such surveys, has agreed to take the lead on this in coordination with Reporting and Analytics.

Pedagogy

- Recommend that Faculty Center provide professional development on HIPS in undergraduate scholarship

The pedagogy subcommittee came up with wonderful big ideas and we brought that back to the overall Graduation Initiative Group and were brought back to Earth with some of our big ideas. We took some of those big ideas and broke it up into chunks and we essentially came down to a reasonable step in the direction that we originally wanted to go - professional development for faculty on the use of high impact practices and undergraduate scholarship. How does your teaching inform your research? And how does the research inform your teaching?

College Navigation

- Recommend that CAASE and Student Success and Advising host support FAFSA completion
  - Coordinate with Financial Aid
  - Workshops
  - Drop-in consultations
  - Timeline/checklist for collecting required documentation
- Review and reform registration holds
  - Phase 1 is to collect and study all of the various holds
  - Phase 2 involves making recommendations for reform

Another subcommittee is College navigation. This is essentially about administrative obstacles, much like the Withdraw policy seem today in the Senate, and reducing some of those obstacles in a way that helps students continue to persist and succeed through their time at Sonoma State University. This group has come up two main recommendations. The first is that CASSE and Student Success and Advising departments jointly support FAFSA completion. It will be a period of time in which we run a campaign to help students complete their FAFSA in a timely fashion in coordination with the Financial Aid office. This will roll out in the fall. The second one is probably the largest undertaking we're recommending and that's a review and potential reform for all registration holds.

We've asked the Director for Continuous Improvement to convene a group to undertake this project and this is probably a two phase project. The first phase is basically information collection and to analyze where are the holds, what do they look like, who owns them and what authority governs them.

What Faculty Can Do

- Encourage use of CSU Dashboards
- Encourage curricular revision for student success and equity using Teagle teams
- Encourage school and department analysis of gaps in attaining junior status
- Encourage school and department analysis of courses with largest GPA equity gaps

All of us can do something towards the effort to improve student success outcomes. For example, looking at the CSU dashboards, you might start to identify places where you think you can make a difference. Maybe there are certain groups of students you identify in your program that are, for whatever reason, graduating at lower rates or are not persisting like other groups. You can just simply being aware of these data sources and look for opportunities to make improvements. We're not talking about large numbers at Sonoma State University. If we increase graduation by 10 or 15 students in a given year in a given program, that is a meaningful proportion of our graduates at any point in time. And if each program or school takes on graduating an additional two or three people by making some changes that encourage student success and persistence, it really has a dramatic impact in the aggregate.

It was clarified that lecturers would be included in any professional development offerings. The Chair expressed her appreciation that the Chair of the Faculty is now included on GIG and the Senate has an occasional report from GIG on the agenda to improve communication.

Priority Recommendations for AY 20-21 – First Reading – S. Place

S. Place reminded the members that it is in APARC's charge to develop priority recommendations each year. This year APARC took a particular approach that tried to recognize where we have made strides in the past and tried to reinforce areas where we want to keep making progress, especially with the challenging times ahead of us. APARC also wanted to highlight a few new areas that have come up as part of our past processes. S. Place highlighted the efforts to continue to build transparency in the budget process across the university. APARC identified areas where there are

historical inequities and differences that we didn't realize existed or understand why they exist. APARC supports budget process becoming much more transparent about how decisions are being made and what metrics are going into these decisions. APARC wanted to build off of the Faculty Retreat theme of resilience which is quite timely, given the changes that we're probably facing. APARC wanted to take some of the information that came out of that retreat and speak to some action items that we need to take as a university to start to increase our resiliency to the big changes that we're seeing on a regular basis. We developed a number of items that we think should be prioritized, both from a budgetary standpoint, but also from a governance standpoint. We think it is important to ensure that we have an efficient working governance process and a plan for that process as we continue to experience these disruptions. This was passed unanimously after substantial discussion, going back and forth between constituents and committee members, and in the end, we think we reached a nice bridge between prioritizing things that we need to continue to make progress on and identifying areas where we want to start making progress while recognizing that we face challenging decisions ahead of us. **First reading completed.**

Return to FSAC Report

P. Lane continued to summarize a few points from the URTP subcommittee visiting FSAC today and things they would like to help make better, stronger across the university. In the fall, a joint statement from both URTP and FSAC will come out that will address how the past year progressed. She noted that in the recent resolution about the RTP process, the language of evaluating reviews with sensitivity may not be very clear to department RTP committee. The statement will try to help people think about what that might mean. FSAC hopes to address the Deans themselves in the fall. URTP is interested in increasing the representation on their committee from five to seven members. URTP is also creating a document or a communication to go to departments to ask them to fully consider looking over their own department RTP criteria. P. Lane described some of the issue that led to this decision of URTP.

There was some discussion about the perceived discrepancies previously mentioned and about the initiation of electronic SETES.

A member asked that FSAC continue to work on improving SETE responses and voiced concern about students evaluating the incorrect faculty when completing SETES. A member noted another concern about team taught courses and students being confused about who they are evaluating. A member asked whether the discrepancy is an issue of interpreting current guidelines or that additional requirements are being made above the guideline. P. Lane could not answer the last question and appreciated the other questions noting that team taught course SETEs are a department decision and that FSAC continues to work on improving SETE response rates and making SETE instructions clear to students.

SAC Report – H. Smith

H. Smith reported that at the next meeting SAC, they will hold the chair

election. The Priority Registration subcommittee has met and will be forwarding a recommendation on to the President. SAC received some interesting feedback from the Academic Advising subcommittee asking us to look at the issue of the structure of transfer advising to help facilitate retention of students who are transferring.

CFA Report – E. J. Sims

E. J. Sims reported that the CFA statewide unemployment benefits zoom meeting had great attendance from members of the 23 campuses. SSU CFA will be holding our CFA board and general meeting on Wednesday, May 6 2020 by Zoom and faculty will be sent the Zoom link. Our next CFA virtual solidarity happy hour will be held Thursday, May 7 at 5:30 and the Zoom invitation will go out on Monday.

Good of the Order

The Senate Secretary noted that a few things in the minutes have been slipping through over the last few meetings. So as to properly reflect our meetings, hopefully people can read over those and catch any slip ups that might be happening. A member noted he was waiting for the CFA cocktail hour delivery! A member thanked everyone on the Senate and the committees for all the hard work everyone has been doing. She was amazed at what faculty governance is managing to accomplish in the time governance has managed to accomplish it.

Adjourned.

Minutes prepared by L. Holmstrom-Keyes with help from Zoom transcript and reviewed by Senate Secretary