

## Academic Senate Minutes

10/16/03

3:00 – 5:00 Commons

### Abstract

Report from the Chair. Report from the President. Agenda and minutes approved. Resolution from the Lecturer's Council regarding Enterprises surplus, second reading, tabled. Report "First Generation, Low Income undergraduate Students" presented by Richard Rodriguez and Elisa Velasquez. Report on Community Solidarity Fund. Report from Provost Ochoa, Chair-Elect, Statewide Senator and APC.

**Present:** Catherine Nelson, Melanie Dreisbach, Noel Byrne, Robert Coleman-Senghor, Phil McGough, Susan McKillop, Rick Luttmann, Robert Karlsrud, Victor Garlin, Birch Moonwoman, Marilyn Dudley-Flores, Steve Wilson, Elizabeth Burch, Elizabeth Martinez, Eric McGuckin, Robert Train, Liz Thach, Mary Dingle, Raye Lynn Thomas, Edith Mendez, Richard Whitkus, Sam Brannen, Steve Winter, Meri Storino, Myrna Goodman, Peter Phillips, Robert McNamara, Jan Beaulyn, Sandra Shand, Bruce Peterson, Ruben Arminana, Eduardo Ochoa, Jason Spencer, Ephriam Freed, Amy Wingfield, Greg Tichava, Elaine McDonald, Elizabeth Stanny, Janet Swing

**Absent:** Steve Cuellar, Bob Vieth, Derek Girman, Larry Furukawa-Schlereth

**Proxies:** Stephanie Dyer for Heidi LaMoreaux

### Report of the Chair of the Senate - Catherine Nelson

C. Nelson reported that the Student Affairs Committee representative for this meeting is Janet Swing from ESAS. She asked the body to remember to speak up for the benefit of the recording and well as other members and that guests should come to the table to address the body. She noted there are unintelligibles in the minutes on pages 4, 11 and 12. Please contact Laurel if you are one of the unintelligibles. She reminded the members to turn in their Senate handbooks for updating. They can be brought to the Senate office or to the Senate meetings. There is a General Education Assessment conference coming in March and she has sent the announcement to Paul Draper who is Chair of the GE subcommittee of EPC. If anyone is interested, please contact Paul. We have confirmed Mayor Armando Flores to visit the Senate at our next meeting with a time certain of 3:10. She reported that she was contacted by K. Crabbe regarding establishing a campus policy under the Family Educational Rights and Privacy Act regarding the disclosure of student information and she has forwarded that to the Student Affairs committee. There are a series of initiatives underway systemwide with regard to enrollment management, facilitating transfer and degree completion and articulation, which are agreements to transfer units from community colleges to the CSU. There was a memo that came out in May to campus President's and Provost's about coordinating a variety of efforts that the CSU is undergoing and those include four initiative she thought the Senate would want to know about. One is the creating of a campus team tailored to existing efforts and governance structures that enjoys among other the participation of department chairs to coordinate the campus planning and implementation of transfer and degree completion. There's a campus plan due in Vice President Spence's office regarding degree completion by the middle of November. There's a conference in early December about student transfer and degree

completion and a conference in January on Intersegmental Major Preparation Articulated Curriculum. She has turned those matters over to the Chairs of APC and EPC so they can make sure faculty are well represented in these efforts. She noted in the agenda packet there is a report from the All Chair's meeting she attended two weeks ago. A couple of items from that – Bob Cherny, who is Chair of the Statewide Senate told us the Assembly is holding hearings on alternative ways to fund higher education in California. One of the ways is to separate out funding for lower division, upper division and graduate education. Another is the Australian model called "earn, learn and return," where the state completely funds the student's education, but then you pay for your education through your income tax. A voucher system that is currently being used in Colorado and the east coast model where tuition and financial aid are very high. The English model is also on the table where funding would be based on the number of student that graduate from a campus rather than student who are currently enrolled. There are also stepped up efforts in the CSU to create articulation agreements with community colleges and some of these may have an impact on all majors, right now the focus is on teacher preparation programs, but that may fall to all majors. There was also an interesting discussion about a comparison of faculty governance on other campus with regard to enrollment management and budget. In a general way Sonoma State seems to fall in the middle in terms of access to the budget process across the campuses and close to none in terms of enrollment management. Those are highlights of the All Chair's meeting.

## REPORTS

### 1. President of the University - (R. Armiñana)

R. Arminana reported that it was Distinguished Alumni Day. Three distinguished alums are on campus. They are Donald Herriot, BS in Physics in 1972 who is now the President and General Manager of Roche Carolina, Inc. a pharmaceutical company. Timothy Smith, B.A. in Political Science in 1976 is a County Supervisor from District #3 and George Triest, M.A. in Special Education in 1980 is the Managing Director of the California Institute on Human Services here at SSU. We're delighted to have them here today. In reference to the state budget, nothing will happen for awhile. Governor Schwarzenegger probably will not take office until the first of November. There is an audit of the budget being done by the Department of Finance Director of the state of Florida, who served in similar positions in Wisconsin and New York and most recently, before going to Florida, worked for the Association of Governors. He understands she is a tough individual who believes in cutting and not in taxes and she will be rigorous with her review. He reported on the 2 billion dollar bond issue for paying public employees pension fund has been rejected by the courts, therefore, it will not proceed as a bond issue. There is going to have to be found a way to pay for that. The 4-6 billion dollar vehicle license fee every candidate, including the governor elect, promised to reverse that tax to what it was before the increase. He stated that the Attorney General said from a legal point of view the Governor can do that and the Director of the Department of Finance also believes the Governor can do that. That represents a 4-5 billion dollar hole in this year's budget. In the budget that was approved and signed by Governor Davis, there was a 10.8 billion dollar budget reduction bond to be paid for five years. That has also been challenged in the courts because there is a provision in the California constitution which says that the state cannot engage in general debt of over \$500,000 without a specific vote of the voters. Therefore, there is a strong possibility that the budget reduction sum could be on the November ballot. It's too late for the March ballot. The state is doing better in terms of tax receipts. Last quarter, which was summer quarter, a

low quarter the state brought in half a billion dollars more than had been estimated. Will that trend continue? It is not known. This could indicate a mid-year reduction for government. It is not known how this could affect higher education. These are just scenarios being played out. The Board of the Auxillary Enterprises this last Friday unanimously but with some reluctance, approve \$100,000 allocation from this year's budget to assist the Library and IT. Those were two of the areas that had not been assisted by other means in this budget reduction plan.

Questions for the President were delayed pending approval of the agenda and minutes.

Consent Items:

**Approval of the Agenda - Approved**

**Approval of Minutes – MS**, Name spelling corrections: Cordeiro, McCuan, Meri Storino was present, **Passed**.

**Information Item:** Report from Catherine Nelson on All-Chairs Meeting, Thursday, October 2, 2003 at CSU Golden Shores, Long Beach

## BUSINESS

1. Resolution from the Lecturer's Council regarding Enterprises surplus – attachment –Second Reading - S. Wilson T.C. 3:20

S. Wilson reintroduced the item. He noted motions for amendments can now be entertained. He turned the item over to the Senate for discussion.

B. Peterson stated he had concerns about the second whereas clause. He questioned how it related to the rest of the resolution indicating one area of campus where money has been diverted from instruction. It seems divisive and sets a tone that ESAS is separate from instruction. S. Wilson stated his point was well taken. He stated that ESAS is a worthy cause, it is part of instruction and the point was that more money was being taken out of instruction. He said the whole point of the resolution is to get more money for instruction rather than singling out any other areas of campus. **B. Peterson moved to remove the second clause. R. Coleman-Senghor second.**

P. Phillips stated that the \$400,000 moved this semester was a surprise to the Schools and that the resolution is speaking to the fact that \$400,000 was removed from the Schools meaning there's less for classroom activities for the Spring. Since there's a surplus in Enterprises we simply ask that replace the \$400,000. He didn't see any slight to ESAS. He opposed the amendment. E. McDonald stated that in the Provost's budget presentation to the Senate it was specifically line itemed that \$400,000 was being taken from instruction and given to ESAS. **R. Coleman-Senghor stated he supported the amendment and he proposed to the maker of the amendment a revision - Whereas approximately \$400,000 has been removed from the Schools. V. Garlin second.**

B. Moonwoman clarified that the \$700,000 Enterprises surplus and the 1.3 million are two completely separate things. N. Byrne said that his support of the amendment was contingent on whether only \$400,000 was being taken from instruction. E. Ochoa made a general observation that the cuts we suffered in Academic Affairs exceed the \$400,000 to the Schools and it is in fact somewhat arbitrary to focus on this one particular line item given

there are other cuts that are affecting the Schools not being able to mount the same number of classes. S. Brannen agreed with taking out ESAS from the Whereas clause as it seems divisive, but if we do that it implies that only \$400,000 was transferred and becomes misleading and unless that can be clarified, he was opposed to R. Coleman-Senghor's amendment. R. Karlsrud spoke against the amendment as he had one to propose. R. Coleman-Senghor asked B. Peterson to withdraw his motion to have the discussion about the language of the resolution. The Chair noted that this could not be done at this time. **R. Coleman-Senghor and V. Garlin agreed to withdraw their amendment. No objection noted.** S. Wilson argued that he would like to see the discussion about the resolution focusing on the general issue of supporting instruction and not get hung up on exact dollar amounts, so he was fine with striking the second whereas clause. **S. McKillop moved to table the resolution until the next meeting to get the wording worked out. Second. Yes = 16 No = 14 Passed.**

### **Return to questions for the President**

S. Brannen asked about the email from Governor Davis recently that said he would not sign the Golden Handshake bill. At the same time we hear that anything he didn't sign would become law so that Arnold Schwarzenegger should not tell him not to sign bills because they will be come law. Does it become law because he doesn't sign it? R. Arminana responded that the Governor had until Monday night to sign or veto bills. Bills that he does not address with a signature or veto automatically become law, but the Governor did veto a number of bills – the Golden Handshake, Living Wage, the ability of other public utilities to charge other public institutions a fee. The Governor was very active until the last day and not necessarily signed things people expected him to sign and to veto a number of those.

P. Phillips noted that in the Chair's report it was indicated that Sonoma State has no involvement in enrollment management in terms of faculty input and that many other campuses do in fact have committees. He was aware that extensive faculty planning with various administrators in charge of enrollment and recruitment is done on other campuses. Is there a reason that Sonoma State does not have faculty involvement in enrollment management? R. Arminana responded that it is not required. P. Phillips stated in terms of shared governance wouldn't it be good to have faculty involvement. R. Arminana said it might be argued. P. Phillips asked would he be open to having a Senate committee that would meet with the Vice President of Academic Affairs and enrollment management staff in terms of advice. It seemed to him a vital issue in terms of the School's planning for enrollment and long range majors. R. Arminana responded that there is a committee of outside community people who do advise on overall enrollment issues. Does he want another Senate committee, generally no, but he might be persuaded depending on how it is formed, etc. One thing he would not be in favor of is the micro-management of enrollment management, it is more of the long range part of the planning process. Academic Planning would be the appropriate place. But the micro management of enrollment management given how time sensitive, ect. it is he would not be in favor of that happening. C. Nelson noted that EPC and APC are making efforts to get their committees involved in enrollment management in conjunction with conversations with the Provost. R. Arminana stated he approved of that. P. Phillips asked a followup question regarding a position on enrollment management the Senate had taken several years ago on special admissions criteria for Sonoma State. It was his understanding from staff that work in admissions that the criteria was suspended last year during the admissions process. Is there a plan to keep that on the books and use it for future admissions policy? R. Arminana responded that is was highly

possible given the fact that next year the targets will be exactly as this year or even reduced and therefore there is going to have to be a way to control enrollment so not to be above the target for which you are now punished. Given the criteria given by the system, we're probably going to have to use a variety of pieces of that to be able to control enrollment at this institution.

**Report "First Generation, Low Income undergraduate Students" presented by Richard Rodriguez and Elisa Velasquez T.C. 3:45**

C. Nelson introduced Richard Rodriguez and Elisa Velasquez to the Senate. A handout was given to the Senators. R. Rodriguez thanked the Senate for it's time and noted that it was hard to shrink a 45 page professional report into 6 pages and summarize the main points, but said they will do their best to describe the main points. He thanked E. Velasquez personally for inviting him to be part of the team as the report came from her ideas and looking at all the factors relating to retention of first generation, low income students. E. Velasquez began saying this was her 6<sup>th</sup> year at SSU and retention was a word she heard several times. Being from Mexico and having a personal and professional interest in diversity that was something she started working on right away. She looked at different documents and is aware about why we should be interested and concerned about diversity, so she said today is not her job to convince the Senate that diversity is important. On the first page she went into the publication on diversity for campus for Fall 2001 and Fall 2002, data for Fall 2003 is not available yet. If you look at the figures for Sonoma State students and you look around this room, this is the kind of representation that people like me and students of ethnic minority background will encounter. She said she is not shy, she has high self esteem. She is not intimidated, but if you're coming from that kind of background it can be very challenging, very intimidating and students engage in a journey that Richard's going to explain. Changes are happening, but they are slow. In terms of the majority of students 64% identify themselves as white or caucasian, 84.5% of faculty identify themselves as white or Caucasian. If we want to do a good job in terms of diversity, is the majority of professors teach the majority of students where all the power in terms of numbers. She's trying to do as much as she can but she's only one person. Sometimes she gets a bit frustrated. They approached Provost Bernie Goldstein a year ago and told him they were ready to go with the project, but at the time she was teaching 14 units, Wendy was teaching 19 units, Richard is Director of Counseling Services, so the team was overworking to try to get this project done. He gave us \$8000 which was mostly spent to have somebody to really take over the responsibility of recruitment and giving out the surveys and entering all the data. We would not have been able to do this project without the financial support of Bernie Goldstein. On page two are the trends for incoming freshman by ethnicity. The line on top reflects the total student body and the figure go from 1994 to 2001. What you can see is the second line represents the majority students so they increased as to reflect the trend of the total student body. If you look at total number by ethnicity, the third line, the trend is quite stable from 1994 to 2001. When you compare graduation rates there is a differential of graduation by ethnicity. She just compared one cohort, the cohort of 1995. In four years that cohort of incoming freshman, 22% of the white student graduated in four years versus 17% for Asian/South Pacific, 17% Native American versus 10% for Mexican-American students and 5% for African-American students. So we are doing a better job recruiting students, but we need to do more specific efforts to retain them. On page three that section describes the quantitative methods. Going over the literature we found there is a lot of research supporting the idea that support is the key factor for academic success. So when we did the statistical analysis we didn't find any corelation between the students

perception of support from family and friends and their GPA and their likelihood of quitting or the likelihood of remaining at Sonoma State. Provost Ochoa kindly suggested some other ways to do statistical analysis so we are in the process of refining the statistical analysis. There was a question about EQI. She stated that is emotional intelligence. We were interested in addressing the non-academic factors as measured by this specific standardized test and it's emotional intelligence. It has different sub scales, but the ones that came out as positive correlations were emotional flexibility. In terms of GPA, if students had a higher score on empathy, they tended to get higher GPA, also social responsibility. Underneath that are the definitions. So there are some kind of non-academic factors that are going to be helping students in academic performance. This is a longitudinal study, so we just collected the data this first semester on campus and we're going to track their performance, what GPA they have each semester, whether they come back to Sonoma State, how long does it take them to graduate and basically compare the difference of those students who remain at Sonoma State successfully and graduate versus those who didn't continue. We will have the full report in six years. We are trying to get more support for this because, if we don't have support it will be a great limitation for us to continue this longitudinal project. In terms of gender differences women students tended to get higher GPA than males. That's what we found in the first semester. In terms of how diversity or low diversity was affecting them, the student who perceived that the Sonoma State campus was not diverse enough, they were the ones that were more likely to say they were quitting college. Having clear career goals was associated with the perception that they would remain here and have a higher GPA. She then turned the report over to Richard Rodriguez.

R. Rodriguez noted that his background is in qualitative research methodology and the majority of his dissertation students have all done qualitative pieces and his faith in qualitative is that you can hear the numbers and get the stats, but you need to hear from the people. What we ask is that is that as he reads some of the quotes from people you listen from the perspective of this is what our first generation, low income students are experiencing. What we found in general is that students come in with a lot of motivation, they are very pumped up and excited. They have internal and extrinsic motivation for coming to college. They get here, they're all jazzed and then something happens. They say, what have I gotten myself into? They encounter a lot of blocks. They find out what the real world of SSU is which for a lot of students is probably different from what they thought it was going to be. Although, we had a lot of students say I kinda I knew it was going to be a predominately white campus, but it didn't hit me til I got there. They encounter blocks like being the only person of color, but it's not just about students of color, it's also about white students because this is EOP, first generation, low income. It cuts across all race, ethnicity, cultural backgrounds. So people experience the problems and they look for their supports and they talked about EOP staff as one of the biggest support systems for their whole experience. At the bottom of page three you'll find the themes. He then pulled out some of the themes so the body could hear what some of these students experience. In terms of internal motivation, "I consider myself a person that wants to learn. College is definitely a gateway to open my experiences and to better me as a person professionally and internally." This quote is very representative of what people in our five focus groups stated. In terms of family background, "what motivated me to go to college was definitely my Mom, she basically raised my sister and me by herself. She went to college for one year and got pregnant with me and so I always felt the need to go to college and do something she couldn't do." This is what a lot of our student are experiencing. Transition to college in general is very difficult. What a lot of our students are saying is "you have a choice of waking up in the morning or being late or not going to school at all. You can go to bed

really late, be with your friends and do no homework or the other way around or you do too much homework and are just tired of it. And on top of that I work two jobs." So juggling the multiple responsibilities they have and a lot of our people talked about "I don't have time to go to sleep." We heard a lot of that. In terms of the need to understand that adjustment to college is stressful, "You're going to have to make them, parents, faculty, staff, administrators that this is a difficult process and not everyone is going to finish in four year." Again, listen from the perspective of this is what our students are experiencing. One of the realizations is that once they get here, it is not a diverse as they thought. "To me it was a culture shock because I expected to be around more Latinos and yet there are not that many." Some people feel isolated, " I don't know, it's hard for me to make friends here at college and I don't see that much diversity in the school." Two years ago we had our first parents weekend here and when I did a workshop for parents on transitions, one of the Caucasian mothers first comments was "I'm surprised there's not more ethnic and cultural diversity. I wanted that for my daughter." People are really seeing it and experiencing it. Then the I'd rather stare at you message. "One negative is when people just stare at me. I always ask my friends why do I feel like I'm in a zoo or a cage or something to look at? I don't like it at all, I mean, come up to me and ask me a question or say something. I think I've very friendly." A lot of people say I'm totally open to talking to someone about my culture especially when they don't know anything about my culture, I have no issue with that, but people aren't doing that. And that for some people can turn into diminishing the sense of self. "You know you're doing good in your classes yet I don't know that it is, I just feel very small and insignificant, so small. In a way they, the white people, seem so superior to you." This comes from heart of what our students are experiencing. Some of the positive dialogue we saw, in the first focus group we did, there was one caucasian woman and four or five women of color. And the caucasian woman made a comment about, "you know what? I didn't think I was going to college when I growing up, we were poor, my mother was in prison and I had work damn hard to get here." Then she looked at the women of color and said "so there are some things I share with you, but you know I'm white, I have not had to go through the racism that you all have had." That was an incredibly powerful moment of what I believe is really an exchange and a dialogue across race, ethnicity and cultures and understand the impact of social class and how it impacts across cultural dialogues. It was a privilege for me in our research group to do these focus groups. These people poured their hearts out to us and it was just amazing to hear what they had to say. In terms of recommendations, what we absolutely found was a major source of strength was the EOP program. Whatever we can do as an institution to support EOP and the programs that they do and the advisors, these people were saying that's what's getting me through. Another thing people were saying was what we might call the human touch. Students were saying, I didn't show up for class and my professor emailed me and, hey, I exist. This may sound minimal, but these people were saying that when professors care and they know me, they were attributing it to professors caring and that is a big thing in terms of social support. They discussed their own strategies for success using support resources, Writing Center, Math lab, Health Center, Pharmacy, Gym, etc. A lot of students mentioned knowing about and being attracted to SSU through their involvement in Pre-College programs. Several women said they'd been coming here every summer since elementary school and I've participated in all those programs, so yes I'm coming to SSU. These are some of the programs that need to be strengthened. Students also talked about their perception that, I think only white students know about SSU, because no students of color came to my high school to recruit me. In fact several students said they would go back to their high schools to recruit for SSU. Also they realized that participation in the focus groups themselves, this is one of the those fabulous things you find in a qualitative research

that you weren't expecting, these people were looking at us and saying no body ever asked us these questions, these are amazing questions. So they were thrilled with that. They discussed the stressors of being on a predominately white campus. Yes, we know that and yes, there are long range plans to recruit a more diverse student population, but there are also things that we can do now. For example, we can make sure that multicultural/cross cultural issues/diverse populations are discussed in every classroom. Even if you give an example in Math class, if you give a word problem when you're discussing it use a Latino family. Dr. Velasquez and I did a cross cultural psychology class in the Spring semester and we provided a safe space for people to talk about what does it mean to be white, what does it mean to be a person of color, how do we dialogue across the cultures. These things can be done. If even there are only a few or one person from a diverse background in a class, I believe the faculty can take the responsibility to provide a safe place to discuss diverse and multicultural issues. There are also sorts of things being done on college campuses on intergroup dialogue sessions. At University of Michigan, they had it funded from Ford or HP, and what they did was a four week credit class where it was whites and African Americans, co lead by one white person and one African American person. There were Jews and Christians, there were Gay, Lesbian and Straight and people would go through these dialogue sessions and learn how to communicate and learn about each other.

S. McKillop asked why they used a four year pattern when the CSU keeps a six year pattern and many, many students don't get through in four years, especially if you have to work. A more honorable way to say that working and going to school, five or six years is not that unusual. So a four year pattern puts it in an constricted model.

E. Velasquez responded that the study will go on as long as the student remain here. S. McKillop said only the four year graduation rate was reported. E. Velasquez said they have the figures for six years, but didn't provide that on the summary. The figures for six years are 51% white students in that cohort only, 41% Asian/Pacific, 25% Native American, 40% Mexican American, and 27% African American. And the point of this is that there are differential graduation and retention rates. V. Garlin stated he thought it was terrific work that supports the proposition that the faculty and administration can work constructively and creatively together in enrollment issues. This is an enrollment, retention, graduation issue and it's two different parts of the university working collaboratively together. He said he will be interested in the full report and that it is absolutely wonderful and he congratulated the whole team. He thanked them for coming to the Senate. He stated that the points they made are what may people feel in their gut, but didn't have the data to support it. He said he knows many other faculty come to you with appreciation and to the administration and faculty for supporting this kind of effort.

L. Burch agreed with V. Garlin and his comments and thanked them for coming. She asked about the faculty race issue, how important was the race of faculty to the students in terms of diversity and retention, did they come up with any recommendations and did they see any actual teacher possibilities for creating diversity in terms of faculty? E. Velasquez responded that student across the board mentioned the importance of having people who look like them because the assumption is if you look like me then you will understand me. Also the other part that was very important is that students were able to grasp faculty behavior that sent a message, I care, I'm available, you can approach me. This overlapped ethnicity and race. In her own experience she had students come to her that she asked why did you come to me and not your professor and they said they wouldn't have to explain as much. So there are some unique characteristics, but it doesn't mean that you have to be

from that ethnicity to deal with that student, you just need to be educated to understand the perspectives and why is that important for the students. Or is the student getting behind because of family responsibilities we need to understand that that conflict is very appropriate, that the family will be taking over and the graduation rates are going to take longer because of all these other commitments. To recruit faculty from a diverse background is ideal, but in the meantime what do we do. Having more training, more retreats, more classes and more dialogues and more commitment to do as much as we can to raise our own awareness. Multicultural competence has three components. One is that every person is aware of their own group whatever that is then they can reflect back into the other group. Second ability is knowledge or awareness about those groups. The third is that you have the skills, you are a counselor, a teacher, you are a mentor, that you have the skills to deal with that. Because if you don't students perceive those behaviors as messages. That are the wrong messages. I don't like you, I'd rather study you, what are you anyway, and those are introductions that are going to have a psychologically negative impact on the sense of self and that will become risk factor that on top of all the other risk factors will increase the probability that a student will withdraw or transfer to other universities. So it's an overall commitment from everybody, here at the Senate and in every department, every faculty, every staff. R. Rodriguez noted that as a former faculty member at the California School for Professional Psychology they went through a process where every faculty member went through training and it was incumbent on faculty themselves to what we call hold space to make sure everybody can have the dialogues cross culturally, so yes we needed faculty of color and diverse populations, out lesbian and gay, people with disabilities, yes we need that and at the same time every single faculty member needs to know how to hold the space and talk about diversity in their classes.

R. Coleman-Senghor stated he was glad to hear that. As one of three African Americans at Cal and one of 260 African Americans at San Francisco State, Cal had 27,000 students, SF State had 24,000. The difference was the teachers themselves. He stated he was here because of Dick Wyerland, Tom Flanagan and Fredrick Cruz and Elizabeth Howard and other instructors he had who touched him. He asked in your survey did you follow up in a case study fashion on those students who went from A-Z here and asked them why they stay. To me it's not a question of color, but the color of the commitment. He thinks that's the kind of thing he would like to see in a longevity report which gives us all students and find out exactly whether or not they had from their instructors that what I'm calling the color of consciousness, the color of vision that they shared with their students. R. Rodriguez responded this is the first year we've worked, yes for follow up focus groups that's the next one. S. Brannen stated he agreed that all faculty be sensitive to the diverse needs of their students, but he also understands when they say it is important to see faculty of their own ethnicity and he wanted to call the Senator's attention the fact that for almost every ethnic group, there's about ten students for one faculty of that ethnicity and for Latinos there's twenty-five students per faculty member, the closest is Asian American at 15-1, most are 10-1 that's way out of line so we are very short on Latino faculty at this university as far as our student body goes. C. Nelson thanked E. Velasquez and R. Rodriguez for coming to the Senate. (applause)

### **Report on Community Solidarity Fund – B. Moonwomon**

B. Moonwomon made a brief report on the Community Solidarity Fund for several purposes. One was to put it in people's minds again. Another is to indirectly solicit contributions and solicitors. And to clarify again on things that get muddy or lost or

misunderstood. This has become clear to her talking to people about this fund. She highlighted parts of the documentation for the fund. The fund is a back up for other sources that should or would regularly cover compensation for lecturer faculty. It's a short term self-help project and the self help that is its for is the university instruction. It's not intended to shift the major responsibility of addressing funding needs from the CSU or the state of California. It's a repository solely for contributions to the salaries of lecturer faculty at Sonoma State University in the academic years 2003-04 and 2004-05. It's to supplement money allocated to the instructional portion of the campus budget. The employer, the state of California through the CSU is responsible for providing compensation for classroom instruction to provide for needs of enrollment and curricula. It's a time limited, emergency, supplemental response to the shortfall in funding for instruction. Money for the fund is to be used only after other funding for instruction. Eligible recipients are currently employed lecturers who would otherwise be underemployed or unemployed in those years due to the effects of the reduction of the instructional budget. Employees may make regular deductions from their salaries which can be changed or terminated at any time. The Provost and Dean's Council with the goal of furthering high quality classroom instruction in a variety of disciplines will oversee the distribution of the fund. Contributions are accepted only to the end of the fiscal year 2004-05. Then it's all over and will be used only to supplement money for the instructional budget for lecturer faculty salaries. Money will be paid out of the fund only after all other sources of lecturer compensation have been exploited. What she emphasized was that it's supplementary money and that it is restricted. She's been assured that the fund is restricted for this only purpose. It's time limited and it's purpose it to pay for needed instruction. Instruction presupposes instructors. Sometimes when she hears the word instruction used here and in other meetings, its as if that was done with out instructors. Right now Sonoma State needs all it's instructors. We've lost 131 over the summer. And that's not just WTU, that's persons that go away with all their experience, the things they've published, the papers they've given, the things they're studying just walks out the door. So were are we now? About \$19,000 has been pledged or donated with actually \$4800 in the fund with the possibility that one or two sections may be able to be sponsored as early as this Spring. A systematic drive has not been accomplished. For lack of time and energy and will to do it. So that's why I'm soliciting solicitors. A campus display for fund progress is planned and an off-campus funding is being investigated. N. Byrne stated that among the values most celebrated and affirmed officially in the CSU are those of quality instruction on one hand and access to education on the other hand. He noted that as budget difficulties arose quality of instruction was the first to be sacrificed as resources to instruction was diminished access was still provided. And we've seen most recently access to instruction has been the next to go. He urged that the Community Solidarity fund be viewed in a dual light. One is that of quality instruction. The quality of instruction is profoundly influenced by class size, is profoundly influenced by the student-faculty ratio. A second value that is not emphasized at the official level is that of community solidarity. We are a university community. Under normal circumstances, it is fair to say, the legislature should provide to the CSU the means to provide a proper quality of instruction, that is to maintain class at a proper size and an appropriate student-faculty ratio. We're in unusual times. He thought we do need to step forward in what is a very real emergency to try and achieve and provide support on a temporary basis for quality of instruction, that is to be able to mount classes at a size that helps us more effectively achieve the quality of instruction we should be achieving given the absence of support from the state. He also believed that it is vitally important that we recognize the university community of which we are a apart and support that, again on a temporary basis. Once the economy of the state has improved, this would not be the kind of

emergency that calls for extra ordinary steps on our part. He affirmed the points B. Moonwoman has made and that we do need to step forward. The process that has begun is that of payroll deductions on the part of the university community which includes administrators and staff. What Birch has pointed out is that this effort is not that widely known. He urged that Senators contact colleagues and suggested a solicitor for each department in an effort to increase the support via payroll deduction. This \$19,000 is sustained by that effort.

S. Brannen stated the spirit behind this idea is a wonderful one, but said that some might say that we save our classes by using our own salary money to do so, the state will not see that we have a crisis they will only see that we managed without the money and in his experience when their entities managed without the money they decide you don't need the money. He wondered if someone said that how would you respond? N. Byrne responded that he agreed and that is why he wished to define this as a temporary and emergency action. One that is not regarded as establishing a permanent precedent or even be replicated. S. Wilson stated that one possibility would be if you run the Community Solidarity fund through the Foundation, which is what he imagined will be done, this could be money that the Foundation lent to support instruction and then the state would eventually have to come and make up. Foundation money comes from all different places and this particular fund being restricted to be used for hiring lecturers would obviously be going there. The thing about limiting access as a solution, he questioned the wisdom of standing and trying to oppose the tidal wave of tidal wave two. There's all kinds of political pressure to educate our citizens and if you don't offer the classes you'll end up losing more money in the long run. M. Goodman asked if there was a criteria about how the money might be used. B. Moonwoman responded there is a protocol which she did not have with her. It's the Provost fund ultimately to distribute equitably among the Schools to provide needed instruction in needed sections by hiring lecturers to do it. M. Goodman asked would those decisions be at the discretion of the Deans? B. Moonwoman responded that the decisions would be made by the Dean's Council and the Provost. There is a set of several criteria, but simply it says put the money where it's needed and distribute it equitably and don't spend it until it is there.

### **Return to Questions for President Armiñana**

V. Garlin stated that one of our colleagues sent a memo last week informing us of the existence of a Chancellor's Office study group or task force on shared governance and it listed you as a member of that group. He asked if he could tell the Senate how it became constituted, what its mission is and what he sees as his contributions to the group.

R. Arminana responded that it was an initiative by the Chair of the Board of Trustees, Debra Ferrar and the former of the Chair of the Academic Senate, Jackie Kegley and it is a joint group formed of a couple members of the Board, two or three members of the systemwide Academic Senate, two or three Presidents, myself being one of them. It was to look at the present protocols and behaviors about shared governance mostly at the system level. We have had two meetings and we have a new document that exists in the CSU and other documents that exist within the academy in general. It's a review and therefore we are not yet at a report formulation or if there will be a report or not. He was not sure. His contribution are probably how he believes that it should work, what jurisdictions do what to what. Our discussions are pretty jurisdictionally concerned. It is on-going. He didn't think there was an end date at this time and he's not sure what the product is yet. That is

still to be determined. V. Garlin asked if the product was not part of the charge of the committee. R. Arminana responded no that it was pretty open-ended and mostly it has been at the discussion level between the Academic Senate and the others. He was not sure if a student was involved at this time. R. Coleman-Senghor wanted to return to the issue P. Phillips raised. He could understand R. Arminana's concern with micro managing, but in the document from the Chancellor's office, there should be a Presidential Advisory committee of some kind during this time. He asked how he conceived of this committee and the role of the faculty within that advisory committee. R. Arminana responded that the committee does not include members of the faculty. It is basically members of the community. It is to give advice especially about the local situation in terms of general enrollment management. For instance, we talk about controlling enrollment, how do you treat locals in a more preferential way than others, do you look at certain categories i.e. teacher credential align in a different way, how that might affect different groups of students on sex, gender, class, etc. It is a general advisory committee. We have a faculty member who left, but it's the Chair of the Student Affairs Committee. When they have a Chair that person will be brought in. R. Coleman-Senghor stated the reason he asked because he agreed with R. Arminana that the larger issue of enrollment should be aligned with policies. We spoke about that a couple of years ago when we were looking at policy recommendations. One instance speaks to the need for the presence of faculty within the university and the impact of enrollment, that is the graduate programs. Where does in R. Arminana's mind faculty fit into this process when it affects programs such as a graduate program? A. Arminana responded in the planning committee as the Provost Strategic Planning committee, he thought we have a long range planning group, involvement at that level.

### **Provost/Vice President, Academic Affairs - (E. Ochoa)**

E. Ochoa reported that they have finally put to bed the budget for the current year in Academic Affairs after fully accounting for slight shifts in the composition in the different schools and the need to scale back in the Spring semester. Given what has come down from the Chancellors and the success in tenure-track hires in the year we just had, we're starting from the position of no new faculty searches this year with the possibility of considering individual requests if they are emergency in nature in terms of programmatic needs, but as a general approach at this point, no searches this year in anticipation of the cuts that are coming. He reported on the strategic planning process. There is a small planning process committee that has been trying to finalize the membership of the Strategic Planning committee which will be somewhere between 30 and 35 people, that will include administrators, faculty, staff, students and members of the external community. The process will involve several meetings and the first two meetings will be open community meetings for members of the division. That means we're inviting all faculty and all staff in the division as well as members of the AS leadership at that first meeting. At that first meeting we'll be October 31<sup>st</sup>, right after the Halloween party at 1:30. We will have an open discussion about culture and values and we will also between that meeting and the next be looking at taking stock of SSU's strengths and weaknesses as well as the surrounding environments opportunities and challenges that face us. Ultimately all that reflection will feed in to the development of a mission statement for the division and vision statement which we hope you will have significant input into formulation of those by second community meeting and it will be refined further by the 30 odd individuals in subsequent meetings. Ultimately, we will get to the point where we will have a general strategy formulated for the Division and available for review and comment by the community by the end of the semester. He wanted to reinforce the point that President Armiana made that

enrollment management will naturally feed into this strategic planning process. We have found out recently from K. Crabbe that we do have an enrollment plan, but he is not that familiar about how it was created and is learning about it and relating it to the emerging strategy for the division. The main concern of the system for enrollment management plans is precisely relationships with external stakeholders, such as community colleges that feed students into our campuses, local high schools and their concerns. Teacher credentialing is another priority. So those are the kinds of issues the system is most concerned about. Vice Chancellor Spence told him that it would be a good idea to have members of the local community colleges in the enrollment management process. So they know what's going on. It is true that some campuses have used enrollment management committee for a vehicle in effect a strategic plan, they use very large committees and involved lots of people. He stated he thought they were going to be doing that by doing strategic planning explicitly here.

R. Whitkus asked about a committee of 30 individuals. Why such a large committee? E. Ochoa responded that we felt we needed to have all the stakeholders that are in fact significantly involved, affected, or have a perspective in the formulation for the campus present in one group. Rather than have a small specialized group work it out and then present it to the whole community. It does require the use of a facilitator, but it is doable. P. McGough asked if there is an estimate of how many fewer students will be on campus in the Spring. K. Crabbe responded that she didn't have the number, but could tell how to calculate it. Our enrollment for the fall is 7240 FTES, our enrollment for the spring will be 6680 FTES and it takes about 1.2 people to make an FTES, so we'll be substantially smaller. About 550 FTES. P. McGough said his fear is that we're going to have a not that many fewer students, but we are going to have a lot fewer FTES because we're not going to allow them into classes and he was hoping she would calm him by saying we would have fewer students. K. Crabbe said yes, we are going to have fewer students. We will graduate a large group and we'll accept small group. She told the story of how when they learned they had to get the numbers down they decided to be open for admissions for one month and hoped we would get all we need for Spring in that month. In fact we got more than we needed, so we sent back all the applications from people outside the region. That's how we're trying to deal with it.

P. Phillips stated faculty are encouraged and often have professional sessions and conferences on campus as part of our discipline and our activities and you're aware of the problem with the Labor and Social Action Conference that is scheduled to take place in ten days. This is a conference that was planned over a six month period, involved over 40 community groups. It's the 6<sup>th</sup> annual Labor and Social Action Conference, there's a long tradition of doing that here. The difficulty the committee ran into was that last year the cost for food on campus ran almost \$15 per person, so this year they explored other options and they found a small local family run Mexican restaurant who could put out food at \$7 a plate. So we asked for permission to bring in off campus food and got the health permits and got insurance and at the last minute we were turned down by food service and we were refused permission to bring food on campus here. The reason given was that the School of Social Science or any department could no longer bring food on campus. That is a mandatory policy now that we all had to buy the food from Enterprises, so that's created a serious problem with the community groups involved and the unions in particular, SEIU, the Central Labor Council, the Carpenters, the Electrical Workers are pretty upset. One threatened that they may no longer want to have the conference at Sonoma State. Two, they are going to stay with the Mexican restaurant, but have it delivered off campus, he didn't know what they planned to do. He asked if there were any plans to look at this and have

comparable food on campus that is competitive with other providers and not just have a food monopoly? E. Ochoa responded that he did bring up the issue with L. Furukawa-Schlereth and the rationale he gave for the policies are substantive enough that it would require a very thorough and long term discussion to really consider reassessing that policy, so it looked to him like it could not be done on an ad hoc basis for this particular conference. It's an issue we may at some point discuss further. He provided some of the rationales. In order for a University this size to have a viable catering service it has to have a minimum size market. They are given the franchise to provide this service because if they couldn't count on that it would drive the cost too high. One of the reason it's not so cheap on this campus is that we have union labor actually providing the services. So that's another argument that slows him down thinking about alternatives that might be cheaper. P.

Phillips asked if all the students that work for Enterprises belong to a union. E. Ochoa said he didn't know the intricacies of their staffing so he could not respond. He stated he was trying to illustrate that it is not a quick conversation, we'll see what we can do. P. Phillips thanked him and said that it has caused a serious problem with forty different groups from all over that have been here for six years and he was sorry it can't be remedied in time for the conference next week.

**Chair suggested extending the meeting to 5:15. No objection.**

R. Karlsrud asked if the Vice President's Budget Advisory Committee (VPBAC) meeting this week was cancelled and if so, he was curious to know why. The Senate Budget committee has recommended that we have more meetings not fewer of the VPBAC, because we are looking at a budgetary crisis unlike anything we've faced here since maybe 1980 when we laid off a bunch of people. In sixty days now, the departments are going to have some idea of what their budgets are for 2004-05. Are we going to have any lecturers left? In the School of Social Sciences the lecturer budget dropped from over \$700,000 to \$200,000. Other campuses are already in the process of laying off FERPs. Are we going to be doing this? If we are, what impacts are going to be on the curriculum, why is it that we don't have that committee, which are the duly elected members of that committee along with the Deans that serve are the ones that are supposed to give you ideas about how to deal with this crisis. The problems are severe. Unless someone can tell me we aren't going to have these cuts and he hasn't heard anyone tell him they are going to be less than 10%. Ten percent of your budget, if you had to sustain those kinds of cuts, they would be devastating. He said he was worried that we're having fewer meetings rather than more meeting of that body especially. E. Ochoa responded that he didn't think much could be done between now and the end of the semester because we have no information. It's very hard to plan when you have no information about what's actually going to happen. But what you can do is prepare yourself to make decisions. That's what we're trying to do with the Strategic Planning Initiative. We're trying to get our own thinking clear and in order so that when we get some information, we can put it through that mill and actually process it in a way that we've already thought through in general terms, what are priorities, where we can actually scale back. R. Karlsrud stated it sounds like we are by-passing the blue policy established committees that were put in place by a former President to deal with the very problems we are talking about. E. Ochoa responded that his first impulse was to use the VPBAC as the Strategic Planning committee, but he wanted the effort to be a partnership with the Academic Senate and the feedback he got from APC and other Senate leaders was that we need a little bit different committee because the VPBAC had too many administrators in it.

V. Garlin stated that the food service policy has had a chilling effect on the expression of viewpoints by making it difficult for people to get together and break bread together. The Academic Freedom committee is concerned about this. He as Union President is concerned about this and others are concerned about it. The issues having to do with protected markets, infant industries and the sorts of issues he had taught about for years, our franchises are out of the 18<sup>th</sup> century. There is no reason in a competitive market for this university to be stuck with one and only one high priced supplier. Especially when it's difficult to make arrangement with that high priced supplier. He urged him in the name of Academic Freedom, free expression, and political expression on campus and in the spirit of people getting together and breaking bread together when they talk about serious things that we do something about this very restrictive, 18<sup>th</sup> century, franchise type policy of food services on this campus. The substitution of ad hoc stakeholder based either self-selected or administratively selected persons as a substitute for duly constituted instrumentalities of governance on this campus, is not something we can ignore. He stated that if Provost Ochoa feels the present structure doesn't serve the purposes of administration as you view them, he thinks we need to work out some mechanism that is satisfying to you and which deals with the criticism or assessment that R. Karlsrud has made. We do have an institution in the system called shared governance and we have to pay attention to it and it has to be uppermost in our minds. He said he will be at the conference on October 31<sup>st</sup> and he wants to come in some institutional capacity. Modern society organizes the self politically, we don't just have town meetings. When we do that we end up with Arnold Schwarzenegger as Governor. He argued for political institutions on this campus and for their integrity. E. Ochoa responded that he was sympathetic to the concerns raised regarding food service and the concerns are duly noted. On the second point, he entirely agreed and that's why this committee of 30 odd people is not either self-selected nor administratively selected. It is in fact also being done in the same way it will deliberate. It is done in partnership with the Academic Senate. We have a committee of six that is calling down the list of 30 odd members is composed of myself, AVP Toni Apolloni, Dean Elaine Leeder on the administrative side and on the faculty side we have the Chair of the Academic Senate, Chair of APC and we were going to have the Chair of EPC, but she had to excuse herself due to workload issues and we're going to have another faculty member take her place. So the partnership that's going to be the process in the committee is already at work in the selection of the membership of the committee.

R. McNamara asked do we know how many full time faculty are retiring this year? J. Hunt responded said we don't know. People have been waiting for the Golden Handshake which has not materialized. She could say that of the 35 searches we did last year several were justified because the people retired at the end of the year, so the search was going on while the person was still here which is something we had not done before. There's quite a number of searches that would have been done this year that were done last year.

S. Brannen asked that he thought he heard Provost Ochoa tell Senator Phillips that Enterprises charges as much as they do for food because they have a small market and they have to. He wanted to make sure that's the same organization that posted a \$700,000 surplus last year. Is that correct? E. Ochoa responded yes that is correct. He said he was a member of the Enterprises Board. They heard an accounting of Sonoma State Enterprises, Inc. and it appeared to him, and didn't hear any other objection, that those funds are being set aside for fully planned and anticipated expenditures that are coming down that are part of their overall plan and organization. It's not as if it is totally unencumbered monies. S. Brannen said so it would be accurate to say that they don't charge us what they do for

food, because that's what they need to charge for food, but they charge that much for food so they can build a surplus that they can spend on other things? Is that correct? E. Ochoa responded he wouldn't paraphrase it that way and that he is not an manager of that unit so he can't tell in detail, but in a general economics point, you've got some fixed assets that you have to amortize out of current revenues and if you are about to acquire another fixed asset that you need in order to carry out your business, you are going to start building up a reserve in order to incur the cost. It's not an on-going type of expense, but it is in fact an expense as part of the cost of doing business. R. Arminana stated food is not the only area of the Enterprises, there are a lot of other issues. You also have in food some places where you make money and other places where you lose money. The Commons loses money. The expected surplus for next year is \$14,000. Because commitments have been made. Plus in addition to that he believes we have a window of opportunity coming up about faculty housing, but the only way to seize that opportunity would be for a major commitment from Enterprises to commit themselves to a major expenditure of money that they will probably have to borrow and they will have to use those reserves as a back up for that. If that window of opportunity is not taken care of, the goals that this institution has had for a number of years about faculty housing, might not happen for a long time. It's going to take quick action and quick ability to commit a very large amount of money. Those are some of the intricacies of Enterprises. And sometimes you have to balance priorities. S. Brannen stated he understood that. He just wanted to be clear that it's possible they are charging more than really need to to cover their food cost. Presumably, some of that \$700,000 came from food. R. Arminana responded absolutely. They are not supposed to lose money. They are supposed to create surplus to be able to do certain things and to be able to maintain operations. In 02-03 they had the best year they have had ever. This year it will go down to \$14,000 if everything goes right.

**Chair requested meeting extended five more minutes. No objection.**

R. Coleman-Senghor stated he was taken by the way the Provost aligned the VPBAC with the Strategic Planning committee, the remark was that they didn't want that. He did not think that was an accurate description of what transpired. What transpired in the committee deliberations was that we did not want to have the planning process dominated by administrators, or by any sector. We wanted a balance. And VPBAC goes about it's own business. From APC's point of view, we're participating in the Strategic Planning Process as a part of an effort to position the Provost so he will have the kind of global internalized statement of where the institution wants to go. In the meantime, the institution has some very specific decisions to make about where it is now and where it will go. Strategic Planning is planning for the future and VPBAC is dealing with the realities of today. N. Bryne stated that both Senator Karlsrud and Senator Garlin have emphasized the way in which the VPBAC was established by blue paper policy and it is the structural element of shared governance. He has been concerned that the VPBAC has not played a role in the budget advisory process during the entire semester. It has met twice, but in both instances it was an audience which received the outcome of those budgetary decisions that were made prior to the meeting of the VPBAC. He believes that the VPBAC has an important role to play in it's function in shared governance.

**Chair-Elect of the Senate - (M. Dreisbach)**

M. Dreisbach reported that Structure and Functions did put forward unanmioulsy the name of Kim Hester-Williams as a faculty representative on the search committee for Director of

Admissions and Recruitment and that name went forward to the President, the Provost and K. Crabbe. We also unanimously recommended more than one faculty member sit on that committee and we recommended three faculty members total which was unanimously supported by the Executive Committee, so we put forward the names of Duane Dove and Thomas Cooper.

### **Statewide Senators - (P. McGough)**

P. McGough reported that the Senate Budget committee was discussing hiring and asked me to report on a resolution that was made at the Statewide Senate at its last full meeting in September. The Chancellor reported that hiring decisions this year would be made by individual campuses. Some campuses are hiring tenure-track faculty, but the Statewide Senate passed a resolution that individual campuses hire tenure-track faculty this year and next so that at the end of 2005 the same number of tenure-track faculty be in the system as in September of 2003. So that the system would not lose, what the Senate believes is it's greatest asset, it's faculty in time of budget constraints. The other item to report is that Allison Jones told us that Sonoma State has become an impacted campus for first time freshman. He spoke with the Associate Provost and she said practically that makes little difference to us, but he thought it was significant that we are impacted to first time freshman.

### **APC**

R. Coleman-Senghor reported APC continues to work on the details of its several task group assignments in General Education, Residential Life and Alignment Issues with Planning. APC has had some very successfully discussion with Provost Ochoa and will move forward with the Strategic Plan process.

### **Adjournment 5:20**

*Respectfully submitted by Laurel Holmstrom*