

Executive Committee Minutes

September 3, 2020

Via Zoom

Abstract

Approval of Agenda – Approved. Approval of Minutes of 8/20/2020 – Approved. Chair Report. President Report. Provost Report. Vice President of Student Affairs Report. Statewide Senator Report. Associated Students Report. Canvas Data and Access Issues. From FSAC: Resolution regarding SETES and the RTP process during the Pandemic - approved for Senate agenda. From EPC: New BA in Physical Science – approved for Senate agenda. Potential statement from Senate on class sizes – further discussion postpone to next Ex Com. Request for clear guidelines and procedures on selection and removal of department chairs – postponed to next Ex Com. EPC Report. Faculty Eligible for Emeritus Status - approved for Senate consent calendar. Senate agenda approved. Good of the Order.

Present: Jeffrey Reeder, Laura Krier, Carmen Works, Bryan Burton, Wendy Ostroff, Elita Virmani, Emily Asencio, Paula Lane, Hilary Smith, Sam Brannen, Amal Munayer, Judy Sakaki, Karen Moranski

Absent: Joyce Lopes, Wm. Gregory Sawyer, Erma Jean Sims

Guests: Noelia Brambila-Perez, Justin Lipp

The Chair displayed his new item to bang the gavel on:



Approval of Agenda – Approved.

Approval of Minutes of 8/20/2020 – Approved.

Chair Report – J. Reeder

The Chair began by discussing recent talks about community and connection as a theme we need to be cognizant of throughout this entire time of shelter in place and other issues of 2020. He reminded the Ex Com that there are quite a few events and activities going on around campus that are contributing to our ability to

communicate with each other, sometimes in ways that would have been impossible previously. He sensed that there's the possibility for better communication across divisions because there are no longer physical barriers in campus. He also thought that ideological barriers or disciplinary barriers can be minimized and reduced as well. One of those new things is the Chat with the Faculty Senate Chair every Tuesday at two. The chats will be ongoing. It will be a chance for members of the university faculty community to come together and talk about items of importance with at least one guest every week without an agenda, without minutes, without voting in order to encourage openness, transparency and communication. Another opportunity is the Center for Community Engagement has a very active slate of events that they are promoting and publicizing he encouraged members to read and examine their calendar. Also, the Center for Teaching and Educational Technology has a very full slate of activities and events and trainings that can help us all deliver the best educational content in the current context, and beyond. He also spoke about faculty exchanges. The next faculty exchange is tomorrow at two. There will be a talk lead by Lena McQuaid about interrupting racism and white supremacy in the online classroom. A very topical and relevant topic, and these will be ongoing throughout the semester. He reiterated that if Committee Chairs have a report that is not time sensitive and it's something that you also plan on reporting at the full Senate, then the Ex Com can get the brief version of it.

President Report – J. Sakaki

J. Sakaki said she was fortunate to be the first guest at the Faculty Chair Chats and enjoyed that opportunity to chat and learn and listen to many folks and hear a lot of what's going on in people's lives. She appreciated that it ties in with the community and the connection we also had this past week. She noted that the Women's Reception had one of the highest attendance ever at that event. The our first PBAC meeting, President's Budget Advisory Committee, was not as much fun. The campus is tackling tough issues and budget is certainly one. At the end of the meeting, she asked people to use one word to describe how they felt after the meeting and she found the words great because they inspired her. She shared some because, in spite of these difficult times the words that people used were encouraged and optimistic. Somebody said they were cautiously optimistic. Other words were motivated, strategic, determined, concerned, team teamwork, and hopeful. She said she was filled with gratitude. She asked Chair Reeder to define the term "Click." She said this is a different time than any of us have ever lived through and we have to acknowledge that and support each other, not only in the classroom or on campus or in our home office. Some things we cannot control. But we can control how we interact with each other and the progress that we can make to serve our students and be a fantastic campus and support faculty and staff as well.

A member noted as a new faculty member he was thinking about the names on the campus buildings, many of which reference people who worked for social justice. So when he thought about Sonoma State, he hoped we are propelling folks in the future to do social change.

The President thanked the member for this remark and noted she had talked about doing some videos. She noted a few students interviewed her and asked fun

questions. She thought many people are getting more into and more used to doing videos. She said she would be speaking at a number of conferences and is already filming those for video showing. She thought it would be a great to reach out to others that way. Provost Moranski and she were just talking about how all this time that Ruben Salazar's name has been on the building and if we surveyed people, 50% or more of the campus would not know why it was named that and who he was. They thought it would be neat to have an education campaign around all of the names on the different buildings. We have also thought about creating a freshman course that would tie in with activism and the names of the buildings.

A member said he liked that idea and noted that the US Army Corps of Engineers at one point was going to fill the entire Bay and just leave the shipping lanes. That would create a lot of land because there was no rule against cities landfilling and growing their cities. He believed Rachel Carson was one of three women who were really instrumental in blocking that effort.

Provost Report – K. Moranski

K. Moranski reported that SSU has one student living on campus who may be COVID-19 positive. The test results should be received by tomorrow. There have been other cases at SSU, but not students living on campus. The student and their suite mate have been quarantined. The student did visit several campus offices and so we're in the process, should it be positive, of notifying folks who may have come into contact with the student and we are going forward, according to Joyce Lopes, with a thorough cleaning of the spaces that the student visited. J. Lopes was not able to join the meeting and gave K. Moranski her report. K. Moranski reported that Academic Affairs continues to work on racial justice. One of the initiatives that came out this week is an application for a fellow Faculty Fellow that's funded by the Teagle Foundation and the College Futures foundation and that position will assist with curriculum development around racial justice and anti-racism as well as helping people to do that kind of curricular change. She encouraged members to share that information and encouraged people with some background in those areas to apply for that position. The position will work for the rest of this semester, more fully next spring and perhaps into next fall as well. So it's a position that will that may well cross academic years and is an exciting opportunity for thinking through curriculum from that lens and making sure that we're making changes that are that that are going to further anti-racism at SSU. Another thing that's happening in Academic Programs, that will be very useful is that we have developed a mechanism whereby we're able to offer the schools projections for enrollment for spring. This is a new tool that we have developed that Stacey Bosick and Ellis Lopez have been working on for a while. We're able to give the Deans those projections for working with spring and to be able to determine what sections need to be scheduled. That's particularly important right now as we think about the budget and budget reductions and scheduling in ways that ensure that our students complete their courses and graduate in four years. The call for winter courses has come out and that will be virtual. We are still waiting to hear from the Chancellor's Office regarding winter and spring and they have promised information to us later this month. We're working on some governance issues related to that in EPC and appreciate Emily's help on that as we move forward to think through what needs to

happen to make it easy for folks to teach remotely, if that's what we need to do in the spring. We are getting ready to start our Continuity Group for 2021 that the President has initiated. This group will be responsible for helping us plan for winter and spring and into future years as think about potentially repopulating the campus.

A member asked if the GE course re-certification timetable can be extended given the extraordinary circumstances we find ourselves in currently. Doing any other work than preparing and teaching online feels very overwhelming right now.

K. Moranski said she appreciated knowing about that stressor. She couldn't do something about everything, but certainly would ask Stacey Bosick to talk with Emily Asencio and work with EPC and also with Megan McIntyre from the GE committee about providing some relief for that stressor.

A member asked if K. Moranski's reference to winter session was about intercession. In her school they talk about how we always have to worry about cannibalizing spring by offering anything in the winter intercession and yet sometimes we have to trade off getting someone through or helping in some other way. We don't want to offer anything in the Winter. We don't want to cannibalize spring in any department that helps somebody not have work in the spring.

K. Moranski said that was exactly the conversation she wanted to have with the Deans because this has been an ongoing subject of concern as we try to manage both winter and summer sessions against the regular academic year and to ensure that we have enough sections during the academic year to help people finish their degrees. We know that in the summer and the winter can be moments where we can selectively offer courses that are going to really help students to complete their degrees. It's always a balancing act. She thought it was perfectly reasonable for each School or Department to decide about what, when and how to offer sections. Certainly, we want to make sure that there that there are enough sections in the in the spring session that are going to help people graduate.

A member noted that at the CFA meeting some members informed us that in their departments their class sizes were raised without consultation of the faculty and were raised quite by quite a bit. A level one grievance was filed and they were informed that they did not know consultation was necessary. Now it's moved to a level two grievance, so that's a real concern because CFA is clear that there must be consultation with faculty before class sizes are raised. He raised another concern from junior faculty. It seems to be an expectation that they come to campus and scan all of their documents so that they can have everything in OnBase by September 14th and declare that their WPA is complete for the RTP process. Many of them can't get a two hour window in time to come to campus and two hours is not enough anyway. There is a real concern from junior faculty about that expectation because most of their files are kept under lock and key due to CFA saying they should be kept under lock and key in the department office.

K. Moranski responded that class size is being worked on and they will continue to navigate compliance with CFA. She noted the concern about class size and has been

in discussions with the Deans. She had not been aware of the concerns about campus visits for junior faculty related to their personal files. She will work with AVP Roberts to make sure folks have enough time to get to campus and do what they need to do.

A member returned to the class size issue, noting he didn't explicitly hear the fact that trying to do the large classes with Zoom is also another reason to be concerned about the raising of the class size. He noted he has a class this semester that is remarkably difficult to be doing and next semester, the enrollment will be raised to 98. It's a lower division GE course. Some subjects are amenable to larger enrollment online. Cultural Anthropology is doable, but Introduction to Linguistic Anthropology which involves trying to deal with phonetics and phonology and all that kind of stuff, which in an asynchronous course without direct feedback is much more difficult than something else.

K. Moranski said the issue of large classes and Zoom could be addressed from multiple fronts. She appreciated the point about class sizes getting too large for Zoom and she will work on addressing that issue.

A member noted she was encouraged by the grant and hoped that the focus on curricular development is inclusive of pedagogical development. She said we need to be mindful of the ways in which one changes their curriculum or their anti-racist content, but may not be pedagogically facilitating the anti-racist content. She was thinking about the level of coaching needed and wondered if supports for faculty at a broader level can be built in, beyond just this one Faculty Fellow, to be critical about one's own pedagogy. This issue also brings up the question of what to do when you have marginalized students in the room, alongside of not marginalized students. Is there any room for like co-teaching? She was trying to be creative about thinking about pedagogical approaches that seem more sensitive to the fact that our students have very different experiences from one another.

K. Moranski responded that the whole notion that the remote environment and synchronous versus asynchronous approaches to pedagogy may have different differing impacts on students from different backgrounds is an important issue. We're addressing that through some of the faculty exchanges, but also through the Teagle fellowship, and she knew it seemed to be a lot for one person to do. Pedagogy can be included and as one of the things that that a Department could do and a program could decide to work on through the Teagle grant and with the Faculty Fellow, but the emphasis of the grant is more focused on curriculum. So it may be that we need to add some components of training, thinking and discussion around pedagogy.

The Chair of FSAC followed up on the matter of junior faculty and WPAFs. She noted that AVP Roberts sits on FSAC and FSAC is hyper aware of her experiences and complaints or concerns by all junior faculty as they connect to her and her office regarding the RTP process. It is because of her input that we sent out our memo about the evidence binder, or what we now call an office. We tried a quick fix. In addition, what is on the agenda today is the resolution that updates what the Senate passed last semester. We are trying to do as much as we can as quickly as we can.

She said that any individual who asks for time at their campus office to get the stuff they need, and it's not granted was very problematic to her. We should be supporting every person in these crisis times to get RTP done. She asked that if anyone has suggestions of what they think FSAC should be doing that is different than what we have done already, feel free to contact her.

K. Moranski said folks can ask for more time and this issue may just be a function of the way the form is set up. She will get the message out to encourage people to ask for what they need.

Vice Chair Report – L. Krier

No report.

Vice President of Student Affairs Report – given by K. Moranski

K. Moranski reported that the Children's School was closed for part of Monday, on account of poor air quality. We continue to monitor air quality and be careful that we protect our, our most vulnerable members of campus. There are 435 students living on campus, that is down by three. The Student Center is open all week as the Clean Air center. As the temperatures get higher today and tomorrow, the Student Center will be open. The the flu shot is strongly recommended, she wanted to reiterate what President Sakaki emailed out recently that the flu shot is a very important thing that can be done to protect yourself. It's the double whammy of the flu and COVID-19. There will a pop up flu shot clinic at Beaujolais village beginning September 28th. Hotspots and the laptops for students have arrived on campus and are in the process of being distributed. We are still waiting on some of the noise cancelling headphones, but the laptops and hotspots have now arrived and the Library is in the process of working to get those distributed. That's an exciting development for us and very necessary. We've had some students waiting for those resources.

A member asked if faculty have access to the hotspots. K. Moranski said all the hotspots at the Library are for students. If faculty have needs, they can contact their Dean.

A member thanked K. Moranski for the report from Student Affairs and asked if the Student Health Center was involved in the COVID-19 case. It's only been three weeks since school started. Are we thinking about how we want to address this and the protection of the students that live on campus moving forward? Not all of us work with students, but how can we walk through the next steps and understand the process that students need to take to make sure that they report symptoms appropriately.

K. Moranski responded that the Student Health Center is the first place for students to go because they have the appropriate protocols in place, whereas other units may not be fully prepared to deal with that health crisis in the same way or help in the same way that the health center is prepared. This is something that the campus has been preparing for over the last six months. The operations planning group worked

all summer preparing the protocols. It's why we set aside rooms in the residence halls for quarantining. The campus as well prepared to handle cases and we will abide by county, state and CSU protocols.

Statewide Senator Report – W. Ostroff

W. Ostroff reported that the conversation in the Statewide Senate this week centered around reopening or what is planned for spring and whether campuses are including faculty in these conversations. We're also wondering what's going to be the relationship between the Chancellor's decree and our autonomy on our campus when it comes to reopening and spring. It looks like there's a vast difference on CSU campuses for that.

Associated Students Report – N. Brambila-Perez

N. Brambila-Perez reported on the food pantry and emergency grants. Applications for assistance are available on the Associated Students website.

K. Moranski said she's been getting questions about how to donate to the pantry or materials for the Basic Needs Initiative. N. Brambila-Perez said she could take the question back to the group and ask them. We might be able to start setting up a protocol regarding this. She said most of the food comes from the Redwood food bank.

The President noted that in terms of coordination, the Presidents are meeting regularly with the Chancellor and the Chancellor's team and having discussions. The hope, initially, was that the Chancellor's Office would decide around October 1 and many of us said that's a little late and we landed on mid-September. Thinking about what happened last time, she thought the Chancellor would want to receive a report at the Board of Trustees meeting the week of Sept 21-22, and there would be broad guidelines and guidance sent out and each campus will take that guidance into consideration, as well as their own local health issues and come up with a continuity plan. Our report went to the Chancellor's Office for endorsement. For our own movement forward we want to consult with many groups, including this body, in the Senate and our continuity planning group which not only has J. Reeder and L. Krier and C. Works but the Deans and other faculty as well as students and staff. She thought SSU has a larger group but that makes sure all the different voices have input.

Canvas Data and Access Issues – J. Lipp

J. Lipp noted that he had sent a document to the members regarding some of CSU Online. This item is specifically around Canvas in respect to accessibility in particular and those members who were part of the CTET summer institute will probably recognize some of the messaging today. The Accessible Technology Initiative is an initiative that has been around the CSU for a number of years. Our office plays a central part in in one of the three pieces of it. The pieces are instructional materials, accessibility of content on the web and the procurement or purchasing of materials. Today, he was focused on instructional materials.

ITEM 2: ACCESSIBLE TECHNOLOGY INITIATIVE (ATI) SPRING 2020 AUDIT

Campus received ATI audit from Chancellor's Office in January 2020

"The objectives of the audit were to ascertain the effectiveness of operational and administrative controls related to the California State University (CSU) Accessible Technology Initiative (ATI) and to ensure compliance with relevant federal and state regulations; Trustee policy; Office of the Chancellor (CO) directives; and campus procedures. The CSU ATI provides guidelines for compliance with regulations related to the implementation and monitoring of this federal statute."

Five Findings, 1 specifically pertaining to "Instructional Materials" with implications for SSU Faculty

ATI AUDIT FINDING #1: INSTRUCTIONAL MATERIAL DOCUMENT ACCESSIBILITY

- "The campus did not have a process to ensure that documents were made accessible *before* being uploaded into the LMS.

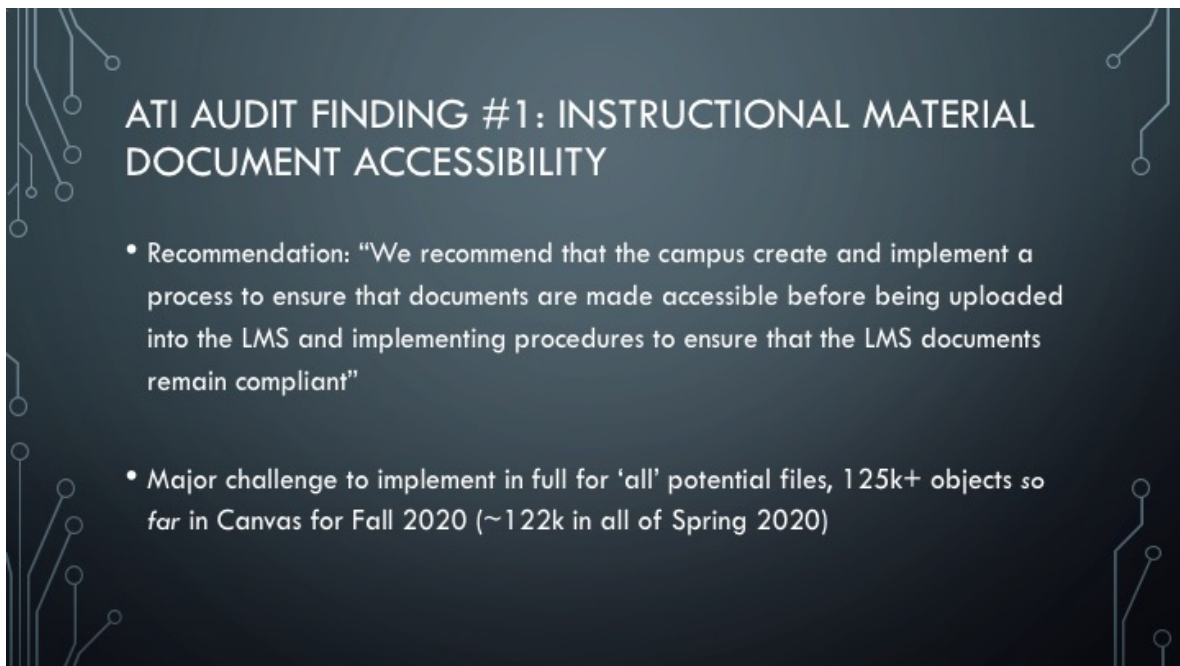
We found that documents were not consistently checked for accessibility and that faculty was [sic] not always being trained to create accessible documents. The campus was implementing software [Blackboard Ally] to help determine whether instructional materials in the LMS were accessible but had not developed monitoring procedures to ensure that accessibility of documents was improving.

Implementing processes to evaluate whether documents are accessible *before* they are uploaded into the LMS and monitoring compliance helps to ensure that the campus is consistently providing instructional materials that are compliant with accessibility standards"

- IMPLICATION: Materials being accessible before going into Canvas necessarily involves faculty in selecting, fixing, or creating 'accessible' content.

The campus received an audit from the Chancellor's Office in January of 2020 that included a number of objectives they were using to evaluate the campuses standing with respect to federal and state and CSU wide policies regarding accessibility of instructional materials. He focused on one of the audit findings that he thought was

important because we're actually in the process of responding to this audit right now. The deadline is the end of October, and this has direct implications for faculty, which is why he brought it to the Ex Com. He briefly summarized the original report. We are being asked to ensure that documents that are uploaded to the learning management system are made accessible universally and that that's a very high bar to hit in terms of some of what is required in order to make that happen. The recommendation essentially is that the campus create a process to ensure the documents are made accessible before being uploaded into the LMS and implementing procedures to ensure that LMS documents remain compliant.

A presentation slide with a dark blue background and white text. The title is "ATI AUDIT FINDING #1: INSTRUCTIONAL MATERIAL DOCUMENT ACCESSIBILITY". Below the title are two bullet points. The first bullet point is a recommendation to create a process for document accessibility before uploading to the LMS. The second bullet point states a major challenge of implementing this for all potential files, citing 125k+ objects in Canvas for Fall 2020 and ~122k in all of Spring 2020. The slide is decorated with white circuit-like line art on the left and right sides.

ATI AUDIT FINDING #1: INSTRUCTIONAL MATERIAL DOCUMENT ACCESSIBILITY

- Recommendation: "We recommend that the campus create and implement a process to ensure that documents are made accessible before being uploaded into the LMS and implementing procedures to ensure that the LMS documents remain compliant"
- Major challenge to implement in full for 'all' potential files, 125k+ objects so far in Canvas for Fall 2020 (~122k in all of Spring 2020)

He noted a data point. There were 120,000 files and in spring 2020 with the move to remote instruction we have 125,000 items in Canvas already. Those items are being looked at by a particular software called Ally that he would talk more about. Ally came online in June and this is what gives the accessibility ratings of your files and resources uploaded into Canvas.

ATI AUDIT FINDING #1 – PRELIMINARY CAMPUS RESPONSE

- Good News: we were monitoring and aware of similar audits and federal Office of Civil Rights complaints at other CSU campuses, so began preliminary work in 2018-2019:
- Purchased/Implemented: [Blackboard Ally](#) (alternate formats for documents) and Yuja (provides video lecture capture w/ auto-captioning)
 - Ally Accessibility Score for 'Files' has moved from 37% in Sp20 to 55.2% in Fa20
- Trained professional staff and created student assistant team to focus on file remediation (using one-time funding)
- Worked with Leadership to:
 - Create new accessibility positions in IT that also work with faculty through CTET
 - New temporary instructional designer position (also to support scale-up for online teaching) & provide further training for faculty
 - Offer Summer Institute for faculty and include major focus on accessibility and offer ongoing workshops for faculty (strong interest from individual faculty – Mario Venegas, Sociology; Kathleen Noonan, History) & Programs (Engineering, Human Development)

The good news is we were anticipating some of these kinds of things coming down the pike before the audit was announced. By virtue of the circles he travels in throughout the system, he caught wind of a number of campuses that had received Office of Federal Office of Civil Rights complaints regarding this class of issues. The good news is that the Chancellor's Office is an internal process to the CSU. We purchased and implement Ally, which I mentioned and another tool called Yuju, which provides a live lecture capture with automatic captioning of the video. We've actually burned through an entire year's worth of auto captioning allocation within the first three weeks of the academic year because of the volume that we're seeing through these online systems. It's unprecedented in terms of the scope and variety of things that people are using in these online teaching platforms.

ATI AUDIT FINDING #1: FURTHER ANTICIPATED RESPONSE NEEDED

- Engagement with and Representation from Academic Senate (request supported by ATI Committee & Executive Sponsor AVP Deborah Roberts)
- Dedicated student assistant support funds to provide remediation. (e.g., CSU Chico dedicates in excess of \$100k annually in GI 2025 funding to support ~20 student assistants dedicated to remediating instructional content).
 - The work is highly technical and time-consuming. Cost analyses show that it is FAR more efficient to pay students to do this work internally (\$15/hour) rather than send out externally for processing (up to \$20/page for PDFs based on CSU negotiated pricing)
- Starting this fall, beginning with existing resources to try remediation for full courses and/or departments' worth of instructional materials.
- New business process, requiring NEW coordination with DSS & IT

We're working on the auto captioning situation with the vendor directly right now and we're confident that we'll be getting an upgrade there for unlimited auto captioning. We've been working seriously on this over the last period of time since we turned on Ally and are being very proactive with talking about accessibility in our faculty development program, and particularly the Summer Institute and other workshops. Since we started Ally, scoring of our institutional instance has moved up by about almost 20 points between spring and fall. We've been training our professional staff and created a student assistant team to focus on file remediation to actually clean up files and be able to return those to faculty to take that workload off. We've also been working with our leadership to create new positions that focus specifically on accessibility and new instructional design help to provide greater training capacity for faculty. The Summer Institute was a driver for this. He thought it has changed the conversation around accessibility in substantive ways. He said a couple of folks who were Summer Institute participants came to us proactively saying they're taking this on as a student success and student equity topic. They are going above and beyond to create accessible content inside and outside of their Canvas courses. We've also been reaching out directly to department chairs at this point to try and identify courses that would make sense for our student remediation team to take a lead on helping to clean up and reprocess the content, but it's not a straightforward task, as you can probably imagine. What we're asking for here is the idea of having a greater representation or engagement with the Academic Senate on this particular topic given the range of implications. He discussed what some of our peer campuses have done with respect to tackling this particular set of issues. We are seeing unprecedented demand and volume using our online teaching tools. He has been putting together some numbers for the Provost Office for an annual report for this August relative to last August. We saw a 700% increase in faculty inquiries just accounted for by his team. The work is highly technical and time consuming to do. It is far more efficient for us to do this internally rather than sending out files for

external cleanup. And again, if expectation of the audit is that we are to be 100% compliant with at least working toward that hundred percent goal, it's going to be quite a hill to climb.

The student rep asked about captioning services, noting that often the captions are not accurate. J. Lipp offered to follow up with her outside of the meeting. A member asked if it was up to the faculty members to go through all of their transcripts and reread to check for accuracy? She imagined that's going to be a workload issue for the faculty who are already feeling overwhelmed. She also asked if faculty have a pdf that is not passing Ally, how much should faculty be stressing over that? She was participating in a service learning class that received used pdf that she did not own. What is her responsibility? J. Lipp responded that there are the formal standards and then there is what is reality and what is doable and achievable. This is a very difficult set of challenges to address. Our approach has been one to one to sort those situations out. He noted the issues with scanning documents on Xerox machines, which render the pdfs unreadable by screen readers. He said the optimal time to deal with these issues is at the beginning of planning for the class. The CTET staff remediation team is small, but is able to deal with serious issues. The Chair asked the committee chairs to think about the report and determine if any of our existing committee might have a role to play in this issue.

From FSAC: Resolution regarding SETES and the RTP process during the Pandemic – P. Lane

P. Lane noted that last spring the Senate passed a resolution on this topic and this is a similar resolution with a couple of date changes because the original resolution was written with the idea that it was for spring 2020 only and was extended through August. FSAC wants to bring this forward as quickly as possible to extend those same careful considerations or sensitivity. We are asking everyone to be flexible because not all faculty members actually need this accommodation and we are working toward thinking about how RTP committees will look at material and what power a faculty member has over the things they can't control and how that results in an evaluation of them. It remains up to a faculty member to determine what they choose for RTP and that's been worked out with Dr. Roberts office. We also know there are many people trying to help people figure out how to observe teaching during online conditions. There's a seminar soon with M. Callahan about peer observations in the online environment. The resolution is trying to undergird those supportive and open minded and careful and kind words that are supposed to be used with the RTP process and to encourage the sensitivity and to change the date. She was advised to make the resolution for the academic year versus one semester at a time.

A member voiced concern about having three semesters, in which faculty will be allowed to not include and to exclude the results of their SETEs. That's three semesters of no SETEs. Some people need to be evaluated. If they're in their first or second year and this document says they shouldn't have to include any SETEs for the whole time they've been here. He thought there were some logistical problems here that had not been considered. P. Lane argued that they had been considered. The consideration is that in the worst case scenario a person may need to do this

and it requires the person to request that these be excluded. The member said someone in their second year can say I have no current observations. I have no SETEs and somehow, you're supposed to decide whether I should continue? A member noted he has attended the workshop with M. Callahan and suggested that M. Callahan attend the Senate about this issue. He has some good thoughts on doing good feedback and being compassionate in these times. A member asked why the resolution stated 7th probationary year when it should be changed to 8th years. P. Lane thought that was good edit to the resolution.

The Student rep asked why the resolution was necessary. This is a student feedback. She asserted that most times students only do one survey. The fact that the students are doing that survey and it's not even being looked at concerned her because sometimes we do have times where our faculty don't do what they're supposed to do and she wanted to remind everyone that.

P. Lane responded that a faculty member has some discretion already about certain items for review and that's part of the CBA and SETEs must be conducted, but they don't always have to include them anyway. What the resolution is trying to do is attempt to give people a cushion. It is not an attempt *not* to evaluate people or not to hear about the evaluations. We don't know how many people will need this cushion. Most people are very proud of their teaching and want peer observations and want to include them. Most people want to conduct their research and get tenure as quickly as possible. We can't assume that people are trying not to show what they can do. We can ask for some data about who actually opted for them not to be included from the spring and then we look again in the Fall. There is also the assumption that nobody would know the teaching quality if we didn't have the SETEs or we didn't have the peer observations. This is evidence that gets used in a formal way, it's not the only way that we know about our colleagues. Additionally, we want to have conversations about teaching to help new faculty.

A member argued against extending the probation year to 8 years since faculty have had the summer to correct any problems encountered in the online environment in the spring pivot. A member noted she had spent last three months trying to get into her research lab because she has \$180,000 NSF grant and she couldn't spend it because ordering supplies is really difficult. She knew of people in biology, who have set up culture labs and they've had to take cultures down because of the fires, then had to reset it up. Those are really tedious experimental procedures. She wanted everyone to consider faculty research and how that has slowed down and additionally part of the criteria of the grant is to publish two papers based on that research.

Resolution was approved for the Senate agenda.

From EPC: New BA in Physical Science – E. Asencio

E. Asencio noted that this new BA program received its first and second readings in EPC at the same meeting. It was clarified that a new BA program could not be sent forward as consent. A member also noted that the vote in the School of Science and

Technology curriculum committee was not unanimous. **Approved for the Senate agenda.**

Potential statement from Senate on class sizes – B. Burton

B. Burton said a colleague of his wanted him to bring up this topic and request that CFA meet with the Academic Senate to create a joint statement on class sizes. Many of the class sizes have been increased by the Deans. The Chair asked for discussion about which committee could take this up. A member suggested that the Ex Com could meet with CFA and release a statement. A member suggested either the Senate or the Ex Com could draft a statement urging the administration to honor the CBA when it comes to raising class sizes and having required consultation. The student rep asked why class sizes were an issue, since class size equated to her as seats for students. A member noted that the student was witnessing some of the tension that exists between faculty administration. Everyone wants to help students. What faculty want is for the administration to open another section to teach the students. What the administration often wants is for us take more students so that they don't have to open another section and they don't have to spend the money. Some of us have dug our heels in the ground and drawn a line in the sand and say, we will not do it and if you raise it, we will grieve and we'll do that every time. That's academia. You just got to see it firsthand. In the interest of time, The Chair asked for this issue to return to the Ex Com next time as well as the other item, Request for clear guidelines and procedures on selection and removal of department chairs.

Time certain reached

EPC Report – E. Asencio

E. Asencio noted that EPC doesn't meet until next week, but is working on the extension of the temporary tags that EPC gave for course modality changes to online. We extended that for fall and we're going to be voting on whether we're going to be able to extend that for winter, spring, and even into summer. She wanted to mention that because there have been some concerns and she was contacted by a few departments it. E. Asencio reported that a new field trip policy had come to her attention as an agenda item for EPC for next week and she wanted to mention it at the Ex Com and see if other committees want to see this policy as it comes through. K. Moranski clarified that this is a corollary to the internship policy. Both policies are required by the Chancellor's Office for compliance. The field trip policy was developed several years ago, but was waiting on the passage of the internship policy. Now that the internship policy has been created and approved, the field trip policy is next.

Faculty Eligible for Emeritus Status

The Ex Com was presented with the list of faculty eligible for emeritus status and approved the list for the Senate consent calendar.

Senate Agenda

AGENDA

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

Consent Items: Faculty Eligible for Emeritus Status

Business

1. From EPC: New BA in Physical Science - First Reading – E. Asencio TC 3:30
2. From FSAC: Resolution Regarding Evaluation of Teaching Performance and RTP Review During the COVID-19 Emergency—Academic Year 2020-2021 – First Reading – P. Lane TC 3:45
3. Report from SDS: Course Materials Cost Report and recommendations – K. Altaker TC 4:00
4. Group Photo TC 4:30

Good of the Order

The Chair defined the term “click.” Click is a movie title. It's not necessarily a really good movie and it's not one that you would teach in a cinema class. It stars Adam Sandler, and the gist of the movie is Adam Sandler acquires a powerful remote control device from Christopher Walken's character. He can use this remote control to fast forward through unpleasant parts of his life. This being 2020, there seemed to be a lot of those around. But as the Adam Sandler character discovered in the movie, the unpleasant parts that he wanted to fast forward through were those things that made him who he was and that gave him the connections that he had to other people and all that grounded his humanity in his personhood. Word for the week or word for the year is remembering that, click.

<https://www.youtube.com/watch?v=zZNC5emNyEQ>

Adjourned.

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