

Academic Senate Minutes

February 3, 2022

Via Zoom

Abstract

Chair Report. Minutes of 11/4/21 and 12/9/ 21 - Approved. VP Mario Perez from Advancement to talked about Commencement. Approval of Agenda - item added to consent: Education Minor - Approved. President's Report. Special Report: Career Center - Audra Verrier. Special Report - Faculty Athletics Representative - Martha Shott. From EPC: Education minor, Revision to Early Childhood Studies BA, Discontinuance of the Early Childhood Education certificate and Discontinuance of the Education MA Concentration in Early Childhood - First readings completed. Provost Report. Department Name Change Procedure - Second Reading - Approved. From APARC: Revision to APARC Charge - Second Reading - Approved. From SAC: Revision to the Cheating and Plagiarism policy - Second Reading - Approved. From FSAC: Revision to the Excellence in Teaching Award - Second Reading - Approved. Student Representative Report. Staff Representative Report. Vice President of Administration and Finance Report. Statewide Senate Report.

Present: Lauren Morimoto, Bryan Burton, Emily Clark, Wendy Ostroff, Richard Senghas, Sam Brannen, Michaela Grobbel, Carlos Torres, Wendy St. John, Doug Leibinger, Ed Beebout, Angelo Camillo, Florence Bouvet, Elita Virmani. Hilary Smith Ben Ford, Jordan Rose, Ben Smith, Kevin Fang, Rick Luttmann, Judy Sakaki, Karen Moranski, Monir Ahmed, Christina Gomez, Kate Sims, Emily Acosta Lewis, Emily Asencio, Richard Whitkus, Karen Thompson

Absent: Michael Young , Erma Jean Sims

Guests: Megan McIntyre, Melinda Milligan, Aidan Humrich, Christine Shoptaugh Jonathan Smith, Kari Manwiller, Liz Burch, Mario Perez, Martha Shott, Matthew Callahan, Merith Weismann, Michael Balasek, Sadie Pettit, Stacey Bosick, Jenn Lillig Laura Alamillo, Chiara Bacigalupa, Audra Verrier, Damien Hansen, Kim Purdy, Karen Schneider

Reminder to Senators:

Please keep yourself muted during the meeting until you are **recognized by the Chair**. We use Robert's Rules in our meeting.

Please use the raise hand feature to get on the speaker's list. Raise hand and Yes/No are now located under Reactions at the bottom of your Zoom screen.

We will use polling for voting and also please use Yes/No for any votes. Keep your vote showing until asked to clear it.

Senators must open the chat for the meeting. Please do not make motions in the chat. You must be recognized by the Chair to make a motion. Please do not ask questions in the chat.

Senators, please indicate your role on the Senate and Guests, please append (guest) to your name on Zoom.

Guests, please use your full name, so we have that for the minutes. *If you do not post your full name, you may be removed from the meeting.*

Guests are NOT voters. Thank you!

The Chair referenced this reminder at the beginning of the meeting to make sure Senators took note. She also stressed that Senators not make motions in the chat nor ask questions in the chat, but rather to raise their hands and get on the speakers list.

Chair Report - L. Morimoto

L. Morimoto started by saying welcome back to the spring semester everyone. It feels like we need spring break already which is interesting. She had a very short set of announcements and then would bring in somebody to speak and give the Senate an update about Commencement.

Approval of Minutes of 11/4/21 and 12/9/ 21 - Approved.

Approval of Agenda - item added to consent: Education Minor - **Approved.**

Chair Report continued

L. Morimoto said from now on she would not use the formal names of Senate members. It's too much brain space remembering everyone's titles. If anyone wants to do that, feel free and that's great. The second thing is again do not us chat in a way that distracts from the business here. It is not a good way to conduct business.

We have some new faces on the Senate. Ben Ford is representing the School of Science and Tech as a semester replacement for Izabela Kanaana. We also have two new administrators joining us. The new VP of Administration and Finance Monir Ahmed and our Interim Vice President of Student affairs Michael Young. **She turned her report time over to VP Mario Perez from Advancement to talk about Commencement.** Mario is heading up the committee on organizing commencement and he will be providing final recommendations to the Cabinet this week. She brought him in to let the Senate know where he's at and he did conduct surveys about faculty and student preferences on the ceremony.

M. Perez said thank you, Dr Morimoto. Thank you for having me today. It's been quite the start of the semester and we already are staring look toward Commencement. It will be here before we know it. He said thank you to each and every one of the Senate members because each of you, and the rest of our campus community, were able to deliver a shifted commencement ceremony last year that was fantastic. He thought it was a memorable experience, under the circumstances, and one that many of our students spoke highly of and really appreciated, especially the element of being given the opportunity to walk the stage and being able to see their friends and others go through as well. As Dr. Morimoto mentioned, he is the Co-Chair of the Commencement Logistics committee which has representation from many of our campus partners across a campus who do all of the planning of this large scale event. This is a university event, and this is also the last opportunity for us to give a fantastic experience to our graduates, as they transfer from being an undergraduate into part of the alumni family. We all remember the moment we walked across stage and pumped our fists in the air and saying I did it, and this is that opportunity as we began the planning toward the end of last semester.

We definitely wanted to reach out to our students and to our faculty and ask them the what format of commencement they wanted to move forward with. We did receive some good feedback from last year, so we worked with the Provost's office to get a survey out to the faculty members and then also worked with the Associated Students and the Registrar to reach the appropriate individuals who are qualified for graduation and send them the survey as well. We sent the survey out to roughly 3500 students and we had a great response. Overwhelmingly, 84% want to have the traditional commencement that would be inside Weill Hall. Traditional refers to Commencement ceremonies in '18 and '19 as our format for reference. A much smaller amount favored a hybrid format. Faculty members were a little bit more split. There were 127 faculty members who opened and started the survey, 106 completed

it and they slightly favor by 54% going with the traditional format, 46% of those responding said they favor the drive through hybrid commencement.

We discussed this in our CMC meeting today and based off this information and working collaboratively with Dr. Morimoto and Noelia Brambila, we are going to move forward the recommendation of planning for a traditional commencement. There's a slight caveat, as we are still going to monitor what the county and state health officials are saying as we continue to navigate through COVID and we have a drop dead date of March 4th to make that switch if we need to. However, in consultation with the Health Director and in consultation with Dr. Morimoto and Associated Students, we're going to start the planning process for a traditional commencement.

A member said she was wondering - didn't commencement used to take place on the outdoor lawn by the lakes and was that a consideration? We could do a traditional commencement in an outdoor setting such as that on the campus and then maybe that would help resolve some of the differences of opinion about the options.

M. Perez said that was brought up in the Logistics committee. We do have challenges with the Fire Marshal on that outdoor event and that is what has taken most of that off the table. We are just focusing on the traditional format from 2018 and 2019 and the car-mencement for planning purposes. In consultation with Dr. Reeder, who was Faculty Chair last year, we utilized a professional service called Marching Orders to do the name reading for students. We received quite a bit of feedback from students who were very happy that their names were pronounced correctly. There were some challenges around name readers not pronouncing names correctly and with this being that last moment to give students a fantastic experience, we will continue with Marching Orders. We will assign a Faculty member as a backup, just in case there is a computer glitch or perhaps a student who registered too late to be able to upload their name correctly. They won't miss out on the opportunity of hearing their name announced as they cross the stage.

L. Morimoto said thank you so much for coming in and giving us that update, we appreciate it.

Return to Chair Report

L. Morimoto said, for the benefit of new people, she tries to prioritize business over reports, but we always start with the President's report and the Provost's report and

then she makes an effort to get the Associated Students report in because they are further down the agenda. If you are the chair of a committee or you are an administrator and you have something to report, let Laurel know or herself and we'll put you on the agenda and give you a time certain or you can submit your reports in writing if you know you have to leave in the first hour and you really want to give you a report to the body.

We had our Faculty Retreat on the 20th and it went very well and we've gotten good feedback. Matthew Paolucci-Callahan did a session. Vicki Montero-Heckman who just retired lead a session, along with Aiden Humrich from the Staff Council. It was a nice mix of folks and the Provost came and co-facilitated a session on authentic consultation with Aiden and Vicki. The President came in and took part in the social and got to meet some of our faculty and have small conversations. We gotten good feedback from folks. They thought the conversations were honest and actually trying to go somewhere and that's heartening to hear.

We will be holding the Chair Chats this semester on the second Tuesday of the month and the fourth Wednesday to offer more options for attending. We'll send those reminders out next week. For the first Chair chat, we're going to start with Sonoma State's identity and we've gone round and round and talked about it and because she is impatient and is tired of talking about it, she decided the faculty have said over and over we like being a Liberal Arts institution and we are a COPLAC Institution, so she has decided our identity is a COPLAC institution. Because of that, how would faculty like to see that manifest or what sort of things should be supported, how do we think we should go about our business, working around the curriculum, of promoting innovation, what are the characteristics of other COPLAC institutions, what are some of the innovative things they do that we might be able to pick their brains and steal? She thought that conversation would get us closer to the identity piece. That will be this coming Tuesday at two o'clock. She hoped Senators would join us and then the following Chair Chat will be a little more specific and will deal with how do we support interdisciplinary programs. We say that is something we value and that's part of the COPLAC identity. What are the things that faculty can do to help the administration support us? What are some things that we could do to help make that clear to potential students that this is what we do and it's different and innovative?

From the governance standpoint, it requires some cleaning up around policy and we'll talk about that. The problem is nobody owns those programs, which is just weird to her, whenever we do interdisciplinary work across departments schools. Then adding in to evaluate what programs are in suspension or need to be

discontinued or need to be started up and what are the processes for that, so that will be the more detail oriented part of the first conversation.

President's Report - J. Sakaki

J. Sakaki said welcome to this semester and happy Lunar New Year, as well as happy Black History month. She noted that she sent out a notice about returning on February 12th and was excited that we're going to see more people on campus. She did get some questions after the notice that it was silent on the mask policy. The mask policy hasn't changed at all, we're still under the county health requirements. San Francisco and other places are doing something a little different, but masks are required for everyone indoors and that will continue to be our policy for spring.

The good news we received today from the Chancellor's office is that the collective bargaining agreement is ratified and in effect immediately, so that is good news. Thanks goes to the bargaining team and from our campus Elaine Newman, served in the bargaining team. She appreciated her service on that and had a chance to talk with her as well.

She had hopeful news about enrollment. We are on track and we have over 13,000 applications in right now. That is an important figure. This year we had over 4600 additional students admitted for Fall 2022 . What's most important is that it's not that we admit them, but we need to convert these students to actually commit to being here and to enroll and that's going to take all of us thinking about students in your departments, how you can reach to them? We have a big decision day planned for April 23rd, a Saturday. We normally have it in the gymnasium. This year we are going to have it in the Green Music Center, so that we can actually showcase all that we are and who we are, in the most in a beautiful facility, for parent's perspective, students and their families, so stay tuned for that. We've coordinated the financial aid letters and scholarships to go out together. Our hope is we're closer to 3000 new students this year. We think it's realistic that we could at least hit 2700 new students and that will make a big difference for our campus, so we're on track. We've done a couple things like doing on the spot admissions at with our Community Colleges and some high schools are asking for that. Increasing our numbers of students here on campus will help us in housing and dining and in courses and with faculty and everything that we do so. We're on the right track and she appreciated everyone who's given feedback, suggestions and has been helping us with this.

One of the things that we have been working on to help us not rely solely on state funding, is our philanthropic work, getting donations and donors to support the

university is a big part of what we do as well. Our campus target is to raise at least \$9.5 million a year, and she pleased to say for this year we're at 75% of that target and we've only had one semester. We've had some anonymous donors supporting what we do. If any of you have contacts in the corporate world or with individuals who are wondering what to do with their funds, how it can support an issue that they love, be it a particular department or discipline or students, don't hesitate to let and Mario and his team know. They have been working hard with the School Deans as well. She asked the Chair to have Mario back at least once a year to update on what's going on with corporate sponsorships, with individual donors and philanthropy and how can everyone can get involved in help us bring folks to the table.

The Student Affairs VP search is coming along. The committee has been named. We have a first meeting of that committee in about two weeks. We have two faculty on that committee, Dr. Martha Shott and Dr. Elita Virmani. We have two students, three Student Services Professionals, the Police Chief and it's chaired by Dr Jerlena Griffin-Desta. There will be open forums for everyone to participate in along the way.

Next week is Advocacy Week in Sacramento. CFA and students are all meeting with legislators and to talk about the CSU budget and our needs. She was learning more about the ASCSU, and some of the resolutions that they're putting forth, and she knew there was one around emergency decision rules and how we might put things in policy, so that when we are faced with an emergency, we know exactly who to reach to and how we can reach out. This last go-round when the emergency health order came out unexpectedly, one of the things she really appreciated was that Lauren and Brian are able to help, on very short notice, as we were thinking about how we respond to this. It wasn't after the fact, but actually while we were in it. She said to them - we just learned this, we're not sure how we want to respond, what do you think? She really appreciated the input and collaboration.

She sent out a notice this morning to Senate leaders about a free leadership speaker series. She is the Chair of the American Council on Education Women's Network. The first session is Voices from Women Leaders on Success in Higher Education. It's next Tuesday from 9:30 to about 10:30 or 11:00 and it is free and it's a webinar. If anyone is interested in and they don't have the information, reach out.

A guest asked what is the reason for not having the New College Corps program on the SSU campus? Most other CSU's and UC's are taking part.
<https://www.californiavolunteers.ca.gov/>

J. Sakaki said this was an important new program from the start. When we heard about it, we were very involved. She was very excited about the possibility for Sonoma State being one of the campuses that was selected. Unfortunately, there was a technical glitch in the submission of our application. We had fully thought that the application was submitted and these things happen. We are following up to see if there's any possibility. We had a great application and we were very, very hopeful. She had been in communication with the Director of the program and somehow the cover letter was submitted by the deadline, which is a little bit of a lesson for us, as we waited too long, and the cover letter was uploaded to the site and the individual that was doing it thought the application was uploaded as well and didn't realize it till ten minutes after five. It's heartbreaking the application did not get in by the five o'clock deadline. She was sad and sorry, but these are unfortunate things that happen, and we learned a very difficult lesson. We are following up to see if there's any recourse that we have at this time.

Time certain reached.

Special Report: Career Center - Audra Verrier

A. Verrier said she was excited to be at the Senate and she is the Director of Career and Leadership Development. One of the main changes that has happened recently is that she oversees not only the Career Center, but our leadership development programs and co-curricular programming. She would provide a few updates today. She made these links available:

Toolkit: [Career.sonoma.edu/faculty-staff](https://career.sonoma.edu/faculty-staff)

CareerFest: career.sonoma.edu/careerfest

Network: sonomastatenetwork.peoplegrove.com

She had three main things to discuss First, we have our toolkit that has been published on our website. Anytime faculty have a need for resources from the Career Center or they would like to include assignments in their class or they would like a workshop, etc., if they go to our website under faculty and staff they will see an updated page here with the Faculty and Staff toolkit. This describes the ways that we can engage with faculty, courses, programs, etc., including those workshops and resources that can be incorporated into curriculum. Right at the beginning you'll see a lot of our resources such as handshake, our job board and tool. If faculty ever have a need for speaker that is from an employer or company, we can help address that.

A career and major exploration tool that can be used by any person in our Community, with the sequel code is great for career exploration for our younger students or undeclared students who might be unsure about their next steps. We also have faculty incorporate our standout tool which is a mock interview practice platform. We will be getting jobs scan soon, which helps students actually build a resume from scratch or take a resume and edit it based on the job type, role, and industry that they're interested in. It gives them tailored feedback for what they're trying to apply for. She encouraged everyone to go and look at what resources are available. We do have availability for workshops still this spring semester and faculty can request one of those per class. We also have career fairs and events as most of you know. We do have our Career Fest coming up March 7 through the 17th. Soon we'll be uploading the full schedule of events, but it will include things like a salary negotiation workshop, and in-person career fair. Our employers are excited to be here.

The Sonoma State Network is our big exciting update that we would love to share across the entire campus and our entire community really. This is the first time in Sonoma State history, as we understand it, that there will be a network for alumni to engage online with each other, but also with our students, our staff, and our faculty. It's also the first time that our students will have access to this broad network of alumni that join this platform. We partnered with a company called People Growth, mostly it's just branded with our information. It gives us the ability to have what's like an internal LinkedIn, so we're able to connect with each other and form groups. There will be a few more tabs being added shortly. We've just launched it to alumni and have over 150 of them present in the network already. In a couple of weeks, we will launch fully to our students. Faculty can go in and request an account at any time. You can link it with your own LinkedIn, so it pre-populates your information, or you can manually do that. This also gives you the ability to find alumni if you'd like them to come into a class speak to a class. The main purpose of this platform is really for mentoring and there are two ways that students can access mentoring from alumni, faculty, staff and select employers and community partners. They can connect with somebody by saying let's connect and chat with them, so the idea behind this is called flash mentoring, where a student might have a question and they can just email the person and say I'd really love to learn more about xyz and that person can share. It may just be that one time that they interact, or they may have some ongoing questions and answers. The second way that they can find a mentor is to actually connect through one of our mentoring programs.

Our mentoring programs are formal programs where the student will be matched one on one to an alumni or depending on the program it might be a particular

person that isn't an alum. They could be an employer or community partner. We are piloting two programs right now - the Build Your Careers for Dream Center students and Mesa in our School of Science and Technology and we're aiming to connect these students this spring, pilot these two programs and then launch a larger general program. In the years to come we will work with affinity groups and departments on campus to create specialized mentoring programs, connecting those students with the alumni of that particular program or area of the institution. Your department could have a formal mentoring program, for example. The School of Business and Economics has done this for many years manually. They will be launching their program on People Growth next year and will use their formula and foundation that they've created. Karen Thompson has done an amazing job with that and so we're using some of the work that they've done to replicate programs, along with what People Growth recommends, and the latest research on mentoring.

A member said this looks outstanding. How would you encourage faculty members to get more involved in the Career Center? A. Verrier said there are multiple ways that faculty can engage with us. One is we have a lot of faculty that just use our resources and incorporate things like our Canvas toolkit. We have career development professional development tools that are available there and certain faculty will just incorporate that into their curriculum and we might be in communication via email. There's the next level of actually coming into a classroom, doing workshops or projects with faculty. We can definitely work on unique projects, if faculty have an idea and would like to develop something. We advise groups on campus and off campus regarding experiential learning, micro work or internships, which are small project based work programs/internships. If they'd like to create a job, but they're not sure how to hire a student or they've would like part time or they're looking to make a full time position into something more desirable for a graduating senior. There's a lot of different ways that we can connect. Overall, the message that she wanted to share is that career has to be everywhere. We all are a part of the career development of all of our students and we're here to be your resource and to support you in doing that and making steps forward in that. Email her directly - audra.verrier@sonoma.edu. Sometimes that's the easiest way to get started, to just have a conversation.

L. Morimoto said thank you so much for coming in and sharing this information

Audra Verrier said thank you so much, and she requested that faculty share the career fair events that are coming up with their classes. It makes a huge difference when a faculty member invites a student to attend one of those events, and we do see those numbers increase, so use your voice and your encouragement to help

them come and connect. Even as a first or second year student, it's worthwhile for them to build those skills at a young age.

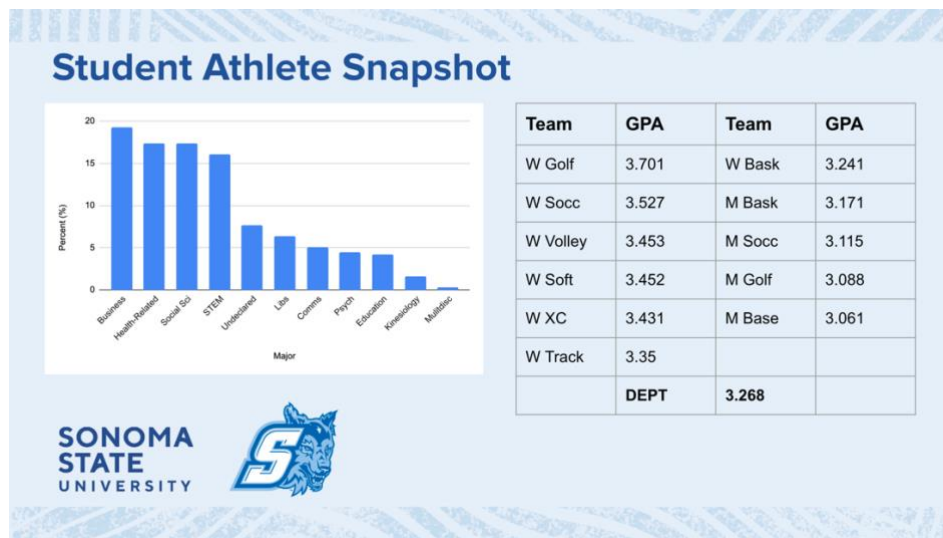
Special Report - Faculty Athletics Representative - Martha Shott

L. Morimoto said our next report is from the Faculty Athletics Representative Martha Shott who just started the position this year, replacing Dr. Stephen Winter upon his retirement. She will give us a quick report of what's going on in Athletics.

M. Shott, said thank you so much Chair Morimoto and other Senators, for allowing her to be here today to give the Senate an update on what's been happening with our athletics department over the last year, plus. To begin, she gave a snapshot of what our student athlete population looks like at Sonoma State. At the beginning of the spring 2022 semester, we have a total of 11 different sports programs that we currently offer at Sonoma State. Four of those are men's teams, seven of them are women's teams and for a total of 247 unique student athletes. They are unique because we do have a significant number of track students who are also cross-country runners and we even had a cross country runner, who was a women's soccer player as well.

Student Athlete Snapshot				
Team	Returning	Transfer	Incoming FY	Total
M Baseball	34	18	5	57
M Basketball	13	2	3	18
W Basketball	11	0	2	13
W X-Country	10	2	8	20
M Golf	7	1	2	10
W Golf	9	0	1	10
M Soccer	25	1	7	33
W Soccer	19	1	7	27
W Softball	15	1	5	21
W Track/Field	13	3	7	23
W Volleyball	11	0	4	18
ALL (*unique)	167*	29	51*	247*

The students comprise a wide variety of majors on our campus as the graph on the left here shows.



This may not be the best breakdown of major representation. She took it from the NCAA summary of our institution. She would have chosen to categorize these a bit differently. We do have students who are studying all across our various schools and majors. On the right hand side shows all the cumulative team GPA for all of our programs. These are presented highest GPA to lowest. Again, this is current as of the end of the fall 2021 semester with an overall Athletics department GPA of 3.26. She emphasized that all of those team GPAs are above the 3.0 level, which is something that the department is incredibly proud of.

Last year, the 2020-21 year has been called the COVID year for obvious reasons, and there were essentially no competitions during that year as a result of safety measures that were in place.

COVID Year, 2020-21

- ❖ Essentially no competitions
 - Pause on Athletic eligibility
- ❖ Spring 2021 training
- ❖ Blanket Waiver for Fall 2021 PTD requirements
 - Personal statement
 - Academic recovery plan

The NCAA decided that it would be reasonable to pause athletics eligibility for students during that year, since they weren't able to compete. What has been interesting about that is that students have continued to progress in their academics, yet they're essentially gaining a year of athletics eligibility, as a result of the COVID year. We're seeing several student athletes using this opportunity to pick up a second major or a minor that they otherwise wouldn't have picked up. A few of them are considering entering a post baccalaureate program at Sonoma State, so they're able to gain even more knowledge and expertise through our institution as a result of that COVID year pause on their academic athletic eligibility.

About mid spring 2021, some athletic training was allowed to continue so students were able to come back to campus and go out on the playing fields, socially distanced, and get some conditioning to prepare them for return to competition this fall. At the start of the fall, the NCAA and the CCA, which is our Conference for Athletics, allowed students to self-apply a blanket waiver for any COVID related issues pertaining to their progress towards degree requirements. For example, students that didn't transition well to remote learning and had their GPA suffer or who weren't able to fully participate in a 12 unit course load, for instance were able to self-apply this waiver to regain academic eligibility at the start of fall.

Our campus decided the way that we would implement this is to have students submit a personal statement as to why the progress towards degree requirements were impacted by COVID and then they were also required to meet with Mendel Murray to develop an academic recovery plan to ensure that they would stay on track towards a timely graduation.

This year, currently, we're back to competition. Starting in the fall we've had a normal playing season.

AY 2021-22 Updates

Spectator Policy - effective through Feb. 11th

Seawolf App - available through Apple Store or Google Play

SAAC Canned Food Drive - Feb. 19-25

CCAA Academic Honor Roll -

Sport	Students
Cross Country	1
Volleyball	6
M Soccer	5
W Soccer	9
TOTAL	21

**SONOMA
STATE
UNIVERSITY**



We have a no spectator policy which is effective through February 11 to be in line with the county health orders. People can always access information about game dates and game results. Some of the competitions are live streamed through the SeaWolf app, which was piloted over the summer and early fall and then released to the public in November. The app is available at the Apple store, Google play or wherever someone obtains apps. It's a beautiful interface. She enjoys signing in every day to see what games are coming up, how our teams have been doing. It shows rosters as well.

When we get back to the in-person or spectators allowed situation, of course, we'd love to see you all on the field. But if anyone can't make it, if Senators are at home with kids or Senators want them to be able to watch and can't make it to campus, then this app is a great way to stay connected.

Once we returned to in-person competition, the Student Athletics Advisory Committee is hosting a canned food drive. That will be the week of February 19 through 25th and all athletic competitions that span that week will have collections for canned food as part of their community service activity. In the fall, we were able to submit 21 student names for the CCA Academic Honor Roll. This is fall sports. The CCA is our Conference. We had one cross country student that qualified, six volleyball players, five men soccer players, and nine women's soccer players. In order to be eligible for the academic honor roll, the students had to be sophomores or higher and also have a GPA of 3.3 or, better. This is a wonderful honor that we have at Sonoma State, having so many students qualify from our fall sports.

Looking ahead...

- **Institutional Self-Study**
 - Institutional Oversight
 - **Budget**
 - Ethical Conduct
 - Recruiting
 - Eligibility and Rules Compliance
 - Financial Aid
 - Health, Safety, and Well-being
 - **Cultural Diversity & Gender equity**
- CCAA women's soccer championship, Nov. 4-6, 2022
- Men's & Women's Golf (w/ Chico), 2023-24

**SONOMA
STATE**
UNIVERSITY



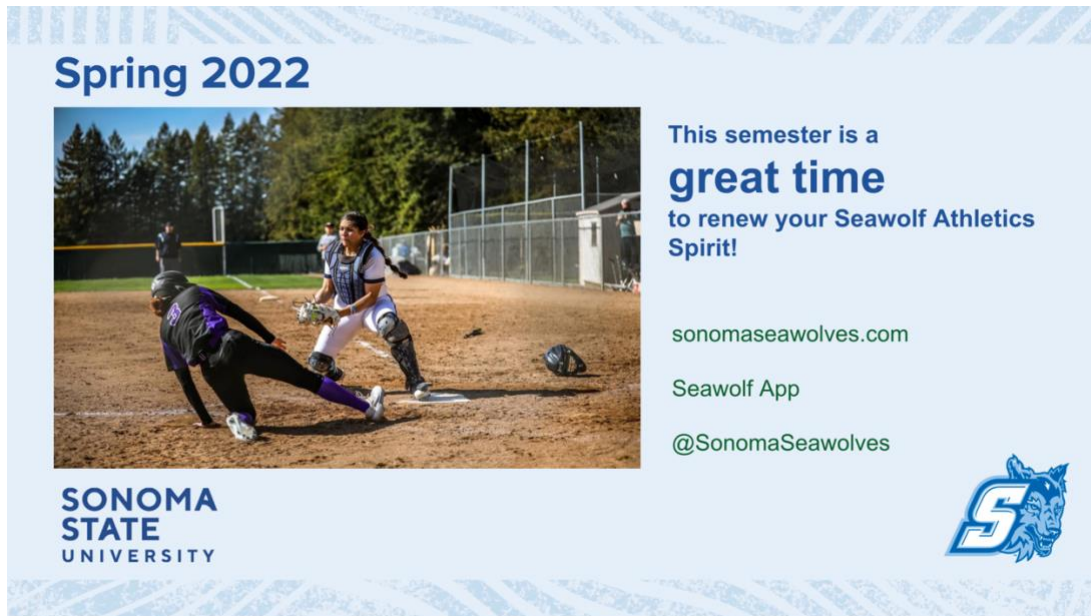
Looking ahead, the Athletics department is about to engage in an institutional self-study, which is a requirement of the NCAA. It happens every five years. Last year we were due for one, but because of COVID, we had an extension to this year. As part of that self-study, the institution is required to respond to various items related to institutional oversight, budget, ethical conduct, recruiting and everything that's on this list above.

She highlighted budget and cultural diversity and gender equity, because she knew that there was some interest in hearing more about those two pieces at the Senate.

Since the campus is in the process of developing those right now, she hoped to be able to come back and report on those in more detail, or at least share some of that information in a way that can be disseminated to interested parties.

For next year, Sonoma State is hosting the CCA Women's Soccer championship on our campus. That will be early November and then for the following academic year men's and women's golf championship will be co-hosted with Chico State. We're not sure exactly where that's going to happen, or if there will be two locations. We will keep you all posted on all of that information.

She said she would end by saying that this semester, spring 2022, is a great time to renew your SeaWolf Athletics spirit.



It's an understatement to say we've all been pretty underwhelmed with the last two years of our lives. In a week, we will be returning to campus in a more normal way being able to attend our athletics competitions and cheer for our students on the field, or on the court which is going to be a nice way to reconnect with each other and to get our students proud of their home institution. Many of them haven't had a chance to develop that sense of community because they've been on Zoom for the last two years. She encouraged all Senators to come join us for some of these games. Download our app to see the upcoming competitions or visit sonomaseawolves.com. Follow us on Twitter, Instagram or Facebook and also, if faculty have student athletes in their classrooms, she encouraged them to announce when they've got an upcoming game and encourage the other students to support them by attendance at the competitions.

A member said he didn't always know what events are happening, He knew it was on the website, but it would be cool if we had announcements about sporting events. He likes to go to them, if he knows we can. It would be nice to have that option.

M, Shott said apparently there's a way that you can add events to your Google calendar. But that can be a bit overwhelming because it includes away games, as well as home games. That is something that the athletic staff are aware of and they're

trying to figure out a way to separate those two calendars into home events that people could add right into their typical SSU schedule. If Senators have other suggestions for how faculty would like to receive those alerts beyond having to go seek them out, then please send them her way and she will share them with the appropriate people.

L. Morimoto said it would be great if every team would send their student athletes away schedule at the beginning of the semester. She understood that things change, we don't know about playoffs. Some teams are great about it and some are not. As an instructor she appreciated getting that information ahead of time. Most faculty appreciate having that ahead of time because the student athletes don't always remember. Also, it's very helpful to know this is actually legit because some of the athletes don't realize that. It's a good way to breed positive relationships with faculty.

M. Shott said excellent plan and she would take that feedback back.

Time Certain reached

From EPC: Education minor, Revision to Early Childhood Studies BA, Discontinuance of the Early Childhood Education certificate and Discontinuance of the Education MA Concentration in Early Childhood - First readings - E. Asencio, C. Bacigalupa

The Revision to the Early Childhood Studies BA and the Education Minor were moved from the consent calendar to business.

E. Asencio said these four proposals: Discontinuation of the Early Childhood Education certificate, Discontinuation of the Education MA concentration in Early Childhood and revision to the Early Childhood studies BA and Education minor proposals, all came through EPC and were very clear, very concise, very technically correct and we didn't have any questions or feedback. There were just a couple of minor technical issues that we asked and C. Bacigalupa took care of those right away. EPC recommended these unanimously in the end, with no real questions or anything like that. C. Bacigalupa was present for any kind of substantive comments.

C. Bacigalupa gave brief reasons behind each one of these items, and then was happy to answer any questions. The School of Education has been talking and thinking about a minor for many years and the main reason behind putting the minor together is that we know that students who are interested in teaching or interested in fields that include education, not necessarily in the classroom, they have a hard time reaching us when they're undergrads. There really isn't a home for

them and we're hoping that an Education Minor will give them a place to be and a place to meet many of our instructors and also, help them to decide to come to our credential programs after they graduate. It's also something that's been recommended by our accrediting agency, so that's basically why we put that together. We are discontinuing the Early Childhood certificate. This was a program that was run through Extended Education. We only ever did one year and we didn't have enough students in it at the time that we put that certificate together. The legislature was first looking at what's called transitional kindergarten which is public school programs for four year old's and what happened is at the last minute the legislation included a loophole saying that regarding transitional kindergarten, school districts could decide. Teachers basically had experience, and they didn't need academic preparation or units and so that program never got off the ground because their districts didn't see a need for it, and at the same time, the requirements for what it means to be a transitional kindergarten were changing. The program has been on hiatus for a few years. It hasn't had students, the need for it is not there, so it was definitely time to discontinue that. The revisions to the BA is not a revision to the Program. The simple thing that we were doing is asking to put one section of each of our upper division courses that are required in the major online and the impetus behind this one is big changes in the Early Childhood Education field. Back to transitional kindergarten again, for those programs for four year old's, the public schools were recently expanded. California is going to need somewhere between 80 thousand new transitional kindergarten teachers. What's interesting about is that right now in the field, we have lots and lots of mostly women, who are teaching four-year-olds in preschool classrooms, some of them are private, some of them are state funded. They are no longer going to have four-year-olds in their classrooms. Those classrooms are basically going to disappear and those four years are going to go into the public schools when they do that. The preschool teachers who currently are doing this teaching cannot just slide over. They're going to have to have a BA and a credential which they didn't have to have before. We're looking at this and we're looking at the fact that 40% of preschool teachers are women of color and we're saying we're going to lose very talented and experienced women who are no longer going to be able to be teaching four-year-olds, so we wanted to create a pathway for them, an easier way to get their BA because they're mostly women, who are at least working 40 hours a week and have families of their own. They've got lots of things going on in their lives and they're working for very low wages, so we thought if we could put together a pathway, and most of them do have many classes under their belts from the Community college, and we're thinking they look like transfer students. If they can come to us and finish off their BA degree, and we have flexibility for them with online learning, then we will help them to stay in the field. That's our main reason for putting, for now, one section of every upper division

course online. Nearly all of the faculty in Early Childhood Studies, tenure track and lecturers, have gone through the online training. We are prepared to start getting the quality of the CTET certification of our courses. We're taking this seriously. We want to offer very good online courses. That's what the revision is about.

The very last thing is the discontinuance of the MA concentration. The short story on that is that concentration was not in compliance with the EO 1071. It needed to be discontinued last year when our new online MA was approved. There's no reason to keep it.

A member asked are there any concerns about timeliness, or is there no rush to make this decision allowing us to have two readings?

C. Bacigalupa said from her perspective, she is very much hoping that all of these things can be in the catalog for fall.

It was clarified that the deadline for fall catalog is March 1.

L. Morimoto noted it is February, so there is somewhat of a time issue, but there is time for two readings, because we meet again in two weeks.

All EPC items first readings completed.

Provost Report - K. Moranski

The Provost said she would talk a little bit more about enrollment. One of the things that she wanted to emphasize, aside from the number of applications that have been processed are 82% of the total applications that we've received, the advantage of that is that we can get out financial aid and scholarship packages to students quickly, which will encourage them to submit deposits before May 1. What that does is get as many applications and deposits in the bag as possible and that increases our potential of increasing our enrollment. The good news on we have a lovely new financial aid package with glitter and all the bells and whistles that we have long wanted. Those things are part of the new financial aid package, so our kudos to Financial Aid for completely redoing their letter, their materials, everything to make sure that students had their complete cost for financing college and they have complete financial aid and scholarship packages up front. Those will go out the third week of February, a deadline that we have set to try to get deposits in as quickly as

possible. The timing is critical here for increasing our yield. The other comparison that is useful is that for undergraduates compared to fall '21, we have 586 more completed applications compared to the same point last year, so that is an encouraging sign that perhaps students are feeling more able to consider Sonoma State and more willing to come from Southern California. We are getting significantly more numbers of applications from Southern California and that's also crucial to meeting our enrollment targets. It's going to be a long slow growth. She was not going to try to sugarcoat this. We claw and scratch for each application, each deposit, and we're going to have to do that as we rebuild our enrollment. Perhaps the turn is beginning to happen and so kudos to our team. We have a new team member in Enrollment Management, Rich Toledo, who is our new Outreach Director. She encouraged Senators to meet him. He knows his work, and he really knows marketing strategies, which is something that we really need to improve as we move forward with enrollment. She encouraged everyone to participate in the April 23rd decision day. That is a major push for the campus, it is a push for majors as well. The more majors who show up to talk to students and a faculty presence is critical in making the case for coming to Sonoma State. There will be information and signups and more coming from the strategic enrollment folks, but please plan on that April 23 date. We are giving out over 3100 offers from our recruitment scholarship plan. The Cabinet learned recently that the pilot program this past year was very successful in yielding additional students and in yielding additional first generation and underrepresented students. It achieved the results that we wanted. All of the Presidential Scholarships this year will be first generation and diverse students. We are excited about the impact of that recruitment scholarship plan.

We are actively working on the interim Dean position in Arts and Humanities. She has met with every chair in the School of Arts and Humanities. She is meeting with staff in the School of Arts and Humanities. She has met with governance leaders to get feedback on what characteristics we're looking for in an interim Dean and names of possible folks. She has received several nominations and she will move to having longer conversations with the folks who have been nominated. We'll make an appointment by the end of next week, if at all possible, so this is coming as quickly as she can make it happen. It's important that we do that, so that we have an effective transition period that is going to help that interim Dean be set up for success.

In other news, the Academic Affairs Budget Advisory working group is doing a smashing job. There are several people present who are participating, including one of our co-chairs, Emily Acosta Lewis. They have been actively engaged. It is a truly collaborative, consultative, communicative committee, and they are actively

considering how to make five and a half million dollars in cuts, that's a 10 to 12% cut of our budget in Academic Affairs. Making the cut is important and making the cut in a way that's not going to harm the core of our academic function is important. But as important as the budget process is, we are also using is a totally new way of approaching budget and budget decision making on this campus. It's a crucial shift, and she was very proud of that group and very excited about what their recommendations will be.

As we started this semester, it was not exactly what we had planned, and yet we persevere and we continue educating our students. Faculty are continuing to do amazing work helping students through these first three weeks of the semester mostly remotely and we look forward to returning to 70% in person classes on February 12th. We do have classes on Saturday, so in-person classes will resume on Saturday February 12th. Fall planning has commenced with the suggestion that we basically maintain the same percentages of continuing at least 70% in person. She did know of some departments that plan to be 90% in-person for fall. She also knew of ones that are going to be offering a number of opportunities for online classes to students who want online classes, because they're non-traditional or the are graduate students or that's a good fit for the pedagogy and curriculum. We want to allow flexibility. We want to allow flexibility for beta and zeta variance of COVID that that are doubtless on the way, but we want to make sure that we're stable for fall. If faculty have thoughts about that, please feel free to email her.

We are completing a couple of important reviews, both in the Library and in the Center for Performing Arts. The consultant report has come out for the Library. Kaitlin Springmier, who is Chair of the Library faculty, and Dean Schneider are consulting together to make sure that we develop a set of action steps that are going to address, very deliberately, all the concerns that have been raised in the Library. We look forward to sharing those materials with you, once the Library faculty and the Library staff have had an opportunity to add their thoughts and recommendations for action plans. That is coming forward, as is a budget and operational review of the Center for Performing Arts that was done in part, at the request of AS. We will be releasing those materials we've done an operational and budget review and a costume shop inventory.

A member had a question about the daily wellness screenings. We got an email last month that was recommending that faculty find appropriate ways to check the student's screenings and only allow those who had green indicators in the classroom. In her department, we found that these communication were rather vague and not very practical, especially for classrooms that are going to be rather big and have two different entries. She was wondering if there was a discussion on

ways to do the screening at the entrance of the buildings, like it's done on campus at UC Davis. She didn't think she is going to have the time and the logistics to actually do that and still provide the education that the students are coming on campus for.

K. Moranski said we're conscious of the time constraints and those things. She called on the VP of A&F to answer.

M. Ahmed said let me check into the specifics and we'll get back to all of you. He didn't want to mislead the Senators. He want to get the right information to share.

Department Name Change Procedure - Second Reading - J. Lillig

J. Lillig said she thought this item was ready to go.

A member said he thought it looks great, but we don't have a school name change procedure either or campus name. Why do we need this one?

J. Lillig said because we have departments that want to change their name.

The member said there was a time when someone wanted to change the names of schools to colleges once and we didn't have a procedure for that.

J. Lillig said we can add that later, if you like.

Motion to approve. Second. Vote on Department Name Change procedure Yes = 21, No = 0 Approved.

From APARC: Revision to APARC Charge - Second Reading - E. A. Lewis

L. Morimoto asked for any questions.

Motion to approve. Second. Vote on revised APARC charge - Yes = 21, No = 0. Approved.

From SAC: Revision to the Cheating and Plagiarism policy - Second Reading - K. Thompson

K. Thompson said she would do a refresher since it's been a while since everybody's seen it. There are a lot of relatively minor changes to this policy. We updated web links. We updated the name of the Executive Order that's relevant for this policy. We

updated the name of the form that faculty use because that was actually changed in the prior academic year. We fix some typos that some of the Senators kindly found as well as adjusted some gender neutral language. There are a couple of examples that we added to types of cheating and plagiarism. The Dispute Resolution Board reviewed this and was fine with it and the Student Conduct Administrator also reviewed it and was fine with it.

A member said this has nothing to do with this policy per se, but in this policy and something that we run across with a lot of our policies is something we should consider in the future: how to deal with a policy that has a lot of web addresses and web links. These go dead fast. It is something we have to work on this campus, to figure out how we maintain either the active web links, or we decide we just don't put them in the policy, we just refer to them and then have the individuals find it themselves. With that mind FSAC is considering putting together a faculty handbook in which we would like to have living web links to all the available places where a faculty member needs to go to find important information. One of the things that we discussed is how do we maintain the web links for something like that. It is a question that we have to deal with at some point.

A member said we've been making a point of trying not to have procedures and policies in the same document and have the procedures outside the policies. The policies determine what can or cannot be done. He considered web links and any other points to other kinds of documents as implementation level items. It makes sense to move those links and they can be added at the end as just extra information in an appendix. We don't want them in the document itself because that way we don't have to go through approvals to change them and as the overall spirit of implementation is outside of policy.

Motion to approve. Second.

No discussion. **Vote on Revision to the Cheating and Plagiarism Policy - Yes = 20, No = 0. Approved.**

From FSAC: Revision to the Excellence in Teaching Award - Second Reading - R. Whitkus

R. Whitkus said this procedure is posted on the Senate website and it describes the process upon which the award is given, the procedure in which faculty are nominated and so forth. The only thing we're changing is in the section on the selection committee. Historically, the selection committee was decided by the Executive Committee of the Academic Senate. They appointed two previous

recipients of the award and those two recipients, along with a representative from the Associated Students went through the dossiers and decided on who would then be the next recipient. Last year, the dossiers were sent to FSAC and FSAC took on the role of going through the dossiers and deciding on who would be the awarded. At the time, FSAC decided we really don't know what we're doing, because it was just dumped on us for the first time. We had discussions with the Senate Analyst and we thought about it ourselves. We finally decided the best place for this review to exist would be in the Professional Development subcommittee of FSAC. This way there would be a continuation of a year to year review process. The committee membership would be able to pass on that information. Additionally, the Committee deciding would decide on how to change or make the review procedure better. PDS agreed to take this on.

All we're doing in the revision is to change the section on the selection committee by placing it within the Professional Development subcommittee of FSAC and keeping on the ability of a student representative from Associated Students to be invited to participate in the selection process.

A member asked does the committee have the capacity and time to be able to do this when it needs to in the spring? It is not an over imposition on their workload, for example.

R. Whitkus said actually PDS actually was very on happy to take this on because they figured it was right in their bailiwick.

A member said he thought it was extremely appropriate for PDS to be the committee that would look at the award, because it actually closes the loop between what are we trying to do to help with professional development, and where our excellent teachers are the outcomes that we're wanting. It seems like a very proactive and positive move.

R. Whitkus said this is a first of two readings. If Senators would notice at the bottom of the of the document, the call for nominations were supposed to go out in January. There is a timeliness to this revision. If anyone thinks that there's really a problem with what we're requesting, he would like to know, so FSAC can go back and work on fixing that. However, if no one sees any problems, he requested this body to waive the first reading, so we can potentially pass this and get the award nominations announced.

Motion to waive the first reading. Second. Vote on waiving the first reading - Yes = 21, No = 0. Approved.

Motion to approve. Second. Vote on revision to the Excellence in Teaching Award - Yes = 21, No = 0. Approved.

Student Representative Report - C. Gomez

C. Gomez said she was grateful that she was able to be here this semester. Katara did an excellent job giving her reports, but this semester she be able to be with the Senate. She shared a little bit about herself. This was her fourth and final year here at Sonoma State. She is a history major and minoring in Chicano studies. She also works for the CASSE department and is also the President of MECHA and definitely has a lot of different student perspectives from all around our campus.

The Associated Students as a whole were trained over the break and we were focusing on what our priorities are going to be for this upcoming semester. Some of the things that we're looking at is DEI, specifically our role as an HSI institution. We are also looking at our students and what their post graduate plans are and how we could help students know that their advisors are there for them and the kinds of things that they can help them plan out. She is also part of the McNair Scholars program which has given her so many opportunities and super specialized advising when it comes to her pursuit for graduate school. We are trying to figure out ways that all of our students can have that specialized experience here at Sonoma State.

With the start of the semester, there are some issues that are arising with some of our students. One is making sure that the classes are listed in the right modality on the schedule. Students are signing up for bi-synchronous and they're not listed at the correct time, which is difficult when you're trying to plan out your semester and figuring out if you could take different classes. When you find out that you don't have class on a certain day and you could have signed up for another course, it's frustrating.

Another thing that students are having trouble with is accessibility of their course materials. Already files are being uploaded that certain students can't use and another thing is captioning. When watching videos on class or recordings of Zoom lectures, it's difficult for some of our students who have certain disabilities to not have those transcriptions available to them.

Last year, the Associated Students passed three resolutions and all regarding syllabus policies. The first one was about natural disasters or unforeseen circumstances. We need a policy in place for the students to know what's going to happen. We've lived through fires, COVID and there's a lot of uncertainty. The second one was about basic needs and where students can find basic needs resources on campus. The last one was asking for a link or directions to where students can report instances of bias. This is a big issue on our campus, where students hear something and they don't know what to do about it.

A member said we have a lot of campus wide policies in our syllabus and she didn't know if what the AS is suggesting would be the most efficient way of conveying information to the students. We already have some that might not necessarily be related directly to instruction, so the AS might want to keep that in mind. Have you heard of any students who had housing issues? We are coming back in person in the middle of February and she was wondering if that was an issue for some of our students and could that have impacted their ability to come back?

C. Gomez said to address your first point, one thing to mention is we know that sometimes there are struggles with strategic communication, but one of the things that we know is that all of our students read the syllabus. It definitely depends on the student, but she would say it's definitely something that students do look at.

About housing, it was definitely difficult for some students who are in their last semester to be moving up in the middle of the year. Most leases are year-long leases and then another thing is the cost of living in California is outrageous. She recently saw a listing with somebody renting out their dining room for \$600 a month. These are the listings for students, not a room, a dining room. It is expensive for students. She thought that's one of the barriers. On campus housing is also expensive too, so it's difficult for students to try to decide what to do and figure out how they're going to come back and not all students get financial aid. That's a big struggle to figure out where they're going to live, how they're going to pay their rent. Credit checks are a big issue as well. In this pandemic, it's been hard to find housing, but with the housing costs, it's definitely a lot harder.

A member thanked C. Gomez for her report and she found what was said about bias to be compelling, that our students don't necessarily have a place to go to report on these things. She liked the idea of an online place. Something that came up in the Statewide Senate at our plenary or post-plenary was which campuses have an ombudsperson. She didn't know if that would also be someone that would be available to students, but we're a campus that does not have an Ombuds person,

and we faced bias in lots of arenas. Our students face bias, our faculty and staff face bias. This is an important and pressing issue. We need to have someone that we can go to with these with these situations. We need to have a voice in what our environment is like. That should be a front and center concern for us.

C. Gomez said we actually do have a place to do it, but nobody knows it's on the Student Affairs website. Obviously, there are a lot of things that are on our website, but sometimes it's hard to find them. Our resolution is about directing students to the right place and making sure that they could do it in a way that's comfortable for them.

L. Morimoto said maybe there's a way we can elevate it, because the history of having that reporting page has not been smooth. We had it, then it went away, then we had it. Maybe it's a matter of finding more ways to elevate it and where it makes more sense to go. If it's just on Student Affairs site, maybe it needs to be in some other places as well.

Staff Representative Report - K. Sims

Posted in the chat: We have had two interesting and fruitful Staff Council meetings so far this semester. I wanted you to know that our next Staff Council meeting is February 15, 1-1:50 and we will have a visit from Risk Management at SSU.

Vice President of Administration and Finance Report - M. Ahmed

M. Ahmed invited everybody to the Black and Brown and Blue event this evening. He was able to get a bit of clarification on faculty needing the status of student vaccination. There is no requirement for faculty to check, but if a faculty member is uncomfortable, they can check. It's not required.

L. Morimoto said she was going to restate his answer, since the sound quality was low. It's not mandatory it's recommended. She noted that even if you wanted to do it, it would be hard. She knew some students wanted it too, because they've come to her and said, one teacher doesn't do it and they really wish they would. Do we have the bandwidth to put people at buildings to handle it or not.

C. Gomez said one thing she had thought about was on Canvas, could students upload pictures? Could possibly students provide a screenshot of the picture of their daily wellness screening? There's a lot of technology, so there should be somebody who can figure out an easy solution.

A member said she thought we need a more consistent policy that students cannot be expected to do it in some classes or not, because then that could lead to some miscommunication or possibly a more confrontational situation. She didn't want to be put in the situation where she is using instructional time to deal with this type issue. She would hope that we could come up with a consistent policy that we all follow throughout campus for both the faculty and the student's sake. Some students also would like to know whether they're sitting next to someone who is likely to be ill.

M. Ahmed said thank you, and he acknowledged we hear you and will work on it. He thought the recommendation does require some qualification and sharing of information.

The member said it is facilities job to be checking the student's wellness status, that's an administrative job responsibility, not a faculty responsibility, we thank you.

L. Morimoto said we have had concerns about that as well. We don't want to be the police people.

Statewide Senate Report - W. Ostroff, R. Senghas

W. Ostroff said we had our plenary at the end of January, and some important resolutions were passed. One was the support of faculty supervision of student's research, scholarly and creative activities in the CSU. This was approved. This resolution is telling faculty to not do unpaid labor. If we have structured things that students need to graduate, then that is an unpaid labor situation. The CFA is urging us to not do unpaid labor or to grieve those situations and to build our majors in a way that don't incorporate unpaid labor and instead make that into a course that counts towards WTUs. That's been done on many of our campuses in the CSU and it can even be partial WTUs in different semesters that add up to for supervision. We want to sponsor this incredible work and we want our students have the opportunity, so we need to take it seriously and build it in as part of our workload, because it is our workload and it's very important work that we're doing with students.

A couple other things are coming up in the pipeline for our March plenary from first readings that have been approved that we would love to have you weigh in on are the impact of the California Community college baccalaureate programs. Senators have probably been hearing that the Community colleges are going to be offering baccalaureate programs. We have a resolution requesting the faculty be involved

with the approval process for these programs. There is also a resolution on the review of the fiscal impact of these proposed baccalaureate programs at the California Community colleges.

R. Senghas said there was a joint resolution from Academic Affairs and Faculty Affairs which asks the campuses to develop policies for emergency circumstances. We've had fires, we've had floods, we've had plagues. Being able to declare certain kinds of emergency circumstances and then set up some clearly defined processes of decisions that allow faculty to keep their authority over curriculum and pedagogy. This may be something that we would want to approach in our committees to see how might we start working on such a policy, because it helps when things start getting out of hand. If we can say, here's our alternative way of doing things, we delineate it rather than figuring out what's going to fly for as long as it goes. There might be a process for declaring certain emergencies and then that sets up certain decision processes. That should be something that we start moving towards.

Adjourned.

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