

Executive Committee Minutes

February 25, 2021

3:00 – 5:00 with free the fifties

Via Zoom

Abstract

Approval of Agenda – items added. Approved. Minutes of 2/11/2021 – Approved. Chair Report. President Report. Provost Report. Statewide Senator Report. From EPC: Revision to BA in Philosophy – Approved for Senate consent calendar. Vice President of Administration and Finance Report. Associated Students Report. From FSAC: AFS/PDS Statement on Teaching Sensitive Materials – Approved for endorsement on Senate Agenda. From SDS: Syllabus Checklist for Diversity/Inclusivity – Approved for endorsement on Senate agenda. Academic Senate Resolution on Administrative Encroachment into Curricular Matters – Approved for Senate Agenda. From APARC: Letter to Ex Com regarding Syllabus Policy – Approved for Senate Agenda. Senate Agenda Approved.

Present: Laura Krier, Carmen Works, Bryan Burton, Richard Senghas, Elita Virmani, Emily Asencio, Paula Lane, Hilary Smith, Sam Brannen, Amal Munayer, Judy Sakaki, Karen Moranski, Joyce Lopes

Absent: Wendy Ostroff, Wm. Gregory Sawyer, Erma Jean Sims

Guests: Jerlena Griffin-Desta, Sandy Ayala, Theresa Nguyen, Krista Altaker, Megan McIntyre

Approval of Agenda – Items added: AFS/PDS Statement on Teaching Sensitive Materials and; From APARC: Letter to Ex Com re: Syllabus Policy – **Approved.**

Approval of Minutes of 2/11/2021 – Approved.

Chair Report – L. Krier for J. Reeder

L. Krier noted that J. Reeder will join the meeting later and she would chair today.

President Report – J. Sakaki

J. Sakaki said she was invited to speak to an association of women in higher education in Georgia. Georgia has been such a pivotal state this year she couldn't help but accept the opportunity to give thanks back to them and talk to them. It was quite an inspiring session to be in. Chancellor Castro has begun campus visits and he intends to visit all 23 campuses in a year and he's starting out, of course, doing them virtually. His Chief of Staff is in conversations with J. Griffin-Desta and they are looking at September for us. We hope that will be in person. We're working on what his day will be like and the agenda, and most certainly he will meet with the Executive Committee. Regarding the graduation initiative, there is a new advisory committee that was appointed by the Chancellor that includes Trustees and

Presidents, Provost, students and staff. The plan is that this new advisory group will identify strategies to more aggressively close equity gaps and to maintain accountability, and disseminate and review progress reports. She appreciated all the input that people have given about commencement and, especially, we heard a lot from students who really want more than just a virtual commencement. We will be celebrating two different classes on two different weekends - May 15 and 16th for the class of 2020. And May 22 and 23rd for the class of 2021. These will be what we're calling hybrid drive-through and virtual ceremony, details yet to be worked out. We're planning that they will be exciting and fun in the best way we can, taking into account where we still are for health and safety reasons. We are expecting that there'll be cars all fancied up like the mortarboards would be. They might be pretty fancy so we might have some awards and competitions and most importantly, the students will have an opportunity to cross the stage and have pictures taken. We're not yet sure how that will be structured in terms of faculty involvement, but if cars are snaking through the campus in a parade, she could imagine that there could be faculty waving. If we can organize it so that we might know when different students from different schools are coming through, it would be wonderful to have faculty involved to celebrate our students and their families, so stay tuned for more. Mario Perez, our VP for Advancement is co-chair of the logistics committee.

A member asked which would be the best person to speak with about commencement, Mario Perez or someone else. For instance, Hutchins students who are in the School of Education and their parents, in previous years, have needed to attend two different ceremonies on two different days, and so we very much want to try and help those two schools be together. Her Dean was not sure who to contact. The President said she was sure that the Provost will take that to heart and we have a cabinet meeting tomorrow, so she can make sure that Mario hears this concern as well.

A member said the announcement about commencement mentions that students might have the option to get out of their cars and walk across the stage and he was wondering whether the stage setup would be in a parking lot, or are we talking about the Green Music Center stage. The President said currently it will be an outdoor stage and currently the thought is that the drive-by, drop-off place in front of the Green might be the most appropriate place to stage a stage. It won't be indoors. It won't be walking across the Green Music Center stage. It has to be outdoors for health and safety reasons. If you can envision a parade of cars snaking their way around the campus in a nice organized format coming in one entrance and going out the other side, cars decorated, faculty and staff cheering on the sides and jumping up and down or whatever we would do to celebrate our students and then, as they get near the stage, just the graduate would be allowed to come out of their car walk, across the stage. The President didn't even know her role yet and they were considering a cardboard cut-out of her for students to take pictures. We've already had to bring that plan to the county public health. All this depends on where we are with COVID numbers.

Provost Report – K. Moranski

K. Moranski talked about the graduation initiative. We've received two reports in the last week, so it's a big topic of conversation. There are two issues that are the reason that it's a big topic of conversation. The class starting in fall 2021 will determine our four-year graduation rates for the GI 2025 targets. Remember that we are at about 40% now on the four-year graduation rate and our target is 54%, so the Chancellor's office and the Graduation Initiative Team are trying to focus on immediate interventions that are going to be impactful in a short period of time to help us achieve our targets and our equity gap reductions. Remember we're aiming for zero percent on equity gaps, for both under represented students and for PELL students. They have issued an equity gap progress report and a general one for the system, but also a specific one for Sonoma State. In that report for Sonoma State, they tell us that if current trends persist our model predicts that in 2025 Sonoma State is likely to eliminate both its underrepresented minority gap and its PELL gaps, so that's the great news.

The latest report suggests that we're at 1.8% for the equity gap, and we are at 4% on the PELL, so we have some work to do there with our low-income students. In the report there are good suggestions for how we proceed. She has shared this report with GIG and that group will be looking at the Equity Progress Report and issuing some recommendations for action in collaboration with faculty governance, with administrators of various units supporting students, and with our diversity equity and inclusion efforts. We're trying to pull everybody together behind a set of recommendations for immediate action. The second report is a report on advising that just came out today. It's intended to provide suggestions to campuses about advising. It talks about advising workload. It talks about mandatory advising. A number of campuses are experimenting with various forms of mandatory advising. She sent that report as well to the GIG and they'll be taking a look at that and will be happy to work with any Senate Committee or subcommittee that would be interested in reviewing and suggesting recommendations. We are in the homestretch, but also recognizing the weight of responsibility that we have to focus in on our students. It's amazingly tough because those targets didn't change when COVID hit. We still need to be meeting those targets and addressing the disparities that keeping students from graduating on time.

She also discussed continuity planning across the system. She was in an Academic Affairs Council meeting today with all the Provosts, hearing from the some of the other campuses about what their plans are. Our plans are very much in line with some campuses. The range is huge from 25% to 75% in terms of in-person coursework for the fall. Dr. Benton who has been advising Chancellor Castro is saying publicly that she's much more optimistic about our ability to be in-person in the fall. We are expecting the Governor's office to revise their recommendations that they sent out this this past summer and we're expecting some guidance from the Chancellor's office soon. We have urged that it happen now because we're scheduling now.

Statewide Senator Report – R. Senghas

R. Senghas reported that the Statewide Senate is starting to get ready for the plenary in March. We are starting to look through briefs for each of the Faculty Trustee nominees and will be voting on that. Some of the Senators are comparing notes on getting access to COVID vaccines and how different it is from county to county. We've been circulating some reports that have been coming out from various places including California's Recovery of Equity Task Force, which comes out of the Governor's Council for post-secondary education. There are four basic recommendations coming from this - fostering inclusive institutions, streamlining pathways to degrees, facilitating student transitions and simplifying supports for student stability. These issues have been exacerbated by COVID. The idea is how do we learn from what we've been dealing with and from what we knew in the past and how do we restructure in the future to address those things in the long term. We also saw the memos coming out of EVC Blanchard's office regarding the suspension of counting of W's toward the maximum number of W's students can get during these COVID semesters, as well as the GWAR high stakes tests being suspended so campuses are doing what they can in other ways to meet the writing requirement. One other thing that was interesting was that EVC Blanchard put out a memo challenging the methodologies that are being used by the National Council on Teacher Quality. They've been one of the groups that have been questioning teacher certification and some of our processes within the institutions. They describe themselves as being disruptive and maybe even wanting to dismantle current paradigms of teacher certification. EVC Blanchard talked about the deficiencies of their methodologies and the selective use of available online data without comparable realities on the ground.

He was open to hearing anything that people might want to have brought to the Statewide Senate and already had on the docket going to Faculty Affairs, with some of the faculty comments about the extra training programs that we're feeling overloaded by and why are all of us doing this and how does this look like from the system level versus campus level.

From EPC: Revision to BA in Philosophy – E. Asencio

E. Asencio said that the Philosophy BA revision passed unanimously in EPC. We waived the first reading. The only revisions for this are related to unit changes for the GE revision requirements. She was happy to answer any questions. It was requested to be put on the consent calendar. **Approved for Senate consent calendar.**

Vice President of Administration and Finance Report – J. Lopes

J. Lopes provided an update on where we are with vaccines. The Sonoma County Office of Education is continuing to provide vaccines to educational institutions and employees, but we did get noticed this morning that they didn't get a vaccine allocation this week and they're not expected to get vaccine allocations the week of March 1, so we're still having vaccine distribution delays. The county is not getting as many vaccines, as they had anticipated. It was significantly reduced across the

board, so only second doses will be done within the county for the next 14 days. We are working on an inclusive package for housing and dining. We expect that marketing and pricing work to be done by March 1, so look for some information to be shared, both on the campus and with our students. We're hoping this will help to boost enrollment and get some real excitement amongst the various students who've had offers of admission and scholarships sent to them, etc. We're working diligently with Provost Moranski to put together the fall repopulation plan and look at how we best support the classes that need to be on campus, keeping in mind that we are also going to need to provide significant support to our faculty and our staff in terms of returning, and the number of people that are going to be back on ground and also in terms of transitioning. Some folks aren't going to have as easy as of a time of coming back on ground and we're looking at how we support that. We're looking at counseling and other kinds of outreach forums, different ways to try to provide support, as well as how we can provide support to people who might not be able to come back on ground. A lot of work happening behind the scenes and we'll keep you posted.

A member had two questions for J. Lopes. Credential students are being given the opportunity in school districts that open, to be at those schools full time. Let's talk about the classic full time student teacher. They've been either just at home teaching online or they've been going to the school sitting in a room with the teacher teaching online. They sign waivers. When the kids come back, is there a way they could be prioritized in the list of teacher credential candidates who wish to go into schools and be with children to get vaccines as soon as possible? J. Lopes said the Sonoma County Office of Ed has indicated as long as the county continues to support them vaccinating the education sector and as long as they continue to get vaccines, they are happy to continue to prioritize more and more people returning back to be working with folks on ground and in person if they're working with students, even in the school districts. Missy will advocate with the Sonoma County office of Ed to prioritize them. The member's next question was about the schedule. She was told by the scheduler that there would need to be a 45-minute time space between classes on-ground. But in a different meeting, someone said they had heard you say that the funding for the cleaning is not presently in a budget. She was inquiring as a department chair, are we set to pay for the cleaning that is necessary in the fall between courses for the rooms. J. Lopes responded we're going to find a way to do it. Certainly, we have a deficit budget, but all of the cabinet members have supported the need for temporary funding for custodians. We are working on what that looks like and also how the cleaning will modify as we move through the tiers, so if we go from purple to red to orange to yellow, how does that modify our cleaning requirements. We will hire the number of custodians necessary to ensure safety and sanitary conditions for our faculty and our students in the classroom.

A member asked about Stevenson folks that are going to be working in the Library. She plans to teach in the first-year learning community on ground. What will be the situation for faculty offices? It's concerning with that many people in the kind of space for faculty in the library. She wondered if there is any flexibility. There's going to be a number of offices that are going to be not being used on campus she imagined. Can faculty get creative about sharing space? Is everyone else feeling safe about the library?

J. Lopes said the library is one of the areas we are certainly prioritizing in terms of reopening. We're presently evaluating that space to ensure six-foot physical distancing. All of the modular furniture that was put down are six foot by six-foot cubicles so that being said, we're also looking at how to manage traffic, how to ensure foot traffic, so that there's appropriate distancing and how to ensure appropriate distancing in the restroom. There's a meeting scheduled for next week to have some more discussion around that. The notion that there are other offices on campus that aren't being used is not accurate. There are many staff who need to come back and work on-ground, so there may not be a lot of vacant offices. Currently, she didn't know whether there will be as much of that in the fall and we do need to ensure, when we have people in offices, that they still can have six-foot physical distancing. Just because there's an open office doesn't mean multiple people can share that office, if it doesn't provide for the six-foot distance. The member said she wasn't intending that, rather not sharing at the same time or strategically sharing for class prep. Is the expectation that most of the people coming on ground will be vaccinated? J. Lopes said she couldn't predict how vaccination distribution will occur, but that being said, she talked with our Risk Manager today, and he is very optimistic. Johnson and Johnson's vaccines were approved, the distribution of vaccines is increasing. We're hopeful that the majority of folks will be vaccinated. The Provost noted that Karen Schneider, Dean of the Library, is doing a walkthrough of the library and the workspaces for faculty and Deans next week, so that they can get a better sense of what the spaces are like and how well they're working and then we'll get that information out to faculty as well. We're trying to make sure that we've got the right traffic patterns and the right distances in all the spaces, bathrooms and study spaces. The library is going to be doing heavy duty as we work through the Stevenson remodel, and so we want to make sure that faculty feel comfortable. J. Lopes said there is some expectation that less commonly used spaces that might more commonly be used for something else in the fall and may be used for academic purposes. We're thinking very openly about it, very much outside of the box about how we convert the campus.

Associated Students Report – N. Brambila-Perez

N. Brambila-Perez reported that the Associated Students passed resolutions on February 15. They have to do with inclusions to the syllabus. Students think that there's a need for some protocol, or something to be added to the syllabus regarding natural disasters, basic needs and then also a clear way of how to report a bias incident that happens on campus. We've been seeing a lot of different issues arise, now that we're learning virtually. We're creating action plans to help with those issues. There has also been another resolution to have amendments to the Sonoma State University SeaWolf commitment to include the diversity statement. There's not much else going on in the Associated Students right now since we're in the campaign season. After elections on March 9, 10, and 11, you will know who your new representatives will be. We have structured Associated Students to have fewer Board of Directors members, but we'll have the availability to have many more students be part of it. If you all need us, our representatives are eager to keep working until the last day. The FSAC chair said the committee heard about these four different resolutions, three that have to do with links to the syllabus and one that has to do with the SeaWolf Commitment from Victor, our student rep and we

very much want to support all those and wanted to help direct if, if necessary, that those first three might be taken up right away by either Academic Affairs or EPC or Standards to get on to the syllabus as soon as possible. The fourth one we thought needed to go directly to the President's office and wanted to you to know we support all four of them. We'd be happy to provide so in writing, if that would be of assistance in any way.

From FSAC: AFS/PDS Statement on Teaching Sensitive Materials – P. Lane

P. Lane provide background to this statement. Three or four years ago there was a joint statement created after the Associated Students made a resolution asking faculty to be sensitive to the teaching of sensitive materials and the students themselves asked for some help with this. Then we came forward, maybe two years ago, with a statement that was created by both PDS and AFS and, as you may recall, some of the language was a little bit incendiary and perhaps overly strong and it was rejected at Ex Com. She took it back to AFS to ask for changes. She has edited the document, AFS has agreed to the changes. P. Lane shared the document on the Zoom screen. They have put back in *contributing to a democratic society*. The kind of language that was most problematic has been lined out. What people found the most problematic was that it appeared as if someone who did have PTSD or who found these items in a course problematic, the implication was there was something wrong with them or they needed to go get some kind of help. Now this one says that we support that someone may require professional help if, in fact, they have a diagnosis of PTSD, but that's not the only reason, a person might find something problematic. We stopped using language, such as overwhelming and uncontrollable reactions to just say reactions. Further down it also seemed as if the committee was telling people how to find help on all kinds of things and proselytizing. We cut that part out. FSAC would like, if at all possible, that this could be put on the consent calendar, so that it could be posted to the Senate website.

Motion to add item to the consent calendar. Second.

A member said there's a couple of reasons why we might not want to put this on a consent calendar, even if we're all unanimously endorsing it. If we want to have visibility, we can't have something on the consent calendar and still speak to it. He thought it was important enough that we may want to give it more visibility because it's been a long time coming and he liked the idea that at least some kind of response particularly from students, could be heard in the Senate.

3:50 reached. 10 minute break.

Time certain reached.

From SDS: Syllabus Checklist for Diversity/Inclusivity – K. Altaker, T. Nguyen, M. McIntyre

K. Altaker said an SDS committee task force has been working on developing a syllabus checklist as a guide and support for faculty on campus and she asked T. Nguyen and M. McIntyre to share what they've been working on.

T. Nguyen said as members of the SDS Task Force, we developed a self-paced modular syllabus review protocol with the goal of helping faculty develop inclusive and socially just syllabi. We were encouraged by various leadership members in the university to distribute this widely, starting with the Senate, and so our hope for today is to describe the document briefly, and then discuss why bringing it to the Senate might be useful. This document contains 12 modules related to issues of equity, inclusion and social justice, and how the syllabus can reflect those values in each module. Faculty are prompted with self-reflective questions such as - does my teaching philosophy statement in my syllabus reflect my respect for and engagement with diversity in the classroom. Each module includes suggested guidelines and templates that faculty can use and finally, it provides some additional readings and resources, if faculty want to go deep in any one topic. In terms of why bring it to the Senate, we thought it might be useful for combining efforts with other campus entities with similar goals and it might be also useful to gain additional campus input from the broader community. M. McIntyre said the task force had members from Social Sciences, Science and Tech, Education and Arts and Humanities and our goal is to be representative as much as possible for the breadth of teaching experiences in the university. We tried to speak both to large classes and small classes, discussion based and lab based. We welcome any feedback and suggestions. Our goal is to make this as broadly applicable as possible while still making it specific enough to be useful.

A member said he was concerned that there's going to be some pushback from faculty because they're already overwhelmed with syllabus stuff such as when they propose things and they're told to use the master syllabus which for most faculty is much more detailed than any syllabus they ever wrote. They're trying to get up to speed on that and then there's other issues coming through that all syllabi have to be accessible. He wanted the proposers to be aware of that. T. Nguyen said that's a fair point and maybe by the end of this meeting, we determine that the scope or the platform for this is in collaboration with a CTET professional development workshop where faculty are self-selecting. K. Altaker said she wanted to reiterate that this is not meant to be a requirement for faculty, but it's meant to be supportive and offer guidance. If we keep it in that frame, as opposed to "another thing we have to do kind of approach" is the goal. M. McIntyre said it is also intended to be modular so some folks may want to take on all of the modules and we celebrate them and we will support them how we can, but we don't actually imagine that this 12-module process will be used the same by everyone. We've tried to organize them by concerns that we have heard from our colleagues, so that if folks can focus in on the challenge or the questions that are most pressing for them in their work through a lens of justice and equity. A member said she fully supported this. Faculty could have department meetings about it and draw on this as a resource. It would help departments and she would encourage new faculty in her department to look at it, and she would help people look at it together. A member said as somebody who does work in deaf studies and sign language, disability issues inherently come into this. He has always been an advocate for any of these things that open up accessibility and also as an Anthropologist understanding the cross-cultural implications that often go right by people without realizing it. He loved that we're doing these kinds of things. He could see the Senate possibly endorsing it. He saw value in using this as a resource for peer observations and in the RTP process as well.

and introducing new faculty to the campus. A member echoed the previous comments saying it's fantastic to have such a resource. It is concrete and so clear and she loved the way it leads with questions for faculty to consider. She supported Senate endorsement. **There was a motion to add this to the Senate agenda requesting endorsement. Second. Approved.**

Return to AFS/PDS Statement on Teaching Sensitive Materials

N. Brambila-Perez said she had a couple of questions. The Associated Students passed a resolution to develop a policy for trigger warnings. We're saying that the Professional Development Subcommittee, which has no students, and Academic Freedom do not advocate for removal of sensitive content, and although it could be a discomfort in classrooms. The statement is saying the classroom is not a place to help students fix their PTSD and then it's saying that faculty can help those students, connect with them with resources, which she thought faculty are definitely good with connecting students with resources. But she thought there has been a misunderstanding between the Associated Students in these committees and the Associated Students trigger resolution. We're not asking you to remove any type of content. We're just asking that, before you present sensitive content that you add a trigger warning somewhere or say it verbally before you introduce this content. What she was getting out of this position statement is that it is our academic freedom and although some faculty know that some students have trauma in their past, it is up to them, whether or not the faculty want to add a trigger warning. Is it that faculty have the ability to either include it or not, because it is their freedom, but they know that some students have this issue, but if they still don't want to include it, it's still their freedom. We're not asking you to remove any content. We're just asking you warn students beforehand. That way they can prepare themselves for the material being presented, and they individually can either find the help that they need. She appreciated the response and she understood that is not the faculty responsibility, but we do appreciate that there's a move forward with helping connect students with those respective resources that we offer. There was some further discussion about faculty responsibility regarding sensitive content and how it should appear on the Senate agenda. **It was approved for endorsement on the Senate agenda.**

Academic Senate Resolution on Administrative Encroachment into Curricular Matters – S. Brannen

S. Brannen said this resolution is endorsing the EPC memo that came to the Senate, two weeks ago. Since he submitted this for consideration today, he had received some information that a deal is in the process of being worked out even as we speak, but that it has not been finalized, and so he did not want to withdraw this resolution until that the solution has been agreed upon and has been finalized. If that happens, then he thought most of the resolution is unnecessary, although he still thought the first three resolved causes are worth making a statement for and we could then, if the remedy is enacted before our Senate meeting, we could then move to remove the last three resolve clauses and just keep the first three and have a statement stating please respect faculty purview over curriculum. There's no harm in making

such a statement, so he moved that we do have the resolution on the next Senate agenda. Second. **Approved for the Senate agenda.**

From APARC: Letter to Ex Com regarding Syllabus Policy – E. Virmani, S. Ayala

E. Virmani said is APRAC's requesting that the Syllabus Policy be revisited here so that we can move it along to the Senate, and get all the voices of faculty to weigh in on the modified of this policy. We've met with several people for many months and gotten great feedback from all of you, and so we're trying to come up with a policy that actually addresses two very important things. One is that the syllabus is accessible and meets our accessibility standards. This really moves us to where we want to be with inclusion in on our campus. And then, additionally, to be in line with having all syllabi available to students electronically, which is another aim of what we're trying to do in the CSU. We simplified the language a little bit. We suggest that the changes to the Syllabus Policy are that syllabi shall be provided in a format that is accessible to all students with the content built into the university learning management system. We know that there was some feedback and worry around whether or not, that would be too cumbersome or faculty would believe they had to teach in Canvas. By using Canvas, the idea is that they could either do something as simple as upload a word document to their Canvas site because that would give it the possibility of being checked through Ally, or they could use the syllabus tab in Canvas. The more that we've discussed this, the more it appears that it doesn't seem that different in terms of the workload for faculty to send it to their AC vs. upload the Word document to their Canvas site, even if it's just a shell that they don't use. It still gives us the possibility of reliably checking that in a systematic and resource economical way, that syllabi are accessible and available to students. We would like your support to be able to move it forward.

A member said is concern his this - When he first came to Sonoma State to teach, 22 years ago, there were faculty members who said when they started, there was no email. Therefore, they were not going to ever have email, they were not going to get email from students, they were not going to answer email from students, it was not part of their job description. They never said they would do it, and they never did it and they never had to. He thought there were going to be faculty who say I've never used Canvas, I don't want to use Canvas, I don't know how to use Canvas, I don't know how to open Canvas, I don't know how to upload documents to Canvas, I don't know how to upload documents anywhere. He thought one thing that might be nice is to say that these faculty can send their accessible syllabus to CTET and they will post it on their Canvas page that they may never ever open and never know how to open. At least the students will be able to see it there and, at least the university will be able to see it there, that would take care of those faculty members who, he imagines, are out there.

A member said she had a clarification question. First, the Chancellor's order says LMS. She didn't understand why administration cannot make us follow the Chancellor's order. It's a law, it's a rule at the business where we work. E. Virmani said technically, true yes. The member said the Chancellor's office doesn't dictate what she does with her document, it dictates where she puts it. It requires her to put it on the LMS, so you can make us do that. That's not something we could choose

not to do. That is not what has been problematic, it has been the insistence on Ally and the template.

The Provost noted when she first started as a faculty member many years ago, her mentor was still using a typewriter and retired using a typewriter and she understood that point. We need to get folks into the habit of using the LMS to post their syllabi, so that they can be checked for accessibility, because it's two pieces. It's checking for accessibility and posting it in a place that's accessible to students. Those are the two pieces we're working with. If there are folks out there who will struggle with that and who have not, during the last year, been able to work towards using the LMS, we can work with department chairs and Deans and to work on a solution for those we need a solution. Let's say that gets us to 98%. We're at 40% now. If we can get to 98% just by doing this, imagine how much service we give to our students. Let's take care of the majority and we'll figure out ways to take care of the others.

S. Ayala said she agreed with that 100% with the Provost and people always have support and help from CTET. They can come in anytime and we now have the universal access hub. Anybody who wants help with uploading because they can't do it, or just feel too far removed from technology to do it, they can get the assistance to get it done. The most recent Executive Order now says that every campus is expected to develop a plan to start using the LMS to disseminate the syllabi. When we first started to work towards that it was agreed upon that the best way to make change was to get faculty buy-in and help everybody to understand and be on board. ATISS is a subcommittee of APARC, APARC now has helped us bring this to Ex Com. We were advised to move this in this path to include faculty and get faculty buy-in, so everybody would understand the importance of it all. Surely, it's being asked by the Chancellor's Office. It's also being asked by the American with Disabilities Act. We've been saying it for the past year, that we should be following the law. We are the last CSU to comply with this law. We'd love it if we could just say administration, make it happen, but we were asked to do it this way. She was looking forward to getting to the next level up where we say we're doing it for all the right reasons.

Motion to add item to the Senate Agenda. Second. There was some discussion about which committee oversees the Syllabus Policy and a request to have the coded memorandum associated with this item included in the Senate packet. **Approved.**

Senate Agenda

AGENDA

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

Consent Items: From EPC: BA Philosophy Revisions -
<https://sonoma.curriculog.com/proposal:1988/form>

Business

1. From S&F: By-Law Change – membership of URTP subcommittee – L. Krier - Second Reading
2. Motion that the Academic Senate of Sonoma State University endorse the EPC Statement on Administrative Encroachment into Curricular Matters – was postponed to this meeting.
3. From SDS: Syllabus Checklist for Diversity / Inclusivity – K. Altaker – Request for Endorsement - First Reading
4. Resolution on Administrative Encroachment into Curricular Matters - S. Brannen - First Reading
5. From FSAC: AFS/PDS Statement on Teaching Sensitive Materials – Request for endorsement - P. Lane - First Reading
6. From APARC: Letter regarding Syllabus Policy and Syllabus Policy revision –E. Virmani - First Reading

Approved.

Adjourned.

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