AGENDA

March 4, 2021
Via Zoom

3:00 – 5:00pm
Free the 50’s
3:50 – 4:00 break
4:50 – 5:00 break

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 -

Business

1. From APARC: Letter regarding Syllabus Policy and Syllabus
Policy revision –E. Virmani - First Reading TC 3:20 (please see
also: https://calstate.policystat.com/policy/6629496/latest/)

2. From SDS: Syllabus Checklist for Diversity/Inclusivity – K.
Altaker – Request for Endorsement - First Reading TC 3:35

3. From FSAC: AFS/PDS Statement on Teaching Sensitive
Materials – Request for endorsement - P. Lane - First
Reading TC 4:00

4. From S&F: By-Law Change – membership of URTP
subcommittee – L. Krier - Second Reading TC 4:15

5 Resolution on Administrative Encroachment into Curricular
Matters - S. Brannen - First Reading TC 4:25

6. Motion that the Academic Senate of Sonoma State University
endorse the EPC Statement on Administrative Encroachment
into Curricular Matters – was postponed to this meeting. TC
4:40

Standing Reports

1. President of the University - (J. Sakaki)
2. Provost/Vice-President, Academic Affairs - (K. Moranski)
3. Vice Chair of the Senate - (L. Krier)
4. Vice President/Admin & Finance - (J. Lopes)
5. Vice President for Student Affairs – (W. G. Sawyer)
6. Vice-President of Associated Students – (N. Brambila-Perez )
7. Statewide Senators - (W. Ostroff, R. Senghas)
8. Staff Representative – (K. Sims)
9. Chairs, Standing Committees:
   Academic Planning, Assessment & Resources – (E. Virmani)
   Educational Policies – (E. Asencio)
   Faculty Standards & Affairs – (P. Lane)
   Student Affairs – (H. Smith)
10. CFA Chapter President – (E. J. Sims)

Occasional Reports

1. Senate Diversity Subcommittee – (K. Altaker)
2. Lecturers Report – (Bryant/St. John )
3. Graduation Initiative Committee (GIG)

Good of the Order
Academic Senate Minutes  
February 18, 2021  
3:00 – 5:00 with free the 50’s  
Via Zoom

Abstract


Absent: Noelia Brambila-Perez, Chase Metoyer

Guests: Bryon Deaven, Catherine Nelson, Napoleon Reyes, Jenn Lillig, Troi Carlton, Katie Musick, Jerlena Griffin-Desta, Arcelia Sandoval, Liz Burch, Damien Hansen, Kari Manwiller, Jonathan Smith, Hollis Robbins, Laura Alamillo, Richard Whitkus, Kshatriya Colet, Merith Weisman, Ajay Gehlawat, Natalie Hobson, Emily Clark, Gina Baleria, Armand Gilinsky, Mary Gomes, Anna Valdez

Special Student Report – B. Deaven

B. Deaven said, “My name is Bryon Deaven. I’m a disabled navy veteran and either a junior or senior attending Sonoma State. I’m what you would call the never-ending college student. I think learning is great. I chose to come to Sonoma State for several reasons. The first one is I live in Rohnert Park so it’s a hop, skip, and a jump from my house. The second reason is I have two young adults, also in school. They’re both attending the JC right now. My daughter is actually transferring into Sonoma State in the fall. She just got her acceptance letter. I’m so proud of her. She wants to be a teacher. I started coming here when my kids were in junior high because their social studies teacher was always taking trips here and the campus is absolutely beautiful and, in fact, on one of the trips to the campus we went to see the sapling from the tree that was in front of Anne Frank’s house. I thought that was really interesting. If there’s anything I could say to you all about any improvements, it would be easier access for people with disabilities. I ran into some problems the first
semester I was here. Sometimes I’m in a wheelchair, sometimes I’m on crutches, it just depends on how I feel that day. One day we had a fire drill and I was on the third floor of Stevenson and you’re not supposed to use the elevators, and so I ended up just sitting there in front of the elevator. It was resolved, but the other thing as far as access, some of the bathrooms don’t have the push buttons to open the doors and they are really heavy. Trying to open them when you’re in a wheelchair is extremely difficult. I’m sure you guys all feel the same way, but the campus could use more funding to hire more teachers to expand class sections. Just more of everything to make it easier for kids to get access. I’m 50 something years old and holding, but the future generations need, with technology and everything else, all this stuff and it’s important. I appreciate the time that you let me talk.

Approval of Agenda – Approved.

Approval of Minutes of 2/4/2021 – Approved.

Chair Report – J. Reeder

J. Reeder said there were a couple of things that are important to get to. One of which is we’re beginning some discussion on the campus around the academic calendar. There has been discussion around including an additional week in the fall semester to be more resilient and responsive in the face of potential disasters or potential emergencies. One of the things that we’ve decided to do in the Executive Committee is that we realized that this is going to be a very impactful change, if we decide to adopt such a change. Rather than attempt to do this for the coming fall, it’s something that we’re all going to put on our schedules and radars and be aware of and look at. We can see a lot of potential advantages to having such a week built in and there are a lot of different ways to implement it. There probably are some drawbacks as well, so we just want to give time and daylight to the whole process.

Area F for Ethnic Studies is moving forward. The CSU Council on Ethnic Studies has convened a meeting with Chancellor Castro. While the Council is still in opposition to a number of the ways in which the area F has been proposed and rolled out in Title V, at this point they are recommending implementation of area F, as it currently stands, so that’s something that we’ve been looking at for a long time and will be continuing to work toward implementing or beginning that implementation in the fall. A couple of things coming up - we’ve got our next Tuesday Chair Chat with State Senator McGuire and State Assemblyman Levine. These are our elected representatives that have great impact on Higher Education in California, particularly Assembly Member Levine who’s on the Higher Education committee. He noted that Senator McGuire is a CSU alumnus and we’re excited to have him come and talk to us. He encouraged the members to spread the word and attend and hear what they have to say about Higher Education and SSU in particular. The following week the Deans will come talk to us about implementation and roll out for the fall. That’s a good place to open some conversations and then the week after that Justin Lipp will be talking to us about implementing our fall semester. He asked the members to remember what they were doing last year at this time or the year before last. He was 100% confident we have such a dedicated group of faculty, staff, and administrators, but right now he was speaking to the faculty. We were giving 100% before the pandemic, before racial awakening, before all that happened in 2020 and
the beginning of 2021. Now we're feeling increased pressures. Often these may come from outside, often and probably most often, these pressures come from within. He wanted to encourage all faculty to reflect on that number - 100% - and reflect on what it means, if we go too far. If we overburden ourselves, overextend ourselves, and put ourselves in a position where we're unable to give our best selves to each other, to our students and to the university. What that means is, as we come up with different ways, ideas and planning for next fall, a lot of these ideas and thoughts and plans are complicated. If faculty are thinking of a specific way of implementing a course or program or instruction in the fall, that's going to take a lot more effort, time, planning and due diligence. He highly encouraged faculty to give ourselves permission to find areas in our instruction, perhaps, or in other parts of our professional life to proportionally reduce the effort because we want to stay at that 100%. That’s food for thought as we move into the into the planning for the fall.

Consent Item: Faculty Eligible for Emeritus Status – Gregory Roberts – Approved.

President Report – J. Sakaki

J. Sakaki said Wednesday was the Board of Trustees retreat and it was live streamed. She didn’t know if anyone had the opportunity or wanted to take the opportunity to review it, but it is available if there are parts of it that you would like to see. There was a discussion with the new Chancellor about the roles and responsibilities of the Board, how he would like communication in the CSU, or at least between the Board and others to flow and he pointed out six values or tenants of communication for himself that he hopes the Board and others and CSU as a whole would take to heart. She thought they were important enough to go over. The Chancellor said he expects communication to be authentic, to be transparent, to be truthful, to be consistent, there are no surprises, and that the communication is accessible. What he hoped if the Board had any questions, they would contact the Chancellor and vice versa. But now there's a triangle which is the Board, the Presidents and the Chancellor. He invited the Trustees that if they had questions about a campus or an issue with the President to contact that particular President directly and not necessarily go through the Chancellor's office or the Chancellor’s team. That was new. The most exciting news was at the lunch break. The Chancellor came back on and he said he had just gotten word that Governor Newsom and Senate Pro Tem Tony Atkins and Assembly Speaker Brendan announced an immediate agreement which is highly unusual in Sacramento that includes a full restoration of the $299 million that had been reduced from the CSU base budget, and that this would take effect July 1, 2021, so quite exciting news. Everyone who played a part, whether it was advocating with your Assembly people or all of us faculty, staff, and students who were reaching out in Sacramento, all those add up and we’re thrilled at this action. Additionally, $6 million was allocated to the CalFresh program to help students in the UC, CSU and Community colleges, which is the state administered federal program for supplemental food assistance. That was also good news. As she had mentioned before, she serves on the Governor’s Task Force for Recovering with Equity and the report from that Task Force is now available. She will put a link to it in her next update to the campus. In the full report, there is a roadmap for higher education after the pandemic and there are four things she wanted to mention that have recommendations under each. One is to foster inclusive institutions across
California, the second is streamlining pathways to degrees and there are specific things like establishing a common admissions process for all of the three systems. Third, facilitating student transitions using high touch, high tech guidance and improved academic preparation for college access and success. The fourth is to simplify supports for student stability, and that includes resources for students’ basic needs, addressing the digital divide and addressing financial aid needs as well for students. The Senate will hear more about the application of those recommendations to us locally and what she hopes for at Sonoma State. We’ll have conversations about that.

She was really disheartened and angry, as well as distressed at an event that we had on campus during the celebration of Black History Month. An email went out about the zoom bombing event that was very racist. The President was not at that event, but the Provost attended and she asked her to discuss it.

The Provost said she and Dr. Sawyer were in that terrific event. It was planned months in advance on Black athletes and with a guest speaker who is an ESPN reporter, a woman journalist who is black and female and has a special role with athletes. It was particularly distressing to have two visual racist incidents occur during that meeting. First a picture of a person in blackface and then overriding the presentation with a word that we do not use and do not accept as polite and reasonable humane discourse. The good news is that people gathered together quickly to address the problem to make sure that the bombers were ejected from the space and to make sure that our event could continue, and it is to the great credit of Mendell Murray, and the speaker who said let's just take a breath and breathe through this painful moment. Our Black athletes, and all our student athletes, really acquitted themselves with great grace and dignity and determination by not letting this derail the work that we are doing. Even in that moment, the decision to continue was a brave decision and we are grateful to everyone who made that possible. We are investigating the issue, investigating how it happened, and how we can prevent it from happening in the future. We've been working with the Center for Teaching and Education on the technology aspect, and of course, our Police are doing a formal investigation. We can't allow those kinds of events to happen.

The President said the last thing she wanted to mention is systemwide, in terms of COVID, we are seeing 2337 cases as of this week; this is across the system. The largest numbers are on many of the larger campuses, but she wanted to say that our campus has been doing a great job and it's thanks to all of you, the students, staff, and faculty that are doing the correct things to stay safe, as well as to make sure that others are safe. She knew these are tough times, and did want to say the statistics are showing that we are having an impact on our campus community. She closed by saying thank you for that, and hopefully vaccines will be available for everyone very soon.

Provost Report – K. Moranski

K. Moranski said she had three things to report. We've got good news on the transfer front, not only do our acceptances for transfer students look very good relative to the deposits and to the applications, the deposits are very high for our
transfer students for fall 202. We are trying desperately to convert those transfer students, as well as significant numbers of first time, first year students for fall of 2021. To that end, we are moving forward, not only with scholarships for first time, first year students, but also for transfer students and thanks to Presidents Sakaki and to the work of Strategic Enrollment and the Office of Institutional Effectiveness for putting those scholarship programs together. The scholarships are ready for delivery and they will go out with the student’s financial aid package so that the student will have a good picture of what the benefits of that scholarship will be to their financial circumstances related to the cost of attendance. We are very excited about that program and will be working to fund that program as we go forward. The good news is that eventually what we would like to do is replace the institutional money that we're using to support scholarships with donor funding and we've been working with our Office of Advancement to make sure that we are putting the infrastructure into place to get those donors scholarships. The second issue she discussed is that we are having difficult discussions this week on our campus in Academic Affairs about curriculum and difficult discussions about budget and difficult discussions about the relationships between faculty and administrators. Those discussions center around the School of Social Science and the Department of Criminology and Criminal Justice Studies. She said she is aware of those issues and is working to make sure that a fair process plays out. One of the things that she wanted to say is that we have processes in place and those processes are being carried out. We have due process, and we have grievance processes that need to play out, so that we know where we can go and how we can get to a better place. Those are happening right now, and she urged patience and letting those processes play out. She did not want to interfere with the grievance processes. She is happy to have conversations as we need to, she wanted to find a positive path forward as we come out of this. The last thing she reported on was some good news about Lynn Cominsky and her work with NASA. Sonoma State University has been awarded almost $5 million from NASA to design and implement a program that will engage students on the autism spectrum in informal STEM learning and we are really excited about that work, about Lynn’s continued collaboration and her team’s collaboration with NASA and with the impact that grant funding can have on our community, for our students, and children on the autism spectrum.

A guest from CCJS said he was very happy to hear that the Provost was aware of the issue. He agreed that the we should let the grievance procedures go forward. His concern was what is being done to ensure that SSU policies and procedures are observed by administrators and that there will be no interference into curricular matters which are the purview of the Faculty. This issue raised a very serious concern on the part of faculty and himself as a department chair, because if we are not able to do our job effectively, it affects the learning condition of our students. He wanted to know if there’s any plan to address it to prevent future encroachment into curricular matters.

The Provost said she appreciated that question. We always are working to ensure that we follow policies and procedures. That’s part of her role and that’s been part of her role and she takes it very, very seriously. We need to gather all the information regarding current events and allow the grievance process to play out and in that process where we find that we need to make adjustments to policies and processes,
we should do that and that’s always been her suggestion that we address those problems up front, where we see them, but we need to know the full picture.

**Time Certain reached**

**From FSAC: RTP revisions discussion – P. Lane**

P. Lane said as folks might recall, this is a second week of five documents that we put forward again. We started in December, and these are not final documents in any way. We are not voting on anything. There could be word smithing, of course, but we are trying to be as transparent as possible with all the things we’ve done, including the surveys to revise the URTP policy. We received some very extensive feedback from ERFSA and that was discussed today in our meeting. We’re hoping more people might chime in before we bring forward to you a document that would be voted on, so we are trying to get more feedback. The ERFSA rep said he thanked Dr. Lane and Dr. Whitkus for the very collegial way in which they arranged the process in FSAC for the receipt of feedback and for the way in which the feedback is being handled in that committee. Feedback is sometimes interpreted incorrectly as a criticism. We very much appreciate the way both of them have handled the feedback. J. Reeder said remember this is an important matter, please look the document over and provide comments as you see fit to FSAC.

**Return to Provost Report:**

A guest, who was Chair of the Academic Freedom subcommittee, said in regards to the Criminology and Criminal Justice Studies department issue that interim Provost Moranski just addressed, he wanted to note two things. One is that AFS did unanimously find that the complaint that was brought to AFS has merit and should proceed following the path stated on the Senate webpage. Also, AFS made a good faith effort to reach out to the Dean of Social Sciences regarding this complaint and for her participation. We have not heard back from her. It’s been over one week now and frankly; this goes to Provost Moranski’s point. The processes are playing out and need to play out, however, I also would like to point out that when a Dean does not respond in a timely manner to a request from a Subcommittee of the Senate - as the governance policy states on the Senate web page - it is incumbent upon parties that are named in such complaints to participate fully, so when they don't do that it is a sign of contempt, not only for faculty but also for governance. He argued that anyone not encouraging them to participate as they should is complicit in thumbing their nose at faculty governance and he thought it was important to state that because he had unfortunately have seen this kind of pattern play out before. He encouraged administrators who are taking part in this meeting, particularly interim Provost Moranski, that you will apply any necessary pressure to do things in this case of the School of Social Sciences to take part in exactly the process that you said needs to play out. The Provost said she would take that under advisement. She appreciated hearing from the guest.

A member said he was at the meeting today as the representative from ERFSA, but he was the CFA President for 12 years at SSU, so he was not unfamiliar with these types of situations. While he was President, and while President Arminana was
President of the institution, when we got to the point where a department had to file a grievance, that was a recognition of the failure of collegiality at the institution. It was possible in the previous administration, even with all the difficulties, that the Deans respected the processes of collegiality and shared governance that we have as a tradition on this campus. To say that we’re following the procedures and we’re proceeding with grievances is a recognition of failure. It is failure when you have a department has to file a departmental grievance which shows that the processes of collegiality are not working on the campus or, at least in that particular situation. He wanted to suggest that it's important that all the people involved recognize the norms and the culture of this institution, norms and culture that have been developed over the past 60 years and we have a reputation in the system and in the community for resolving our problems in a collegial, appropriate way. Grievances are obviously, important. We need to have grievance procedures, but when we have to resort to that it means there’s been a failure. Reading the document that was produced by the department, it was very sad for him as the former Union President to actually see this sort of situation arising in that department, in that school. That school has a long tradition of collegiality that had 20 years of Deanship from Bob Karlsrud and 10 years of Deanship from Elaine Leeder.

The Provost said she appreciated the focus on collegiality, because she thought that was an important value for us all to hold.

The Chair of FSAC noted that when AFS brought their concern to them, she was impressed by them not wanting to file an official grievance and how much they wanted to work this out with their Dean. The Provost noted that there are both an informal and formal process at work on this issue.

The Chair noted in the spirit of our profession as good academics, as we either informally or casually, or if we have any role, where we're directly weighing these issues that we apply our careful and cautious and judicious reason to interpret and understand all the different sources and fonts of information that are available, in other words the all sides.

A member wondered if everybody at the meeting was really familiar with the grievance that we’re discussing. We received a document that’s very troubling and outlined a clear pattern, much in the spirit of what the ERFSA rep was saying, of long-standing erosions of shared governance. That’s extremely serious, given the issues several years ago with the Chancellor and more locally. Is there a series of responses outside of the Senate, or is our conversation just occurring here? The Provost said there are multiple documents moving around at this point about this issue. If we are talking about formal personnel grievance issues, and she was not at liberty to talk about those issues or to talk about that the evidence. She appreciated what the Chair said about this being a complicated issue for which there are many views and much information, and so she thought it's incumbent upon us to make sure that we are evaluating all of the evidence, all of the information in both the formal processes that are already going on, as well as the informal processes that we're engaging in today.

3:50 reached. Natalie Hobson led us in desktop yoga.
Return to Provost Report

The CFA rep said CFA is deeply troubled by the issues in the CCJS faculty statement. The issues are serious and certainly concerning to CFA. CFA’s role is to defend faculty rights, and so we certainly intend to do that. Our other role is to ensure that the collective bargaining agreement between the CSU and CFA is not violated. We also appreciate the shared governance practices at SSU being followed in a collegial way. CFA will be watching the investigation of the issues raised by the CCJS faculty. We will be watching the investigations and the process that goes on to ensure that the faculty members from that department have a voice in that investigation and are asked to participate in it. The faculty took this issue very, very seriously and deliberated about it and are concerned about it and felt strongly enough that it should be shared with the Sonoma State community. She applauded their courage and their diligence and their vigilance around these issues and looked forward to the investigation and all of those processes and a clear definition in writing of what those processes are of formal and informal, so that it'll be transparent to everyone involved, how this is proceeding, what the timetable is and what the findings are, so please feel free to involve CFA. We will defend our faculty rights on this campus and we will ensure that the collective bargaining agreement between the CSU and CFA is not violated.

Time certain reached.

From S&F: By-law change membership of URTP – First Reading – L. Krier

L. Krier said Structure and Functions did approve this bylaw change to the University RTP subcommittee to increase the number of members from five to seven. The change would involve having one elected member from each school plus one at-large member and any school that couldn’t send forth a representative, that seat will become at-large, as well. The rationale for this is that the workload has been very heavy and it is projected to continue to be heavy, so they were looking for additional bodies to do the work. She noted that Mary Gomes and Armand Gilinsky, both from URTP were present to answer questions. M. Gomes said there has been a steady uptick in the workload over the last several years. She spent some time looking at the composition of university RTP committees across the other CSUs and having representation from every school is the norm and, in our case, we’ve had a pretty unbalanced composition over the last several years so, for instance, right now, three out of our five members are from the school of Science and Technology. It’s really helpful for everybody involved if there’s someone present on the committee who has familiarity with the kind of work that each candidate is doing. We’ve been working on this proposal for a while and we are very excited to have it considered by you today and we’re here to answer any questions that might come up.

P. Lane noted that as a point of order, when URTP reported to FSAC for their yearly report last May, we fully supported this idea and she worked with M. Gomes over the summer. There was a confusion about how by-laws, etc., could be changed so there’s one step that’s missing, which is there is no in written approval from FSAC,
the Standing Committee of URTP. FSAC does intend to take this up since it’s been brought here and for the second reading, we will have in writing that, in fact, we support this and fully believe that it’s necessary.

A member said he was a little concerned that maybe we’ll have trouble filling these positions. Since the proposal is that if a school can't find a representative, then the position will be elected at-large, it seems like then schools, who don't have a lot of full Professor faculty and can’t find a representative, then other schools could get more representatives, maybe even have all the representatives and have undue power over their candidates. Something to consider. **First Reading completed.**

**Return to Provost report**

A member asked EPC what exactly they wanted the Senate to do with the memo about the CCJS issue. M. Milligan said she thought that the most central phrase in the memo is the phrase that the Academic Senate stand up against this egregious overstep of curricular matters. Typically, the action would be for the Senate to endorse the memo. The EPC Members decided that, due to the timeliness of the matter, they wanted the memo to go directly, to the Senate and also to the President and the Provost at the same time. EPC focuses specifically on the curricular issues that were brought to the committee. You’ve heard that other bodies within governance have also talked with CCJS about the issue at hand, AFS and FSAC. She thought that the Senate would probably want to consider the guidance of all of the standing committees and subcommittees that have engaged with CCJS on this issue. EPC is really more about wanting to assert faculty purview over the curriculum and to condemn some of the actions that happened that are outlined in the memo.

A member asked the Provost a question regarding the support for transfer students and first time, first year students. In terms of the scholarships, are there any new ones? What is the total sum of those scholarships? Are those scholarship just for this year until another funding sources can be located? The Provost said the recruitment scholarships are a strategy that we started to deploy last year. We did a pilot project where we provided funding for a small number. It ended up being about 30-35 scholarships for first time, first year students. For this year’s class, we expanded that. Enrollment is one of our huge budget issues and so it’s important that we recruit students. After a great deal of work on identifying how we could best deploy recruitment scholarships, we we’ve moved forward with a more extensive scholarship program. Those scholarships are providing roughly 300 scholarships for both first time, first year and transfer students. We have used tuition discounting for those scholarships which is about $400,000.00 all together. The way to think about this process is we’ve discounted tuition in the form of $1,000 and $2,000 scholarships. Those are one-year scholarships, so we're working immediately on plans for how to continue those scholarships, both for the students who get them for this coming year and then need continued funding and for new students for next year because if we don’t continue this process, one year isn’t going to get us back to where we need to be in terms of tuition. The plan needs to be a multi-year plan to use scholarships strategically and we’re hoping that as we move forward, we’re reducing the amount of tuition discounting that we’re doing and increasing the
number of scholarships coming from donors. This will allow us to replace those funds.

Time Certain reached.

Posthumous Certificate for Luis Cid – A. Valdez

A. Valdez said Luis Cid was a nursing student in the pre-licensure program and the Department of Nursing. He started in fall with our program and, unfortunately, he was lost to an accident in the end of January on his 28th birthday. Luis was an avid hiker and a very athletic young man and he fell off a cliff while he was hiking. It’s been a huge loss to our department, as you can probably imagine and has obviously been very hard on the faculty and his peers. We, as the Department of Nursing, have requested a certificate of recognition. We would love for him to have a posthumous degree, but he was not close enough to having earned his degree at the point that we lost him, so we’re requesting a Certificate of Recognition and we would like to be able to share that with his family. We have purchased for him and for his family, a nursing pin that will be able to be sent with the certificate, so they have the ability to participate in our pinning ceremony. Luis was really a star. He was a rising star before he came to the Nursing program. He came to the Nursing Program having worked for many years as an emergency room technician. He came to us with a lot of skills and a lot of commitment to the community and had been serving the community, working in Healdsburg where he resides, in the emergency department for many years. He continued to work while he was going to through school, throughout COVID, putting himself at risk in order to serve the community. He was also a leader amongst our students and because he came with a lot of additional skills and healthcare experience, he was able to take several students under his wing. In particular, our Latinx students who can sometimes feel isolated in the program, he was a role model and mentor for some of his peers. He had done extra work helping them with skills or with clinical, and overall, he was a really extraordinary young man who, I have no doubt would have graduated with honors from our program. This was a big loss to our department, as well as our Community at large. She hoped the Senate will vote in support of giving him a Posthumous Certificate of Recognition. He’s truly deserving and it would mean a lot to his family to have that. Posthumous Certificate of Recognition Approved.

Posthumous Degree for Alondra Bandt – E. Clark

E. Clark said Alondra Bandt sadly passed away in a car accident in early January. She taught Alondra in two literature classes in the Spanish department and her bright personality and insightful contributions to discussion and kind hearted spirit stood out to her. Alondra was especially interested in Mexican and Spanish literature, particularly poetry and her senior project focused on Sor Juana Inés de la Cruz, a Mexican Nun and early feminist thinker. In it, she examined the importance of women’s education and discussed stereotypes about women and double standards that existed in the colonial period. She planned to continue her research at UC Davis for an MA in Spanish. Just two days before she tragically passed, E. Clark had submitted her letter of recommendation. Alondra wrote to her saying how
much it meant to her to finish her degree at SSU and apply for graduate school. Alondra always had a smile and a kind word for others, and she was a resilient hard worker. Even through the challenges of moving online during spring of 2020, she was a student who asked questions after class, was involved with the Spanish club and had numerous friends in the department. She talked about her dreams for the future and shared small details about her family and pets. I know her intelligence, her sweet disposition, and her laugh will be remembered by family, friends and professors for years to come. Myself, along with other faculty members in the Modern Languages department, she hoped that the Senate would consider granting Alondra Posthumous Degree Spanish. R. Senghas said he was working with Alondra just a couple days before the unfortunate collision and he could echo much of what Emily Clark had been saying. Alondra was in his introductory Linguistics course and he worked with her a lot outside of class as well and, and he was impressed by her cheerfulness and she was very much excited about graduating this spring. He was really pleased to see that this proposal is coming forward. **Posthumous Degree Approved.**

**Motion that the Academic Senate endorse the EPC statement on administrative encroachment into curricular matters. Second.** The mover said he thought it was important that we make a statement. We were asked to make a statement. He hoped everyone got a chance to read the EPC statement. It’s very concerning.

The Provost pointing out that we don’t have all the information. A member said she was trying to figure out what this motion was supporting exactly. Along those lines she thought we do not have all of the information, and so she did not feel comfortable at this time, supporting a particular individual. A guest from CCJS wanted to address that that we don’t have all the information. The facts stated in the memo and the statement are not disputed. The Dean has not disputed the factual allegation. A member said what she was seeing is very clear. It is not a statement or an endorsement of any one person or any one particular situation. It is asking us to step forward and uphold our own policies and it’s clear for those of us who have read the memo. What we’re endorsing is to reaffirm Presidents Sakaki’s commitment to shared governance and faculty purview over curriculum. It’s a matter of principle that she thought every single person here would agree with.

The Chair noted that on the matter of endorsing something that was just brought to the body’s attention, shortly before the meeting, which is a grave matter - he would like to be comfortable waiting on a grave matter with either all of the facts, or at the very least a little bit more time to deliberate the matter at hand. He was very uncomfortable at the moment about endorsing something that has just landed on our radar. A member said it seems like the facts of the matter are correct. He was curious, though as to the motive. He didn’t know to what degree the Senate would find that interesting, but he thought it was. There’s one line in the memo about asking to reverse the action which he thought has some merit, theoretically, although we are now talking about a class that now currently exists with 22 students in it. He was a little bit hesitant if the composition of the class was in potential limbo. Another member said she supported much of what’s written in the memo, however,
she cautioned the Senate because some of it seems to lead into personnel issues and that is a fine line. She was very much in support of continuing the discussion and thinking about this, but not comfortable supporting this statement. A member asked if anybody could speak to the particular factor about what this might mean we if we reversed the decision, what does that mean logistically?

A guest from CCJS said he had this discussion with Deborah Roberts last Friday, because we were exploring a possible way to move forward. She asked me if we have faculty that can take over the class that Dean Carlton assigned to herself. Our only point is that an individual who is not a member of our faculty, our department, and does not have a retreat rights in our department and yet she’s teaching in our department is not right. We’re ready to handle that class to ensure that those students graduate. We have faculty capable and available to teach that class. All we’re asking is that we honor procedure and policies that we have in place on curricular matters.

Motion to postpone vote on motion to next meeting. Second. Approved.

Vice Chair Report – L. Krier

L. Krier reported that in Structure and Functions, we discussed the search for members of the Provost Search Committee. Voting is open through February 22 and it is a contested election. This is one of the more important search committees that we elect faculty to, so please vote. We also discussed guidelines for committees conducting business outside of the formal meeting times. The guidelines we came up with went out to all committee chairs and the determination was essentially a committee can decide for themselves, but the goal should always be to work more efficiently, not to increase workload. If you can conduct business outside of meetings via email or Google document editing and that saves time, go for it. If it increases workload, maybe you don’t do that. We also started discussing how committees might work in our post-pandemic future. Will we continue to be virtual and what challenges might we face. No determinations were made about that at all. It’s a little too soon to know anything, but we’re starting to talk about that. A member said he didn’t know about anyone else, but he liked having Zoom Senate meetings. We get better attendance. Faculty could attend from their office, if they wanted it or maybe people who wanted to socialize can show up with laptops and other people could attend virtually. Just something to consider.

Vice President for Student Affairs Report – A. Munayer for Wm. G. Sawyer

A. Munayer reported that our Counseling and Psychological Services (CAPS) does not have a waitlist. CAPS is doing same day urgent and crisis management appointments for any student. Please make sure that students reach out to CAPS on their website, via email or by telephone and somebody will set up an appointment. CAPS has individual, group and single appointments on the same day, so let’s make sure that our students get access to CAPS. We also wanted to stress that REACH, our housing and educational department, has three faculty residents. Those faculty will be returning for the academic year and we are currently in discussion on what that curriculum will would look like and how it will that look like in terms of
supporting students, faculty, and residents on campus. A member asked when we will we know who those three faculty members will be next academic year. A. Munayer said she would ask VP Sawyer and bring back the answer.

Statewide Senators Report – W. Ostroff, R. Senghas

W. Ostroff said the Statewide Senate also received the announced that we are going to get $299 million restored to our budget. This is great news. It’s not a one-time thing. The funds are being restored to our ongoing budget. In the next plenary session, the Statewide Senate will be working to nominate a faculty trustee to the Board of Trustees. The finalists have been identified and we’re going to interview them as a group, and then we will vote on which finalists to send as faculty trustee nominees to our Governor. Our new Chancellor has approved $2.5 million for research, scholarship and creative activity, the RSCAP award at CSU level. For SSU, that comes to $47,000 and campus allocations are based on full time equivalent faculty. The campus administrators are going to notify us of how to apply for those funds.

The Chair said he wanted to underscore something in the report that Senator Munayer delivered for Student Affairs about our CAPS professionals and add his voice to what an amazing job they’re doing. He had heard anecdotal and seen statistical reports of the kind of work that they’re doing there. They have a very hard job to do, a very important job to do, and they do it very well. I’ve met several of the counselors and they’re just amazing and outstanding people and doing great service. He thanked everybody for all of their attendance, participation, and thoughtfulness. We’ve had some difficult matters today to discuss and he encouraged everyone to continue thinking about them and continuing asking those difficult and challenging question, looking for information, seeking out what we need to seek out and building a better stronger place for us to work, for us to be collegial with each other, and to provide service to the students. And to provide education, a beacon of light in the north Bay or Lux Mentis, Lux Orbis – light of the mind, light of the world.

Adjourned.

Minutes prepared by L. Holmstrom-Keyes with help from Zoom transcript
Dear Ex-Com Committee Members,

On behalf of all of the faculty members on the APARC committee, we request that the syllabus policy be revisited at ExCom so that we can continue to move forward with bringing Sonoma State University into compliance with CSU policy.

The Sonoma State campus ATI committee has been working for two years, trying to bring the campus into compliance with the CSU Policy that requires SSU to use the LMS to disseminate course information to all students. The CSU policy is based upon the ADA section 508. [CSU Policy](#), please see below for more details.

We propose that the language of the syllabus policy be revised such that it requires all faculty to provide syllabi in a format that is accessible to all students with the content built into the learning management system.

Some ways that the syllabus content could be built into the learning management system include, but are not limited to: 1) The syllabus could be posted as a word document or google document in the instructor’s associated Canvas Course. For instance, the file could be uploaded into one of the modules or developed as its own page in Canvas. 2) The instructor could build the syllabi into the syllabi tab on Canvas. We imagine there are other ways to build one’s syllabus into the Canvas Course. The key is that the syllabus is housed in Canvas so that the document is available to all students electronically as well as reviewed to ensure that it meets accessibility standards via Ally.

Sincerely,

Elita Amini Virmani, Associate Professor, Early Childhood Studies, APARC Chair
Megan Burke, Assistant Professor, Philosophy, APARC Member
Puspa Amri, Assistant Professor, Economics, APARC Member
Catherine Fonesca, Outreach and Inclusion Librarian, APARC Member
Kathleen Rockett, Clinical Instructor, Nursing, APARC Member
Emily Acosta Lewis, Associate Professor, Communication and Media Studies, APARC Member
Syllabus Policy Issue
Presented to Provost Karen Moranski by the Accessible Technology Initiative committee
**Representative:** Sandy Ayala, Chair

**The Syllabus Policy Mandate - Background**
The Sonoma State campus ATI committee has been working for two years, trying to bring the campus into compliance with the CSU Policy that requires SSU to use the LMS to disseminate course information to all students. The CSU policy is based upon the ADA section 508.

[CSU Policy](http://www.calstate.edu/EO/EO-1111.html)

This coded memorandum sets forth the roadmap for ensuring accessibility of information technology and resources in compliance with federal and state laws and CSU policy.

**BACKGROUND**

The California State University (CSU) has an ongoing commitment to provide access to information resources and technologies to individuals with disabilities. This commitment is articulated in the January 2005 Executive Order 1111, the CSU Board of Trustees Policy on Disability Support and Accommodations [http://www.calstate.edu/EO/EO-1111.html](http://www.calstate.edu/EO/EO-1111.html).

"*It is the policy of the CSU to make information technology resources and services accessible to all CSU students, faculty, staff and the general public regardless of disability.*"

Priority Area 2: Each Campus will establish a plan that will include the following:

"**Use of the campus learning management system (LMS) for delivering technology-enabled courses, and for posting syllabi and instructional materials online for traditional face-to-face and hybrid or blended courses.**"

This policy is premised on federal and state laws including but not limited to Section 504 of the 1973 Rehabilitation Act; the Americans with Disabilities Act of 1990; Section 255 of the Telecommunications Act of 1996; and California Government Code 11135 of 2003 which applies Section 508 of the Rehabilitation Act as amended in 1998 to the CSU.

**Sonoma State University**
Compliance with the law is our first charge.

**ATI Rationale for SSU to move from requiring an accessible syllabus to requiring an accessible syllabus posted on the LMS:**

1. To provide a digital version of a course syllabus to all SSU students because it is the right thing to do. (Accessibility is a human right)
2. Comply with the law regarding the ADA and Section 508 that all course materials are made accessible for students.
3. Avoid a preventable lawsuit.
4. Comply with the expectations of the CSU Chancellor's office that all course materials are made accessible (formatting / digital version) for all students.
5. Account for the number of accessible syllabi on campus for required reporting and audits.
6. Representative action aligned with the strategic plan of being an Inclusive Campus.
7. To be prepared in the case of remote learning in light of a pandemic; fire; or other unforeseen disaster. (For all students including those with identified disabilities)

SSU Syllabus Policy
Syllabi shall be provided to students within the first full week of classes.

Current Policy
C. Syllabi shall be provided in a format that is accessible to all students. It is recommended that faculty use the Accessible Syllabus Template. If the accessible syllabus template is not used, faculty members should consult with the Disability Services for Student office to ensure their syllabus is accessible.

Proposed Policy
C. Syllabi shall be provided in a format that is accessible to all students with the content built into the university learning management system.

Procedure (Not attached to the policy; but following the policy):
It is recommended that faculty use the Accessible Syllabus Template. If the accessible syllabus template is not used, faculty members should consult with the Center for Teaching and Educational Technology or Universal Access Hub to ensure their syllabus is accessible.

i: Use accessible syllabus template and upload to the LMS
ii: Build natively in the LMS
iii: Seek consultation from the Center for Teaching and Educational Technology or Universal Access Hub

ATI Does not support alternative guidelines for faculty not willing to be in compliance with the CSU policy or the ADA law.
SDS Syllabus Review for Inclusion and Justice

Senate Diversity Subcommittee (SDS)
Chair: Krista Altaker
Task Force Members: Aja LaDuke Monica Lares Megan McIntyre Lisel Murdock-Perriera Teresa Nguyen

Purpose

This document is intended to support faculty in creating more equitable and just course policies and syllabi. The goal is to help faculty revisit and revise their syllabus, policies, and practices through a lens of inclusion, equity, and justice. Below, we offer reflective questions, suggested guidelines and/or templates, and additional resources related to elements of course syllabi for interested faculty. The SDS Syllabus Review is intentionally modular so that faculty can choose to focus on certain areas of inclusion, equity, and justice one at a time (or as they choose). It is intended to be supportive of faculty and department efforts toward equity and inclusion but should in no way be made mandatory for any faculty.

At the bottom of the document, we propose some possible avenues for dissemination to the campus community.

Structure of Each Syllabus-Review Module

1. Reflective questions
2. Suggested guidelines and templates (e.g. CAPS description)
3. Additional readings/resources (including citations for peer-reviewed publications)

Overview of Syllabus-Review Modules

1. Assumptions about Prior Knowledge (hidden curricula; linguistic bias; and suggested guidelines around including resources on the syllabus)
2. Student and Instructor Expectations
3. Community Procedures for an Inclusive Classroom Environment
4. Grading
5. Type of Assignments
6. Reading list and Course Materials
7. Academic Surveillance
8. Schedule of assignments and late work
9. Fire and Sickness Policy
10. Technology Policy
11. Accessibility/Universal Design for Learning
12. Invitation for Feedback from Students / Co-creation (Module in development)
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Modules
Assumptions about Prior Knowledge

Questions to Consider

- How would I describe my students? What do I know about them?
What resources do I assume my students know about? Do I make “hidden curriculum” visible (i.e., unspoken or implicit academic, social, and cultural messages, expectations, or knowledge)?

Do I reassure students that I, along with other sources, am available to help them succeed in this course?

What kinds of biased language might I be using? What assumptions do I have about “academic” and “professional” language?

Do waitlisted students know whether they can join the class late in the enrollment period (Week 2 - 4) and whether late work will be accepted once enrolled?

Suggested Guidelines and Templates

Guidelines

- Clearly state your availability and boundaries so that students know when and how to contact you.
- Consider whether the language of your syllabus and other course documents is accessible to all of your students.
- Share resources for students in multiple locations, not just on the syllabus itself.
- Consider creating small groups so that students can support one another.

Office Hours

- You can remove barriers to students meeting with you by offering a variety of times (time of day and length of meeting), formats (e.g., video conference, phone call, text message, email), and structures (e.g., one-on-one and in small groups). Promote your office hours in a way that is visually engaging and encouraging. Continually invite students to your office hours throughout the semester. Preview a sample graphic showing office hours.
- Consider the alternative term of “student hours,” since some students have the misconception, or may have received implicit messages, that “office hours” is the time instructors set aside to work in their offices and should not be disturbed. By referring to the time as “student hours,” you send a clear message that this time is for them.

Resource Templates

- **Office Hours:** The following text is recommended by Fuentes et al., 2021 as a way to invite first-gen students to connect with faculty: “*My office hours are an opportunity for you to connect with me, a chance to ask clarifying questions about content, explore what you many want to do after you graduate, and find support.*”

- **Contact Procedures:** The following resources can be provided to students as instructions for how to effectively contact and connect with their professor: Email Guidelines for Students and “Re: Your Recent Email to Your Professor.”

- **“How to ask for a letter of recommendation:”** The following example syllabus statement provides information to students on how to identify recommenders. Note that this statement may not work for all instructors nor disciplines, so consider how you would write your own statement to reflect the goals of your discipline and students. “*Who should you ask? A recommender needs to be able to describe your academic abilities (quality of your assignments) and/or work skills. If you are applying to graduate school, your recommender will be asked about your ability to perform and succeed at the graduate level, and the recommender needs to be someone who has academically evaluated you, ideally in an upper-division class. Start by generating a list of professors*”
whose classes you succeed in and who know you well. If you are applying to a job, your previous managers will be able to provide the most valuable insight on your practical skills.

- **How can I petition to withdraw from an individual class (after the deadline), repeat a course, change my major, substitute a class from another university for one of my GE requirements, or apply to graduate?**

- **The Tutorial Program:** “The Tutorial Program offers free peer tutoring in over 50 courses each semester and provides weekly drop-in math tutoring. Students can easily schedule tutoring appointments for the Tutorial Program by clicking [here](#) and registering for an account, if you haven’t done so before.”

- **The Advising and Transfer Center:** “Stay on track and achieve your goals by meeting with your advisor at least once a semester. Your advisor will work with you to create an educational plan that meets your goals, help you persist towards on-time graduation, or make adjustments that better fit your career outcomes. Visit the [Advising & Transfer website](#) for more information.”

- **The SSU Writing Center:** “The SSU Writing Center, located at Schulz 1103, helps SSU students become better writers and produce better written documents. The knowledgeable and friendly tutors can help you with a wide array of concerns, from generating good ideas and organizing papers more clearly to learning citation formats and using semi-colons correctly. Visit the Writing Center [website](#) for more information on how to schedule time with a tutor.”

- **HUB Cultural Center:** “The Hub fosters connection by cultivating meaningful conversation and building community within and between diverse cultures. HUB programs and events focus on inclusivity, equity, and community-building. Overall, the HUB provides opportunities for students to expand their worldviews, deepen their awareness of who they are in relation to others and place, and to feel at home in a community that cares about and works toward a vital and just society.”

**Additional Resources and Readings**

- Definition of hidden curricula. For more see Jean Anyon’s “Social Class and School Knowledge.”


- APA: [Avoiding Biased Language from APA](#)

**Student and Instructor Expectations**

**Questions to Consider**

- What are my expectations for students and what are students’ expectations for me?
- What are my expectations for myself and what are students’ expectations for themselves?
- What do my students need from me?
- What do students need to do well in this course?
● How can I be clear and concise in describing my needs so that all students can understand them?
● How might the language in my syllabus inadvertently convey power and authority in the classroom setting?

Suggested Guidelines and Templates

Guidelines
● Use the syllabus as a method for setting expectations at the beginning of the semester, and reiterate those expectations often.
● Ask students to articulate their expectations as well for you as well as what they understand about your expectations of them.
● Address any unrealistic expectations in class.
● Write expectations clearly. Avoid vague statements and provide language that offers a single interpretation.
● Note that power and authority can be signaled in various other ways, from a high authority statement such as “Late homework will not be accepted” to a softer version that explains why, such as “Because we will discuss the answers in class, I cannot accept late assignments.”

Templates
● Expectation Sheet (adapted from Matthew Paolucci Callahan, Psych Dept.)
● How to write a group compact

Community Procedures for an Inclusive Classroom Environment

Questions to Consider
● Is it clear to my students what my core values are in designing this class?
● In what ways does my teaching philosophy reflect my respect for and engagement with diversity in the classroom?
● Do I commit to my students that I will do my best to not recreate systemic oppression within the classroom?
● How do I, concretely, recognize and value diversity in my classroom? To what extent is that conveyed in the syllabus?
● Do I demonstrate how diversity can be an asset for learning?
● Do I seek input from my students on classroom climate?
● Overall, does my syllabus have a warm and inviting tone?

Suggested Guidelines and Templates

Guidelines
Undergraduates perceive a class environment to be “warmer” if the course syllabus includes a diversity statement (Branch et al., 2018) or some sort of statement that highlights the instructor's
core values related to DEI. Fuentes et al., 2021 articulate several core features of an effective diversity statement (see below), and note that the placement of the statement in the syllabus and the consistency between the statement and the instructors teaching practices can determine whether the statement is overall effective.

- proclamation for the respect for diversity
- an inclusive list of relevant dimensions of diversity
- an explicit valuing of diverse perspectives
- expectations with respect to the classroom climate and behavior
- description of how micro- and macroaggressions will be addressed and used as teaching moments

Beyond the 5 core components, Fuentes et al., 2021 also note other elements that can be included in an effective statement
  - acknowledgment of inequities in society, education, or one's field specifically
  - relevant student resources
  - acknowledgment of how a diversity statement aligns with one's teaching philosophy

Templates
- Sample Syllabus Statements: Please note that these are examples rather than true boiler-plate templates; it is important for you to consider why inclusivity matters to you and your discipline, specifically.
  - Brown University’s Harriet W. Sheridan Center for Teaching and Learning
  - Eberly Center at Carnegie Mellon University
- Resources: Provide students with information about the HUB Cultural Center using this template.
  - HUB: The HUB Cultural Center fosters connection by cultivating meaningful conversation and building community within and between diverse cultures. HUB programs and events focus on inclusivity, equity, and community-building. Overall, the HUB provides opportunities for students to expand their worldviews, deepen their awareness of who they are in relation to others and place, and to feel at home in a community that cares about and works toward a vital and just society.

Additional Resources and Readings
Grading

Questions to Consider

- How am I demonstrating that the goal of this class is to learn and grow?
- What does it mean to be fair in grading vs. just in grading?
- How can I grade equitably, considering students’ differential needs?
- Do I only use traditional high-stakes summative assessments (tests, exams, etc) OR are there low stakes growth-based assignments (reflections, clickers, discussion comments, quizzes and groupwork, etc) that allow students to practice new skills without much pressure?
- Is grading described in a way that is success-oriented rather than failure-oriented?
- Do I take a growth mindset rather than a fixed mindset approach to student learning? That is, do I communicate to students that intelligence is not a fixed trait and that basic abilities are developed through repeated practice and hard work? And do I utilize assignment structures and grading policies that embody that mindset growth mindset?
- If I am grading participation, am I considering feminist ideals of equity and egalitarianism or considering identity threat (Steele, 2011) that may make students likely to participate due to this threat?

Suggested Guidelines and Templates

Guidelines

Guidelines for Grading and Providing Feedback

- Providing timely feedback when you grade, including using Canvas comments and direct editing features
- Provide transparency in grading: Make sure the grade displayed on Canvas aligns with students’ actual grades in the course
- Use speed-grader, to-do list, and calendar features on Canvas
- Include at least some revisable assignments or quizzes you can take unlimited times to pass
- Multiple options to demonstrate understanding
- Growth mindset in grading and policies (drop lowest, revise and resubmit, low stakes engagement [e.g., reflective papers, collaborative testing], credit/no credit assignments [interactive activities, etc.])

Guidelines for Fostering Growth Mindset in Large Lecture Classes

- Re-submission of quizzes
- Add assessment and drop lowest score
- Add suggestions/feedback and offer opportunity for revision/resubmission with assignments

Guidelines for Type of Assignments

- Exams: Standardized testing can promote competitiveness among students because higher grades are markers of prestige and monetary prizes that reflect colonial and capitalistic ideals promoted in higher education (Gupta, 2012)
● (Graded) Participation
  ○ See Steele, 2011 for guidance on how to minimize identity threat during discussions
  ○ Be flexible with your attendance policy and reconsider requiring a medical note to deem an absence as “excused” given that it assumes students have equal access to health care. A flexible attendance policy will further include those with chronic physical and mental health conditions or students from marginalized backgrounds (Fuentes et al., 2021, pg 76)

Additional Resources and Readings

Reading List and course materials

Questions to Consider
● Am I including “own voices” in places that are not just about diversity, equity and inclusion (i.e., Do Black authors only talk about being Black?)
● Are DEI issues covered only during one week as opposed to being discussed throughout the course? For blended classes with online components, is DEI discussed only in the online modules?
● How will I support students and their communities via the work of the class?
● Where do voices not typically heard in my discipline appear, including in the history of the discipline?
● Cost effectiveness of course texts--do we have things on reserve and how available they are?
● Am I transparent behind my intentionality around choosing specific texts?

Suggested Guidelines and Templates

Guidelines
● Make sure to have representation across weeks, kinds of reading, modalities, and media. Allotting only a single week or day to issues of diversity and multiculturalism can inadvertently convey that such topics are unimportant (Vaccaro, 2019).
● Consider adding the full names and short bios/descriptions of some of the authors
● Be considerate of cost of other course materials
● Include a list of different websites/locations to find textbooks w/ lowest cost
Templates

- The following text from Fuentes et al., 2021 can be added to the Required Readings section of the syllabus as a means for clearly communicating your intentionally around choosing specific texts/diverse authors. “The following text/articles for the course have been chosen in an effort to highlight the important work of historically underrepresented and marginalized scholars in the field.”

Additional Resources and Readings


Academic Surveillance

Questions to Consider

- How am I centering student learning vs. cheating in my courses?
- What constitutes plagiarism to me and how am I making this clear to my students?
- How does my policy differ from the school’s policy?
- Am I using tools like Proctorio or TurnItIn because they advance my goals as a teacher or because that’s how I’ve always done it or seen it done?
- How am I making use of TurnItIn and remote proctoring services? Do these services ask questions of students that I feel comfortable with?
- How do I consider physical or virtual space students need to take tests?
- How am I considering *who is harmed by the use of academic surveillance*?

Suggested Guidelines and Templates

Guidelines

- Consider ways of encouraging academic integrity without employing academic surveillance systems (like Proctorio and TurnItIn):
  - Scaffold projects so that you review projects more than once and/or require drafts and revision.
  - Ask students to explain their reasoning/process for coming to answer on a quiz or exam.
  - Rotate exam questions/revise projects so that students must do original work.
- Sample syllabus related to academic integrity
  - University Academic integrity: Students should know that the University’s [Cheating and Plagiarism policy is available at http://www.sonoma.edu/UAffairs/policies/cheating_plagiarism.htm](http://www.sonoma.edu/UAffairs/policies/cheating_plagiarism.htm). Your own commitment to learning, as evidenced by your enrollment at Sonoma State University and the University’s policy, require you to be honest in all your academic coursework, which includes doing your work yourself and not claiming that words or ideas written or created by someone else as your own, either directly or by implication.
○ Course Academic integrity: If you feel you need support in completing coursework, feel confused by an assignment or its requirements, or feel overwhelmed, please reach out to me via email or in person during Zoom class. I will support you in completing the work for our class so that it represents your original work.

○ Be sure to cite all sources appropriately, since failure to appropriately cite sources used in a paper can be construed as plagiarism. (Citations also bolster your credibility as a writer!) This applies to all sources, including articles, books, movies and other media, including the Internet. APA format is the best way to cite sources for this course.

○ It is your right as a student to bring a case before the Dispute Resolution Board; according to their website, “the Dispute Resolution Board adjudicates grade appeals, student grievances and cheating and plagiarism cases.”

Resources

● Understanding why you may not want to use TurnItIn
● TurnItIn as surveillance tool not a student tool
● How one professor uses TurnItIn as a teaching tool
● Resource guide for alternatives to academic surveillance
● Recommended Integrity blurb; include required code AND recommended language

Due dates (Schedule of Assignments) & Late Work

Questions to Consider

● Are my due dates consistent enough that students can easily discern when things are due?

● Does my late work policy balance students’ diverse circumstances/needs with my own schedule?

● Does the course calendar represent a reasonable amount of work (including readings, assignments, classwork, and homework) for each week?

● Do I expect students to complete earlier assignments after enrolling in my course during late registration (Add, Drop, Swap Period)?

● Have I considered students’ feedback and perspectives in my late work policy?

Suggested Guidelines and Templates

Guidelines

● Create consistent due dates (e.g., the same day each week)

● Create a clear policy for late work; consider asking students to propose such a policy and vote on it as a class.

● Create an easy-to-follow calendar that gives students enough lead time to complete assigned work

Additional Resources and Readings

● Course Workload Estimator from Rice University
Fire and Sickness Policy Examples

Questions to Consider

- Is it clear to my students what will happen if there are power outages, fires that require evacuation, other natural disasters, or sickness due to COVID-19?

Suggested Guidelines and Templates

Templates

- Syllabus Policy Examples

  - “NOTE: As I’m sure you’re aware, our fall semester coincides with CA’s wildfire season. Although our late work policy asks that you reach out to me before the due date (so that we can make a plan so you don’t fall behind), if you are impacted by fires or power outages, please take care of yourself and your loved ones first and foremost. Once you’re able, we’ll make a plan so you can catch up with anything you miss. And don’t forget: if you need an extension (for any reason), just ask.”

  - “Natural Disaster Policy: Given the risk for fires in the region as well as prolonged power outages to prevent future fires, I will adapt the course in response to either situation. This may include altering deadlines or changing assignments. Should either situation occur, I will maintain contact with the class via Canvas on a regular basis.”

- Canvas “Home” / Welcome Page Messages

  - Education Example: “You have chosen a dynamic and important time to begin your career as an educator. It is a challenging yet exciting time, given our shift to fully or partially remote instruction in response to the COVID-19 crisis. We have both an invitation and an opportunity to be creative, innovative, and to reexamine our practices, policies, and priorities in the field of education to achieve greater equity, and therefore true excellence, for ALL students in our care and the communities we serve. As some of you have seen firsthand, university faculty and TK (Transitional Kindergarten) through Grade 12 teachers have now taught fully or partially online for several months, learning valuable lessons and refining our online teaching skills along the way. However, it is my personal and professional goal for this semester NOT to lose sight of the fact that we are still in a very complex and challenging situation. We have adjusted in many ways, but the pandemic is still ever-present. Your physical and mental well-being is of the utmost importance. I have designed this course to be flexible and to "meet this moment" in a way that does not compromise rigor or give you a preparation experience that is "less than" in any way. Now that I have shared my commitment to you, I will count on you to be communicative with me in order to accomplish my goal. Please keep me informed of how things are going for you in the course. If you fall behind, please do not disappear or feel like it is "too late" to re-engage. You are part of our learning community and you will always be welcomed back. There is no shame in admitting that you are struggling or asking for help. In this class and as university students/teacher candidates navigating education in this unique moment, your voices, stories, and experiences matter and will continue to matter.”
Technology Policies

Questions to Consider

- Can neurodiverse students and/or students with multiple responsibilities (e.g. caretakers, working parents) complete my class given my technology policies (e.g. blanket laptop bans)?
- What technology (e.g. smartphones, laptops, multiple screens, printers) do students need to successfully complete my course?

Suggested Guidelines and Templates

Guidelines

- Avoid technology bans
- Refer students with low connectivity to the library in order to receive wifi hotspots
- Refer students to the library to receive a free laptop for completing work; this policy includes students who cannot afford/access a laptop or who only have an outdated laptop.
- Recognize that students may have differential needs for technology use (e.g. some students may need to have a laptop for note-taking purposes while others do not)

Resources

- Pryal & Jack, “When You Talk About Banning Laptops, You Throw Disabled Students Under the Bus”

Accessibility/UDL

Questions to Consider

- How am I thinking about universal access? For example, can students with a visual impairment use a screen-reader to read my syllabus and other course documents?
- How am I considering accessibility and the hidden curriculum--the ways that college works?

Suggested Guidelines and Templates

Guidelines

- Recognize that accessibility is specific to your class; consider feedback your students give you about what is most accessible for them.
- Recall that affordability is an element of accessibility.

Templates

- Example CAPS statement: The purpose of Counseling and Psychological Services (CAPS) is to support student mental health and wellbeing. To accomplish this, CAPS offers short-term individual and group counseling, workshops, crisis intervention services, consultation, referral, training, and outreach. All currently enrolled students
who pay the mental health fee (a mandatory campus fee paid at registration) are eligible for their services. There are no additional charges. CAPS strives to acknowledge, accept, and support the perspectives of a diverse campus population. This includes, but is not limited to, race/ethnicity, gender, age, sexual orientation, ability, religious/spiritual affiliation, socio-economic status, and immigration status.

- Example DSS statement: If you have a physical, psychological, or learning disability or another special need, you will be fully accommodated in this course. I will work with the DSS to provide equal access for all students. Please contact Disability Services for Students (DSS) as soon as possible and note that you must be registered each semester. Use of DSS services, including testing accommodations, requires prior authorization by DSS in compliance with university policies and procedures. See SSU’s policy on Disability Access for Students.

- SSU’s Accessible Syllabus Template

Resources

- Make Your Content Accessible (University of Missouri)
- Accessibility at SSU
  - CTET Accessibility Workshops
  - Ally Tool in Canvas: Ally measures the accessibility of each file attached to your course and shows you at-a-glance how it scores. Scores range from Low to Perfect. The higher the score the fewer the issues. For files with Low to High scores, Ally shows you the issues and gives a step-by-step guide on how to fix them.
    - Remediating PDFS
      1. You can make a PDF screen-reader friendly by editing a Word version of the document and adding heading levels (Heading 1, Heading 2, etc.)
      2. You can use Adobe to remediate documents by adding Heading designations
- Hamraie, "Accessible Teaching in the Time of COVID-19"
- University of Arkansas, Little Rock’s “Ten Steps Toward Universal Design of Online Courses”
- The Accessible Syllabus Project
- Microsoft Word and PowerPoint Accessibility Checker

Terminology and Jargon within course content

Questions to Consider

- Am I providing students with opportunities to articulate concepts using new terminology covered in the course?
- Have I offered a glossary of terms or created an assignment so that students can create one of their own?
Suggested Guidelines and Templates

Guidelines

- Create a clear policy for late work OR accept all late work

Invitation for Feedback from Students / Co-creation (Module in development)

Questions

- How can I create an environment in which students feel like full participants in their education?
- What elements of my course might I invite student feedback on?

Suggestions

- Consider inviting students to give you feedback due dates, readings, and/or assignment requirements.
- Consider whether students might contribute to the structure of the class by suggesting readings, leading class discussions, or helping you build rubrics for particular work in the course.

Resources

- Dollinger & Lodge, “Student-staff co-creation in higher education: an evidence-informed model to support future design and implementation”
- Lubicz-Nawrocka, “An introduction to student and staff co-creation of the curriculum”
- Bovill, et al., “Addressing potential challenges in co-creating learning and teaching: overcoming resistance, navigating institutional norms and ensuring inclusivity in student-staff partnerships”
- McIntyre, “Co-Creating Assessment Criteria in First-Year and Graduate Classrooms” (forthcoming)

SSU RESOURCES

- SSU Diversity Resources
- Anti-Racism Resources
- CCE Inclusive Teaching Tools

REFERENCES


DISSEMINATION OPTIONS

Below is a list of possible methods for SDS to disseminate this resource to the larger campus community. The SDS Syllabus Review is intended to be supportive of faculty and department efforts toward equity and inclusion but should in no way be made mandatory for any faculty.

- Center of Teaching & Educational Technology (website, workshops, etc.)
- Workshops for New Hires (e.g., New Faculty Orientation; RTP Self-Assessment workshop)
- Peer Observation of Faculty Instruction (e.g., workshop on how to recognize and highlight instructor strengths related to inclusive syllabus design)
- Faculty Affairs (website, etc.)
Joint Statement by the Academic Freedom Subcommittee (AFS) and Professional Development Subcommittee (PDS) Concerning Teaching Sensitive Material

The following is a Best Practices statement regarding teaching sensitive material developed by AFS and PDS, with input from CAPS and DSS, and intended for our fellow faculty. This statement is based on related studies conducted by the American Association of University Professors (AAUP), regarding trigger warnings. The full text of the AAUP report is available here: https://www.aaup.org/report/trigger-warnings

Associated Students expressed concern over graphic or sensitive course content that has the potential to elicit overwhelming feelings of anxiety, stress, trauma, and/or grief.

Neither the Professional Development Subcommittee (PDS) nor the Academic Freedom Subcommittee (AFS) advocates for the removal of sensitive content. We do believe providing context with any assignment can be part of an effective teaching pedagogy, however it is entirely up to the instructor to determine the most effective pedagogical approach, as well as whether, how and when to provide such context.

Some discomfort is inevitable in classrooms when the goal is to expose students to new ideas; to have them question beliefs they have taken for granted; to grapple with ethical problems they have never considered; and, more generally, to expand their horizons contributing to an informed and democratic society. In addition, as professors, we have the academic freedom to include whatever course content we deem necessary to address our course standards.

As two University Faculty Committees, we listened to the students who are advocating for their needs and attempted to find an equitable solution for both students and faculty. We also fully considered the importance of upholding our individual and collective academic freedom as faculty. Exposure to certain graphic images/discussions can elicit reactions associated with trauma; however, the classroom is not the appropriate venue to treat PTSD or trauma, both of which may require professional treatment.

A student who is reporting a diagnosis of PTSD or reporting that they have experienced trauma should be referred to Disability Services for Students (DSS) if they would like class accommodations, and/or to Counseling & Psychological Services (CAPS) if a psychological treatment consultation is desired. Professors are encouraged to help guide students to these available resources. Under the Americans with Disabilities Act, the DSS office works with students and faculty members to provide accommodations to ensure equal access, while maintaining the academic integrity of the course. Referrals should be made and accommodations addressed without affecting other students' exposure to material that has educational value.

Faculty who are interested in learning practices that support the teaching of sensitive material may wish to contact the Center for Teaching & Educational Technology (CTET)
which offers customized workshops for departments and schools, in addition to free, confidential, non-evaluative consultations for individual faculty. It is important to note, however, that such workshops and consultations are not mandatory and it is the individual faculty member’s decision to participate in such workshops.
Preamble

URTPS requests an amendment to the Senate By-Laws increasing the number of URTPS members from five to seven.

Current Language

The Reappointment, Tenure and Promotion Subcommittee shall be composed of five members elected At-Large from among the tenured instructional members of the faculty who hold the rank of Professor or the equivalent Librarian. Members may not hold an administrative appointment. The Structure and Functions Subcommittee shall conduct elections for the Subcommittee. Election shall be by majority vote. The terms of office will be three years and the terms will be staggered.

Proposed Language changes – deleted, added

The Reappointment, Tenure and Promotion Subcommittee shall be composed of seven members, with one member each from the School of Arts and Humanities, the School of Business and Economics, the School of Education, the School of Science and Technology, the School of Social Sciences, and the University Library. The remaining member shall be elected At-Large. Any seat unable to be filled by a member from a school would be elected At-Large. All members shall be elected from among the tenured instructional members of the faculty who hold the rank of Professor or the equivalent Librarian. Members may not hold an administrative appointment. The Structure and Functions Subcommittee shall conduct elections for the Subcommittee. Election shall be by majority vote. The terms of office will be three years and the terms will be staggered.

Clean Version

The Reappointment, Tenure and Promotion Subcommittee shall be composed of seven members, with one member each from the School of Arts and Humanities, the School of Business and Economics, the School of Education, the School of Science and Technology, the School of Social Sciences, and the University Library. The remaining member shall be elected At-Large. Any seat unable to be filled by a member from a school would be elected At-Large. All members shall be elected from among the tenured instructional members of the faculty who hold the rank of Professor or the equivalent Librarian. Members may not hold an administrative appointment. The Structure and Functions Subcommittee shall conduct elections for the Subcommittee. Election shall be by majority vote. The terms of office will be three years and the terms will be staggered.

Justification

This increase serves two purposes: workload and representation.

1) Workload.
Over the last five years there has been a wide fluctuation in the workload of the committee, with some years (notably the 2018-2019 cycle) exceeding the capacity of a five-person committee.

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2) Representation.

Each School has distinct approaches to scholarship and teaching (and service?). While we ask all candidates to present their materials in a way that communicate clearly to colleagues from a different discipline, it is very useful to have someone on URTPS who understands the methods, culture, and standards of the candidate’s discipline. At the current time, we have one member from the School of Arts and Humanities, one from the School of Social Sciences, and three from the School of Science and Technology, with no representation from the School of Business and Economics, the School of Education, or the Library.

approved by Structure & Functions February 2, 2021
RESOLUTION ON ADMINISTRATIVE ENCROACHMENT INTO CURRICULAR MATTERS

RESOLVED: That the Sonoma State University (SSU) Academic Senate commits to protecting the academic standards of all academic programs at Sonoma State University and to ensuring that all academic policies and procedures are observed by all parties.

RESOLVED: That the SSU Academic Senate recognizes the right and duty of faculty to determine curricula, methods of teaching, appropriate class size, and academic standards as described in the SSU Faculty Bill of Rights.

RESOLVED: That the SSU Academic Senate opposes all acts of administrative encroachment into curricular matters.

RESOLVED: That the SSU Academic Senate stands with the Criminology and Criminal Justice Studies (CCJS) Faculty in condemning the Dean of Social Science’s encroachment into the CCJS curriculum and the retaliatory actions against the CCJS Internship Coordinator.

RESOLVED: That the SSU Academic Senate joins the CCJS Faculty in asking the president of SSU to reverse the Dean of Social Science’s actions and to enjoin university administrators from interfering with curricular matters.

RESOLVED: That this Resolution be distributed to the SSU President, Interim Provost and Associate Vice Provost, all School Deans, Department Chairs, Program Directors, RTP Chairs, the ASCSU Chair, the CFA Statewide President, and the CFA SSU Chapter President.

RATIONALE

Professor Emily Asencio and CCJS Department Chair Napoleon Reyes reported to the SSU Academic Senate that Dean Trol Carleton interfered with CCJS curricular matters and violated academic policies and procedures when she removed Professor Asencio as CCJS Internship Coordinator on February 5, 2021 because of Professor Asencio’s refusal to accept additional students in CCJS 499 over the enrollment cap. Without the consent of the CCJS Department, Dean Carleton appointed herself as Interim CCJS Internship Coordinator, opened an additional section of CCJS 499 and assigned herself as class instructor, and claimed to have unilaterally changed the CS code of CCJS 499 from CS36 to CS78, in spite of the fact that changes in CS numbers must go through faculty governance. Dean Carleton has also continued to approve internship applications, allowing students to enroll in CCJS 499 without considering whether the proposed internships meet the standards set by the CCJS Department for internship placements. CCJS students were also told that “projects” would be allowed as substitutes for an actual internship required under the CCJS B.A. curriculum. These actions by Dean Carleton violate long established academic policies and procedures and constitute egregious encroachment into curricular matters.

Approved on __________.