Academic Senate

AGENDA

August 26, 2021
Via Zoom

3:00 – 5:00pm

Welcome Back!

Report of the Chair of the Faculty – L. Morimoto
Approval of Agenda
Approval of Minutes

Consent item: Faculty Eligible for Emeritus Status

Information items: Proposal for leadership development in faculty governance; Resolution of No Confidence in Library Dean

Business

1. Crash Course in Robert’s Rules

2. Resolution Endorsing Joint Statement on Legislative Efforts to Restrict Education about Racism and American History - First Reading – L. Morimoto

3. Group Photo - TC 4:00

Standing Reports

1. President of the University - (J. Sakaki)
2. Provost/Vice-President, Academic Affairs - (K. Moranski)
3. Vice Chair of the Senate - (B. Burton)
4. Interim Vice President / Admin & Finance - (S. Nosek)
5. Vice President for Student Affairs – (W. G. Sawyer)
6. Vice-President of Associated Students – (C. Gamboa)
7. Statewide Senators - (W. Ostroff, R. Senghas)
8. Staff Representative – (K. Sims)
9. Chairs, Standing Committees:
   Academic Planning, Assessment & Resources – (E. Lewis)
   Educational Policies – (E. Asencio)
   Faculty Standards & Affairs – (R. Whitkus)
   Student Affairs – (K. Thompson)
10. CFA Chapter President – (E. J. Sims)

Occasional Reports

1. Senate Diversity Subcommittee – (L. Murdock-Perriera)
2. Lecturers Report – (St. John )
3. Graduation Initiative Committee (GiG)

Good of the Order
Academic Senate Minutes
3:00 – 5:00, with free the fifties
Via Zoom

Abstract

Present: Jeffrey Reeder, Laura Krier, Carmen Works, Bryan Burton, Wendy Ostroff, Richard Senghas, Sam Brannen, Michaela Grobbel, Wendy St. John, Ed Beebout, Angelo Camillo, Florence Bouvet, Viki Monter, Rita Premo, Izabela Kanaana, Krista Altaker, Adam Zagelbaum, Kevin Fang, Rick Luttmann, Amal Munayer, Judy Sakaki, Karen Moranski, Wm Gregory Sawyer, Erma Jean Sims, Kate Sims, Elita Virmani, Emily Asencio, Paula Lane, Hilary Smith

Absent: Sakina Bryant, Doug Leibinger, Rajeev Virmani, Cookie Garrett, Joyce Lopes

Guests: Ian Happy, Sadie Pettit, Napoleon Reyes, Aidan Humrich, Jerlena Griffin-Desta, Lauren Morimoto, Jenn Lillig, Hollis Robbins, Catherine Nelson, Stacey Bosick, Kari Manwiller, Damien Hansen, Laura Alamillo, Katie Musick, Laura Monje-Paulson, Merith Weismann, Sue Hardisty, Kim Purdy, Ben Smith, Jamie Zamjahn, Jonathan Smith, Victor Garlin

Special Student Report – I. Happy

“My name is Ian Happy. I am a fourth year student in the Communications department at Sonoma State University. I am graduating this week. It’s been a great four years, quite the roller coaster. I chose Sonoma State. It’s hard to pick one definitive reason between the environment and the ‘it’s not a hard sell’ for the parents to tell them it’s in wine country, but for the most part, the reason I chose Sonoma State was the smaller sense of the school, that it was a place where I could feel like a bigger fish in a smaller ocean, where you could build a sense of community. I was fortunate enough to study abroad, my junior year in Thailand, but the two years that I spent at the University, I really did feel that sense of community and was welcomed by a diverse staff and students, and as well as had the opportunity to partake in a lot of diverse courses and also clubs. I really got the maximum experience with my time at the school. I recognize quite a few faces in this meeting as both professors and staff that I’ve had the pleasure of working with this past semester. Some of the great opportunities I’ve gotten at the school include taking a scuba diving elective where I became a commercial diver with an advanced rescue license where I’m currently working pro bono to make some money part time, as well as other activities that I’ve done with the school on mock trial and model United Nations. Some of the things that I enjoyed most about Sonoma State
was building that sense of community and going out and just making the most of my time here, and while the pandemic has certainly caused some obstacles for all of us, I’ve really appreciated the staff’s resilience and optimism as we’ve traveled through these difficult times. I was asked if there was anything that I thought could improve with this school. I’m working as part of the Division of Student Affairs, seeing all the hard work you guys are doing, I think you’re doing a great job so just keep it up. Part of the reason that I chose this school with that sense of community, I think the only thing that I would offer to you guys is just keep up the good work, extending that sense of community out beyond the campus would be great to pull in some students and be able to go to a restaurant outside of campus and see our presence there. To me, that would be a huge step forward for our name and our brand and getting that known. As far as COVID has presented all of us with challenges, I think, keeping up that optimism and hard work is great. It's presented us with some obstacles, but also opportunities. For instance, this semester, I have split my time between Bali, Indonesia and I’m currently in Bangkok Thailand. It's 5:07am Friday morning. I'm glad to be here with all of you and appreciate your time. It's been a wild semester, but I appreciate the flexibility that my internship showed me with the Division of Student Affairs and thank you all for an amazing four years.

J. Reeder said thank you very much for waking up so early to be with us, thank you very much for joining us and all of your words and we’ll use that to guide us as we work through our meeting and also congratulations class of 2021, that's awesome.

Chair Report – J. Reeder

J. Reeder said his Chair’s report will be a summary of the year and a retrospective in a way. It seemed like a really long time ago that he had the chance to open this Academic Senate year and welcome you all to the 2020-2021 academic year and we all knew it was going to be exceptional. We all knew that was going to be full of challenges, but oh boy! He wanted to bring up something that is a catch phrase that’s used by a regional professional sports team, but it’s also useful for us here, and that is strength in numbers. Now strength in numbers is a very good idea or a good way to describe what the Sonoma State faculty have done this year, faculty and staff and administrators, but here he would speak specifically about faculty. A million hours. That’s literally how long all of you have spent teaching and researching and advising and building, evaluating, mentoring, guiding and of course zooming this year. All those things that we do to uphold our commitment to our disciplines, to our colleagues, to each other, to our students and to the university. He said he wouldn’t go into detail about explaining how he got that figure of 1 million hours, but it is combining institutional data from SSU on full time equivalent faculty and working hours from the US Bureau of Labor statistics, so it is legit. But last year, we talked at the beginning of the year about important things to do for the year – connecting, confronting and compassion. We talked about connecting in the sense of connections that have to be built and connections aren’t things that happen automatically or naturally, they have to be worked on, just like watering a plant or nurturing a relationship. It takes more work to create a braided cable or a braided rope than using a single strand of wire or a single strand of fabric. It takes a more commitment, work and effort to make a balanced meal, instead of just eating pop tarts. Those are all connections of bringing things together with disparate backgrounds, disparate interests, different goals on how to reach our common goal,
which is furthering higher education and improving our society. The result of those connections is stronger and longer lasting than any one individual would do or then even 500 individuals working in the same manner identically. This year we connected together in our committees. We connected in departments, in the campus chats, all across what we did, and here in the Senate. He also talked about confronting and this year we have confronted racism and bias. We’ve confronted those things that have made our society and us as individuals weaker, but we’ve recognized also throughout the year that there continues to be racism and bias that continues to need to be confronted and every single academic subject, every course, every advisor, every professor, we all have the moral and professional obligation to continue that confrontation. Finally, we talked about compassion and we have held this year compassion for each other and compassion for our students. We have learned and we’ve talked about here in this forum, what compassion fatigue is and how we need to anchor ourselves solidly and firmly in order to be a still, secure and steady presence. Just as with confronting racism and bias, we recognize there’s still more compassion work needs to be done and more work that we need to do with ourselves internally to alleviate, mitigate and minimize compassion fatigue. Now that the year is over, and summer is coming, what are going to be some of the challenges for next year well. He will be in Madrid, Spain, next year, leading the CSU International Programs study abroad programs, and he expected that many of the students will have a bit of culture shock. But culture shock is something that students expect to have when they go abroad for a year. Culture shock is something that people need to be aware of, but what really gets people is reverse culture shock. Reverse culture shock happens when people return from long term experiences abroad and they come back to find that they’ve changed. The reason reverse culture shock is sometimes so impactful and so challenging is because when you go abroad for a year you’re expecting things to be different you deal with it, and when things are different you accept that you voluntarily came to a different place. Whenever you come back to your home space, you’re expecting everything to be exactly the same as it was before which usually it is fairly similar to how it was before, but you’ve changed through that year abroad. He was using this analogy to talk about next year, next semester, and the next academic year because, as we repopulate the campus, as we return to in-person teaching, we all have this vision of Fall 2019 or the academic year 2018-2019, and that is our model, our base. But as we return to some level of normalcy in the future, we’re going to find out that the future that we’re returning to will not mirror the past that we’ve come from because we’ve changed, our students have changed, the site is changed, so there are going to be challenges that will be, in some cases, unexpected. As we come back to our teaching in-person, we need to keep building on those things that he mentioned earlier, and this was his conclusion, which is the connections that we have to each other, to our institution, to ourselves, and to our students. Confronting racism and bias and keeping it out of our space and compassion for each other and our students. Those are three things that we can do all of which start with the letter C. There are probably a lot of other things with other letters, but if we do those things, we will help ourselves, help our students and help our community have a stronger and successful year.

Approval of Agenda – Approved
Approval of Minutes of 5/6/2021 – Approved.

President Report – J. Sakaki

J. Sakaki said thank you, Chair Reeder, for your report and your comments and thank you for your leadership this past year and to all of you for serving. She appreciated the compassionate care for us and even our wellness moments. When we think that we just can't move because we have so much to do, we still listened and we are all better for it.

She was pleased to announce after a national search, Karen Moranski has been offered and accepted to become our permanent Provost going forward. We’re thrilled for her leadership and appreciate it. She thanked the search committee. This was a very inclusive process. She read all the comments that came in and they were many. They were from staff, students, faculty and administrators and the Deans. She felt good about the process and very good about the outcome. This week was also the Board of Trustees meeting, and she noted a couple of things. One, that Chancellor Castro reiterated the vaccine requirement for the fall. He also mentioned that there’s been a lot of interest and concern about investments of the California State University in fossil fuels and he did direct the investment committee of the Board of Trustees to look at that and by the November meeting to make a recommendation about investments of the CSU. He also highlighted the numerous courses and plans that are in place on every campus around sustainability and climate change, and he said that made him proud. He encouraged us to keep doing what we’re doing. The last thing he spoke about was the Governor’s budget May revisions. It is good news for the CSU. It is an increase to the base CSU budget and $74.4 million additional funds to the CSU for their support for the Graduation Initiative. There is one time monies to support additional deferred maintenance which every campus in the CSU really needs. One of the things that the Legislature and the Governor is very interested in is having more predictability in our budget. It’s something that we’ve been saying for a long time. We hate year to year, not knowing what the budget is going to be. There is interest for the first time, in having a multi-year budget and the Governor and the Legislators are very interested in doing this with the CSU. Six items that were highlighted as things that are very important for the Governor and Legislators to engage in this multi-year budget agreement are - Closing the equity gaps, making sure that all of our students equally have the chance to be successful; Improving the time to degree completion and making sure that courses are offered and advisory services are there so that students can graduate in a timely fashion; Reducing student’s total cost of attendance by making it more affordable, so that we can serve our students, whether that’s around textbook costs or reducing the kinds of things that are expensive for students; Increasing the number of California residents that attend each of our California state universities to serve the public in California; Improving faculty diversity was called out as one of the six items and the last one, which was seen as very important is better alignment of our California State campuses curricula with the workforce needs of California. As we plan into the new year around our strategic plan and look at these six areas to make sure that we’re aligned and that our resources are aligned to help support these things that will help us and the system have a multi-year budget, so there’s more predictability and planning.
This year has been so difficult and challenging in so many ways, and every Thursday pulling up a chair and looking at the screen (and she would, of course, much preferred seeing everyone in person), but your service in this way to the university, your voice in speaking for the things that you care about and that matter, and will make us a better Sonoma State are important. There are many things that you could choose about how you spend your time or how you spend your energy or your thoughts, she was thankful for this service.

This last Saturday she wished everyone could have stood on the stage with her and heard the heartfelt thanks from every graduate that crossed the stage. The joy in those students, the appreciation was so heartfelt, was wonderful. We weren’t sure how this was going to turn out. We had many people saying, “no don’t do it this way, do it this way, follow the state, do this” and we had to be nimble, but we knew it would take months of planning to pull this off in a way that she could not have been prouder. There was not a hitch, it was near perfect last weekend. It had so many comments on social media that, we had more students who hadn’t signed up for this weekend, sign up, so we are starting an hour earlier because my directive to the planning committee was, we will not turn anyone away. It doesn't matter if you have a car, you don’t have a car, it doesn't matter how you show up and show up at the wrong ceremony time, we are going to congratulate you and let you walk and it has been amazing. At the close of last Saturday’s event, she drove the rest of the route to see where the cars were lining up and the whole operation was just fabulous. We could put on any kind of show. This was amazing teamwork, faculty, staff and everyone pulling together to give our graduates this fabulous day. Thank you to all the Faculty who were able to witness that. We love that there were rows of faculty and the students could walk between them and actually see you and thank you and that you could see your graduates as well. In fact, she and the Provost loved that aspect of it, and we want to do that when we are back doing our regular graduation commencement in the Green Music Center inside next year, hopefully. We love that part of the faculty involvement with the students. She was incredibly proud and there was one funny side. There were limousines, there were pickup trucks, there was every kind of car. They were decorated. They were amazing and it was more fun to watch because normally in commencement, it’s the shoes, you could watch the different shoes and notice personality, but this time we could see shoes and we could see cars, and it was amazing. She learned after the event that in one of the vehicles was former Dean Lynn Stauffer. She was celebrating a niece that was graduating. The President said she reached out to her and asked, could she tell her from a family member perspective is there anything at all that we could do to make commencement better for the families of our graduates L. Stauffer said their family was just thrilled, her niece was happy and was in tears, that it was so beautiful and that she said, congratulations, it was the most beautiful commencement ceremony and their family so appreciated it. That’s a testament to all of you that who gave us the opportunity, gave us your input. She hoped everyone would get to see it and see some of your graduates this weekend.

A member asked the President tell us how she plans to respond to the Faculty Hearing committee ruling on the conflict between the CCJS department and the Social Sciences Dean. J. Sakaki said she will be reviewing it very carefully and she will be responding. She had not yet completed her review.
S. Bosick said we're so pleased to be able to provide a report during this year in which most of the GIG activities have of course been remote. But the year has given us more than ample opportunity to think about equity at our institution and think about how to keep students on track for graduation, even during times of academic disruption. The graduation initiative group, though, as a whole is made up of many constituents on campus and their names are listed on the very last slide. We're going to start with J. Zamjahn giving an overview of the data.

### GI2025: SONOMA STATE GOALS

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<th>Graduation Rate</th>
<th>2015</th>
<th>2020</th>
<th>Difference</th>
<th>2025 Goal</th>
</tr>
</thead>
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<tr>
<td>4-Year</td>
<td>29.3%</td>
<td>39.3%</td>
<td>10.2%</td>
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<td>6-Year</td>
<td>58.6%</td>
<td>60.1%</td>
<td>1.5%</td>
<td>75%</td>
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<td>Transfer 2-Year</td>
<td>51.7%</td>
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<tr>
<td>Transfer 4-Year</td>
<td>80.8%</td>
<td>84.0%</td>
<td>3.2%</td>
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<table>
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<th>2020</th>
<th>Difference</th>
<th>2025 Goal</th>
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<td>URM</td>
<td>7.8%</td>
<td>1.8%</td>
<td>6.0%</td>
<td>0%</td>
</tr>
<tr>
<td>Pell Grant</td>
<td>10.9%</td>
<td>4.2%</td>
<td>6.7%</td>
<td>0%</td>
</tr>
</tbody>
</table>

J. Zamjahn said he was excited to share with the Senate some of the data regarding GI 2025 as we are past the halfway point of where we are and six years in. As you look the data that we have, the most up to date is through five years so at the end of our cohort that ended 2020 is our graduating class from last spring, and as you can see we're making progress on all of our graduation rates, as well as our equity gaps. The big changes are in moving our first-time, first-years from that six year graduation rate to a four year graduation rate and moving those transfers from a four year to two years. He was proud of the work that we've done on this campus of educating our students on what 15 units means compared to 12. A simple discussion, dialogue and marketing around that has helped our students move from that six years to four years to graduate from SSU with less debt as they might move...
into post graduate programs or a career that they’re so passionate about. We're really interested in our equity gaps for underrepresented minority students and our Pell eligible students. As Senators can see, we were happy to get our URM equity gaps down to 1.8% this past year, almost zero. We know that this fluctuates every year, this is not just a straight drop. It could come up again and one of the things that we're doing this year is we're looking at the cohorts that we're going to be graded on for July 2025. Our cohort that started fall of 2019 that were first-time, first-years, those will be our six year graduation rates and our equity gap cohort. Those are the ones that we want to track to make sure that they're persisting, that we're supporting them through the different barriers that are there, so that they can graduate, and that we can get them in our data fields as well.

Two Major Sub-Groups

Impaction Sub-Group—Reviewed how impaction affected current SSU students compared to incoming students

Holds Sub-Group—Audited registration holds to standardize holds and communication.

S. Bosick said each year we tried to ensure that Graduation Initiative Group is actually effective. It’s easy to get in a room and all talk about how great it would be to fix equity issues and these sorts of things, but one of the strategies that we’ve been taking in GIG is to put together a couple of well-formed goals or missions for the year. This year we took on two major goals. One was to tear apart impaction to understand what are the issues surrounding impaction. The second was thinking about holds on registration. We had two subgroups working on these two issues.

Impaction Sub-Group

Identified data needs surrounding impaction. Focused on the connection between impaction data needs and program review data needs.

Looked at the relationship between impaction and advising needs.

Identified inconsistencies between admissions requirements for impacted majors and requirements for continuing students.

Next Steps: Standardizing data requests. Investigating a common deadline for continuing students declaring impacted programs to ensure consistency and clarity across programs.
The impaction subgroup spent quite a bit of time looking at and thinking through the data needs surrounding impaction. As you may know, we have to report to the Chancellor’s Office on impaction and fairly far in advance of when we plan to make any changes. This year, she was pleased to inform the Senate that we have eliminated impaction for the 21-22 academic year for Hutchins/ Liberal Arts, Communications, Biology and Business. As we all know, this is due in part to enrollment challenges here on campus, but at the same time it’s in equal part to the hard work of our faculty and our staff in those departments and our advisors in ensuring that students are getting out in a timely manner and graduating on time, so that we can address the needs of additional students. We are continuing to look at the data needs. We’re very focused on the connection between the impaction data needs and the program review data needs. The Office of Institutional Effectiveness is doing a tremendous job with mounting various data tables in the tableau system so that we all have access to those. We are in deep conversation with Institutional Effectiveness as we continue to build out the data that is accessible to departments, to faculty, and administrators on campus so that we are making data informed decisions. We’ve also been looking quite a bit at the relationship between impaction and advising needs. Part of this has included identifying a particular issue on our campus whereby some continuing students are finding it difficult to get into impacted majors and perhaps having a more difficult time getting into those majors than some of our incoming transfer students. This is an issue that caused us to work with various constituents on campus to understand, so that we can continue to address this, both through program review and through Academic Programs more. When we’re working with departments on program review and as we move toward our next impaction report for the Chancellor’s Office in the coming year, some of our next steps involve standardizing some of those data requests, making sure that institutional effectiveness is geared and focused towards addressing all of our needs on campus and that we’re coming to institutional effectiveness in a fairly uniform way regarding what our needs are. We’re looking at establishing a deadline for continuing students to declare for impacted programs and continuing to look at data to see when and where and what resources those programs would need in order to alleviate impaction.
J. Zamjahn said this sub group took a look at all of our active registration holds that we have here on campus and partnering with the registrar, we were able to identify 71 different registration holds. Some where obsolete and hadn't been used in a couple semesters, some we were able to combine into one. Some we were able to discuss, such as, are there other ways we could hold students accountable. We were able to get that 71 holds down to 22 right now and that’s exciting. The smaller number of registration holds that we have for students, the better chance that we have to give them the language and communication, so they know exactly how to remove them, the steps they need to take in order to take care of them. We did that by sending a Qualtrics survey out to all the different departments that have registration holds and we asked different questions such as, when do you put hold on students, when do you take them off, what language do you send students, do you send language to the students after it’s removed, so they know that they can go and register. We’re trying to see what the different responses were, what the different communication was around the different holds. What we found out is that it was all over the board. For next steps, we want to look at standardizing the language when we put holds on, so all the students can know when they need to start taking care of the different things. We have been separately pushing our local connect mobile app usage for students. About a third of our undergrad population have been able to download that and one of the features is the students have the ability to look at up to 15 registration holds and learn how to take care of them. We were able to integrate those holds into the mobile app where students can then figure out what they need to do, and then remove those holds. We’re super excited to use some of that technology to get that information out to students. Over the last couple years, we’ve been noticing about a third to a half of our undergraduate students in the fall semester have a registration hold. Last fall, we had about 2500 undergrads that had some type of registration hold and that’s by mid-October. By mid-November when registration opens we had to work with each of those students to get rid of the holds. So how can we proactively get ahead of them. We’re still working on trying to get some of the holds taken care of, we’re still trying to standardize everything. One of the things that we’re going to try to do is add an onboarding week, the second week of school where some of our large holds such as, how do you submit your immunizations, how do you take care of your Title IX trainings, where we can get the students together in a lab and work with them on taking care of these in August, compared to October, when we can then focus on registering students. A few other things that we’ve been working on, under the leadership of Dr. Gerald Jones who oversees CASSE, we are working on summer bridge and partnering with faculty and it’s exciting. This year’s summer bridge program is again going to be remote. The goal is to add in six units of credits for students who are participating in summer bridge. As they start the fall semester, they’ve got six units under their belt, they’re feeling more confident and feeling ready to be engaged in rest of their classes. The Advising and Transfer Center and the Division of Student Affairs has partnered with faculty regarding high DFW courses, courses that a high percentage of students receive a D, F or W. We partner with them to run progress reports and this is our early warning system. We are excited about what we were able to do this year. National averages on response rates of progress reports is about 25% by faculty. Over two rounds, we had 58% of our faculty responded, which is fantastic and because of that we found 53 students who are struggling. 69 cases were opened on them, we were able to close 27 cases or
21 students with favorable outcome. Favorable outcome means that they’ve met with a professional academic advisor, got tutoring, got an education plan and were able to come up with some type of plan to move forward. We also will look at students that we were not able to connect with over the phone or text. We will assess how did with just sending them marketing material on Tutoring and different services on campus. We look to expand this next year as well to be able to support more students in the first month that they’re here at Sonoma State or as they’re returning to Sonoma State.

We want to thank the Senate for giving us this opportunity. Here are all the members that sat on GIG this year and put time, energy and love into what we’ve been working on. The Chair thanked S. Bosick and J. Žamjahn for this report. It is something to see the increases our retention rate, increases in persistence rate, increases in graduation, these are all favorable outcomes and often it is just institutional barriers that are in the way. He especially liked the fact that we’re looking at not only these institutional barriers, but also how they affect and interact with our underrepresented minority students and our Pell eligible students, because often institutional practices impact different populations of students more or less favorably depending on depending on that students set of circumstances.

Return to Questions for the President

A member said two days ago a petition was sent out by email to all faculty urging them to sign a petition to ask you to retain the AVP of Faculty Affairs position, and also to create an ombudsperson position in Academic Affairs. He remembered that the Senate passed a resolution and recommending an Ombuds office, including a full time ombudsperson, be established after exploration of best practices by the President of the university. (http://senate.sonoma.edu/resolutions/creation-ombuds-office) He was wondering if perhaps that second part of the petition is not necessary. He wanted to know if there was any movement towards creating such an office here. The President said we did review that then at the time and any decision is always up for review. Again, if circumstances have changed as such, she will take that into consideration. She thought that the changes that we are looking at in terms of best serving the needs of the faculty, we are looking, of course, to not reduce services in any way, just change where they are offered. One of the things that is going to be interesting is we will be co-located with Human Resources and Admin
and Finance due to the remodel the changes. That will probably be less change than anticipated since almost all the people will still be there working. She appreciated all the concerns and said we’re listening.

A member said he wanted to point out, since this is the last Senate meeting of the year, the President’s response to the Faculty Hearing committee’s decision may happen during the summer, when we’re not here. He thought we must be vigilant about this and be prepared to take up the issue again in the fall. He asked about some negative publicity that the University has received the last couple of days about allegations of mistreatment of female students by a Professor in Hutchins. It apparently does not involve sexual improprieties, but it’s more on the lines of degrading female students, treating them as though they don’t exist. Whatever the allegations are, the point is it has brought some negative publicity to the university and he asked President Sakaki if she plans to respond to this. The President said it is being investigated. Of course, we care about students, safety and well-being and any of those issues that are raised will be looked into. They are being looked at into and addressed and she will be working closely with Provost Moranski on this matter. The Provost said she could add that we have been working quite carefully to address some of the media questions around this and have sent responses to various outlets. We are responding. She thought the important thing to know is that we have been addressing the issues as they arise, have been working with students and making sure that we’re also protecting all parties in the process and ensuring due process. It’s important in this situation, as an others, that we ensure due process, that we ensure fair treatment for all parties as matters are being investigated, but we have responded very quickly swiftly to the student concerns.

3:50 reached. Video of Natalie Hobson shown for desktop yoga.

The Chair said he hoped, more than anything, that this example of a break in our working routine and also the intentional way of taking time and space to ground ourselves and take care of ourselves, that this has at least to some extent, been a model or an opportunity for us to give each other and give ourselves permission to do this on a more regular basis, rather than just once every couple of weeks, and he hoped that is a practice that will continue.

Provost Report – K. Moranski

The Provost said it’s very exciting and she was looking forward to our work together as we move on and we have much to do so. As a coda to Presidents Sakaki’s comments about commencement last weekend and commencement this weekend, that one of the things that was so morale boosting was faculty having the opportunity to see faculty and so many of you had not really seen each other in person in so long and your joy at being together and our ability to see one another and to actually speak face to face and greet one another was wonderful. She was looking forward to doing that again this weekend. A couple of things as we go forward, we are continuing to support the school of Extended and International Education as we think about where to go with the search for a leader for that school. SEIE will continue to be under the very capable hands of Stacey Bosick and Jason Lau and we will continue that into the fall. As part of our work to do some thinking
about strategic planning and strategic budgeting, to think about how we want to move forward and start any search that that needs to be run. We’re going to keep going because it’s working fine and we’ve got great leaders doing a great job continuing to run that that school. We will start to have those conversations in the fall and she knew that there are several of you who expressed interest in being part of those discussions and we’ll make sure we have good discussions about how we can best utilize the School of Extended and International Education moving forward on our campus. In terms of an ombudsperson, she had a discussion with CFA leaders this week about that work. Jeff Banks and herself are very interested in looking into that kind of position, so she did talk with CFA about that this week. We’ll get going on that conversation as well. In terms of the transition of Faculty Affairs, we are continuing to listen, continuing to hear the need for support for faculty and the importance of that support and the importance of making sure that it’s the right kind of support and that there are multiple issues that faculty needs support on as they move forward. Everything from RTP to lecturer pools to hiring a new faculty to labor relations. We want to make sure that we’re serving all the needs of the faculty as we move forward so more on that to come, but we are listening and taking the advice of faculty seriously as we move forward in that work.

A member said if he understood correctly, the announcements that were made at previous meetings, we were going from having a Provost and an Associate Provost to having just one Associate Provost. Deborah Roberts is leaving her position and returning to the Nursing department. He has been hearing a lot of complaints about the notion of doing away with her position and turning over a lot of the responsibilities to Human resources. Was he correct that there’s going to be only one AVP now and a lot of what Deborah Roberts was doing is going to be handled by Human Resources.

The Provost said it’s not the case that there would just be one AVP in in Academic Affairs. There are a number of AVPs, not just in Academic Programs and Faculty Affairs. We have AVP Lopez in Strategic Enrollment and we have AVP Brown in Institutional Effectiveness, so the structure has changed considerably from five years ago, even when it was just those two MPPs, but yes in terms of the role of the AVP, we have another AVP who is Jeff Banks and Jeff Banks is a highly experienced Faculty Affairs administrator. He will serve in the role of AVP, and that is his area of expertise, so the fortunate thing is that we’re not losing expertise in Faculty Affairs. The member asked for a new org chart. The Provost said absolutely.

The CFA rep said we did have on Tuesday morning, a CFA and Provost labor management meeting, and we did discuss the AVP Faculty Affairs position that Deborah Roberts has been occupying. We had a wonderful relationship with her and have done several joint trainings between CFA and the Faculty Affairs office. Many of you received a petition this week to support SSU faculty by retaining and AVP in Faculty Affairs position and creating an ombudsman position as well. At our meeting yesterday our CFA Executive Board noted that there had already been, in one day, 92 signatures to that petition. We’re hoping that you’ll take a look at it, as Senators and join us in signing that petition. We want to make sure that the faculty at Sonoma State have the full support that they need. The Provost is considering an open forum to discuss the restructuring of her office and sending parts of that work
over to the Human Resources area and she had mentioned that the possibility of holding that open hearing on the AVP in Faculty Affairs position on May 25 or 26th. She said that she’d really like to hear from faculty about what their needs are, specific needs that need to be met in order to support our faculty. We don't want to lose a person who can handle many of these issues for us. Deborah Roberts was very much involved in helping to investigate grievances and also she participated in the statutory public hearing for the CCJS department. She wears many, many hats and the coordination between moving some of these functions to other areas like Human Resources and maybe Administration and Finance are concerning. Please take a look at our petition. We’re hoping that you’ll sign it. We’re looking forward to an open hearing, so that you’ll have an opportunity to share your ideas about how that position should function as well.

Vice Chair Report – L. Krier

L. Krier said Structure and Functions met not this last Tuesday, but the one before. We elected Letha Ch’ien as Chair again for the 2021-22 academic year. We appointed a faculty member to the Academic Council on International Programs, Rheyna Laney. We discussed UPRS considering changing their meeting time from one and a half to two hours in order to better accommodate the amount of work that they think they’re going to have in the coming years and provisionally approved it, waiting on a vote from that body. We talked about school elections and the question of whether or not Structure and functions has jurisdiction about how Schools run their elections. The bylaws aren’t clear on this, so we’re going to look more closely at that next year, when we dig deeply into the bylaws. We did make an update to the URTP bylaws to indicate that the school elections for reps should be by plurality in order to better reflect the vote of the Senate. However, we may need to revisit this next year, depending on the outcome of our discussions and consensus on school elections.

Election of two Senate member to Executive Committee for AY 21-22

Nominations: Michaela Grobbel, Sam Brannen and Ed Beebout. Michaela Grobbel and Sam Brannen were elected.

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

Wm. G. Sawyer noted how wonderful it was to be in the company of our faculty and staff during the commencement ceremony, particularly during the break time. It was fun, just to be able to meet with folks. A lot of this has also helped with our Zoom meetings, for us to get a chance to know each other and see each other, a little bit differently. He was encouraged about moving into the next academic year. It has been a wonderful year and a wonderful time meeting you. Housing is remaining the same. Housing for us is huge, because we’re normally at around 3200 students and this year, of course, we are around 2040. That’s remaining consistent. We are going to make sure that we continue to push and pursue students to get food contracts, but we also encourage anyone who would like to have a diamond contract, please sign up. We are looking forward to having our students on campus and in community. 92% right now of students are registering for the fall. It’s not quite our 95%, but
we’re still pushing. This was the first year that we had student awards that we call the Noma Student Leadership awards. President Sakaki and President Kadar from the Associated Students presented awards last week for the outstanding student leaders, for the rising star, which is a student who was not a senior, but a student who they felt had the most potential. We were able to announce our two outstanding student leaders of the year. Lauren Smith, who is the Vice President for the Black Student Union, as well as Melissa Kadar, who is now former or past President of the AS. Tonight we have rainbow Grad. We’ve also had this week Maverick, we’ve had Rasa, we’ve had our Asia Pacific islander graduation. Tomorrow night we’ll have Black Grad, so it’s been exciting to watch our students be celebrated. Thank you for all that you do, because they would have never made it to the stage without your help and support.

Statewide Senators Report – W. Ostroff, R. Senghas

W. Ostroff said we had a very full, busy and exciting plenary last week, three days of Zoom meetings. We heard from CSU Chancellor Castro, who thanked all the faculty for their work during this very difficult year and he spoke more about the interim vaccine policy and the anticipation of relaxing some social distancing requirements. The Governor’s office has communicated with him that they want to assist in efforts to diversify the Faculty. That’s a sprinkling of things that he discussed with us. We also heard from CFA President Charles Toombs again. There was a very clear message from all folks to thank faculty for our hard work during this really challenging year. On the CFA, we’ll hear about more, but bargaining on the contract is starting soon. We heard from the Student Representative Alondra Scoville Garcia. We heard from Fred Wood, the interim Executive Vice Chancellor of Academic and Student Affairs. We heard from some folks from the Alumni Council and she noted some interesting facts. There are 4 million living alumni of the CSU. One out of twenty college graduates in the United States is from the CSU. One out of twenty employees in California is a CSU graduate. That was very impactful for us to hear what our work is doing in our state and in our country. We had a lot of resolutions that were approved. We approved a resolution about transfer pathways across the California Community colleges, the CSU and the UC. We passed a resolution recognizing the disparate impact of the COVID 19 pandemic on women in the CSU. We approved a resolution about dual admission legislation. We approved a resolution about faculty and administrative responses to student transgressions of academic integrity. We approved one on reimbursement for COVID related work at home expenses. We approved a resolution about the CSU support for expanded early start summer experiences and a resolution for support for actions taken to reduce climate change and protect the environment. We approved a resolution on concerns regarding ethnic studies and implementation and we approved a resolution about the calendar meeting, whether we’re going to meet in person next year. We approved a resolution on faculty involvement in reimagining higher education post lockdown and one on supporting students, faculty, coaches, and staff who express concerns about a climate of harassment retaliation and bullying. (https://www2.calstate.edu/csu-system/faculty-staff/academic-senate/Pages/Resolutions.aspx).
R. Senghas said Chair Robert Collins reported on his activities and among the things that he asked us to get or to encourage people to let them know as they’re looking for the new Executive Vice Chancellor of Academic and Student Affairs, they are looking for input for that search Committee. Here are a couple of questions that he asked us to ask you all. He posted this in the chat:

- What are the opportunities that await the next EVC-ASA?
- What challenges might this individual face in this role?
- What are the ideal skills, qualifications, and attributes that the next EVC-ASA should possess?
- What are some of your "points of pride" as a member of the CSU community?

This position is the Provost equivalent at the Chancellor's Office level.

The ERFSA rep said it sounds like there is a very good relationship between the new Chancellor Castro and the Statewide Senate. That's very good news. He wanted to make the Senate aware that Chancellor Castro spoke recently at our statewide meeting of the Emeritus and Retired Faculty Staff association and we too are quite pleased with the Chancellor. He addressed us for a while and then responded to the questions. So far, we are very impressed with him.

Staff Report – K. Sims

K. Sims thanked everyone for their service. This semester has been interesting and she wished everyone a fun and active summer.

Changes to the Senate announcement:

J. Reeder said Vice Chair Laura Krier leaves us in that role and Bryan Burton becomes next year’s Vice Chair. Emily Clark, will be the Secretary of the Senate next year. Adam Zagelbaum will be leaving us and Ben Smith from Human Development will join us as a representative from Social Sciences. Joyce Lopes leaves us, as the Vice President for Administration and Finance and Stan Nosek will join us as an interim in that position. Elita Virmani leaves us as APARC chair and returns in the capacity of representative from the School of Education and Emily Acosta Lewis joins us as the new APARC chair. Emily Asencio remains chair of EPC next year. Paula Lane leaves us as FSAC chair and Richard Whitkus will be joining us in that role. Hilary Smith leaves us as SAC chair and joins us as a representative from the Library and Karen Thompson becomes chair of SAC. He becomes past chair and Lauren Morimoto becomes Chair of the Faculty.

APARC Report – E. Virmani

E. Virmani provided a quick review of the past year. We started off the year thinking about ways to integrate core values and strategic priorities into the program review self-study guides and made some changes there. They’re still looking at trying to determine what is APARC’s role in shifting the culture of assessment at SSU, revising syllabus policy, refined the UPRS cycle from five years
to seven years. We are still integrating feedback on the draft priority recommendations. She appreciated those and it'll take some time to integrate. She said thank you so much for letting her serve in this role and she was looking forward to coming back, presto chango, in a different role.

EPC Report – E. Asencio

E. Asencio said it's been an interesting year, so we'll just leave it at that and EPC is looking forward to all the wonderful new things that will come next year.

FSAC Report – P. Lane

P. Lane said FSAC met at Sally Tomatoes to have a great send off for the year. We have just finished reviewing all the department RTP criteria we received. We plan to write a helpful memo because we believe, the best of intentions have left people and Chairs trying to figure out how to exactly write that document and we want to help people and that will be taken up in the fall. We will continue to take up the Department Chair document. We understand from our representatives at the Academic Freedom Subcommittee, we will also take up working on what is it we want for academic freedom, what have students asked for and, and how can we talk about this in the current day. We need to get back to what the academic freedom issues are, not necessarily an individual case, perhaps, but have a document or some discussion to start with. R. Whitkus will lead that as well how can we support ourselves as faculty and also deal with student learning and sensitive material. We also would like to get back to some transparency, both here at the Senate as well as in our own committee. We have been doing the work in our meetings, we have been doing work in the Senate. We want to get better at hearing from our subcommittees and we’re going to get better at presenting more often with the new chair.

SAC Report – H. Smith

H. Smith said SAC met this week to elect our new chair, who is not me. We started our year hoping to tackle the cheating and plagiarism policy and the issue of academic integrity and how best to support students to be successful around those issues and we got pulled into the rabbit hole of the priority registration policy. She hoped that in the coming academic year, we continue to work on those two issues. Ben Ellis and Student Conduct is interested in having further discussions around how to support students around academic integrity and the Student Affairs Committee is hoping to join with him in those discussions. We’ve identified some avenues to help update the priority registration policy and think more broadly about how we are supporting students who need better access to courses generally, even when it falls outside of that policy.

CFA Report – E. J. Sims

E. J. Sims said yesterday at our CFA Executive Board meeting and General meeting, we had our solidarity social. It was a virtual happy hour and with great attendance and a lot of enthusiasm. We celebrated all of our accomplishments that we’ve done this semester. It was a chance to enjoy a favorite beverage with other faculty
members and also to talk about issues that were important to our members. Thank you for your participation in our solidarity social and also for your wonderful support of CFA this academic year. We know that membership is important, and so we appreciate your membership, your advocacy, and your activism in CFA. Today we sent out a reminder for our lecturers to remind them that they can claim their unemployment benefits during the summer break and encouraging them to do that. The resources for filing an application are on our statewide website. On behalf of CFA Executive Board, we wish everyone a happy and wonderful summer and a chance to get to do all those things that have been put on hold during this COVID pandemic.

Changing of the Guard

The Chair said he wanted to take this moment to acknowledge, one last time, that our university is on the land of the Pomo and Coast Miwok. He thanked everybody for being such a wonderful group, not only a group of fellow senators, but ex-officio members and participants. It's been completely unlike what he thought it would be, but it's been an honor and it's been a pleasure. He said he had learned a lot from everyone and gotten a lot of inspiration from everyone and was looking forward to this weekend’s commencement activities. This Sunday his spouse will graduate with her MA and he was very much looking forward to that. She is, as you can imagine, even more excited about that. There will be a room in Madrid, right smack in the middle of the city, if anyone wants to reach out and make arrangements to come and visit. It'll be there throughout the next year. He recognized Vice Chair Krier.

L. Krier said she offered a resolution from the floor. The resolution had been sent via email to everyone at that moment.

Resolution on the Matter of Jeffrey Reeder

Whereas, Dr. Jeffrey Reeder, Professor of Spanish, has served one year (2020-21) as Chair of the Faculty of Sonoma State University; and

Whereas, Dr. Reeder, champion bike rider, has tirelessly advocated for bike racks, paths and safety over the last 20 years at SSU; and

Whereas, with grace and aplomb, Dr. Reeder has Zoomed us through a difficult year, always mindful of our well-being; and

Whereas, Dr. Reeder has shared the origins of many words to help develop a shared vocabulary, and never misses the chance to deliver a well-placed pun; and

Whereas, Dr. Reeder has developed the Zen 10 for Senate meetings, leading Senators at home through yoga on the Senate floor; and

Whereas, Dr. Reeder has been a sensible steward during the Covid year at SSU and helped bring rationality and logic to our approach to repopulation; and
Whereas, Dr. Reeder has used a variety of metaphors to help set the stage at every Senate meeting; and

Whereas, Dr. Reeder drives us toward compassion for the situation of students, faculty, staff, and administrators during the Covid pandemic of 2020; and

Whereas, Dr. Reeder welcomed students to speak at the Senate, reminding us why we do what we do and grounding us in the student experience;

Therefore, be it hereby

Resolved, that the Academic Senate of Sonoma State University express its gratitude and respect to our friend, colleague, and leader for his contributions; and be it further

Resolved, that the members of the Academic Senate look forward to the ongoing contributions of Dr. Jeffrey Reeder to the life of the university.

Virtual cheers and clapping! Approved with acclamation!

J. Reeder said, oh shucks thank you. His favorite part of that was the word “friend” in there, thank you. He said it brought him great honor to recognize his colleague and friend, Lauren Morimoto, who will be leading the Senate next year. He virtually passed gavel to Lauren Morimoto.

L. Morimoto said thank you Jeffrey, she appreciated it and looked forward to having his guidance the next year when B. Burton and herself would be leading this body together, thank you.

Adjourned.
DATE: August 16, 2021

TO: Academic Senate

FROM: Sally Russo, Director of Academic Personnel

RE: Emeritus Eligible List Fall 2021

The following members of the faculty have either retired or completed the Faculty Early Retirement Program and have served the university for ten or more years.

<table>
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<tr>
<th>Name</th>
<th>Department</th>
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<tr>
<td>Boda, Wanda</td>
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<td>Su, Meng-Chih</td>
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<td>Winter, Steven</td>
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This list is presented for the Senate’s recommendation as to their emeritus status.
Leadership Development in Faculty Governance – a proposal
Laurel Holmstrom-Keyes, Senate Analyst Fall 2021

Faculty Governance at Sonoma State would benefit greatly from leadership development. Preparing faculty to take on the role of a committee chair or serving on an administrative committee will help governance improve its functioning and its standing at the University. I have learned recently that many new faculty do not feel welcomed into governance which is the antithesis of what we desire. Given the challenges of our University at this time and the strain on resources, our leadership development program needs to be nimble, cost effective and successful in a short period of time. We can leverage various modalities of leadership development (mentoring, training, experience) to achieve a robust leadership program to benefit current faculty and new faculty alike.

Here are ideas for what qualities we want in our faculty governance leaders.

1. Vision – Each committee chair should have some vision for the work of that committee for the academic year. The Chair of the Faculty should have an overarching vision for faculty governance for the academic year which should be shared with all committee chairs and the faculty as a whole.

2. Inspiration – As important as a vision is, it is equally important to be excited about it and help the committee members to stay motivated.

3. Strategic and Critical Thinking – Committee chairs should strategize their work flows for the year and any relationships or data they need outside of and within governance. They should encourage the committee members to think critically about the work of the committee.

4. Interpersonal communication – A good leader is able to communicate in ways that people see as genuine. Active listening and building rapport with your committee members are key.

5. Authenticity and Self Awareness – A good leader has an authentic leadership style and is self-aware of their strengths and flaws.

6. Open Mindedness and Creativity – A good leader is open to new ideas and understands various points of view. A good leader is creative in helping committee members resolve conflicts and come to mutual understandings. Leaders must be able to listen, observe and be willing to change course if necessary.

7. Flexibility – A good leader is adaptable and nimble when the situation calls for it. Things rarely go as planned, so leaders need to stop, reassess and determine a new course of action.

8. Responsibility and Dependability – a good leader should have a sense of responsibility and dependability. This means displaying those traits in your individual work, but also demonstrating them in your interactions with others. Your team members need to know that they can depend on you to take on your fair share
of work and follow through, support them through tough times, and help them meet both shared and individual goals.

9. Patience and Tenacity – A good leader takes the long view and persists despite roadblocks or bumps in the road. Patience is an essential trait for leadership.

10. Keep learning – A good leader knows that perfection is myth. There is always room for improvement. A good leader helps the committee members improve as well as improving themselves.

11. Mentor – A good leader will mentor committee members to become the next Chair of the committee or the next Chair of the Faculty.

12. Meeting facilitation – A good leader is well versed in meeting processes and knows how to facilitate a meeting so that the members move through the business in a timely manner, help the committee discussions stay on track and help the committee members feel a sense of accomplishment after the meeting.

Derived from

https://online.champlain.edu/blog/top-qualities-of-a-great-leader

My idea for leadership development in faculty governance is to utilize our CANVAS software to create a “class” for leadership development. There are many ways this could be done and I am willing to develop such a “class.” We could have videos of campus experts discussing a particular topic, with exercises developed with that presenter. We could have assignments that ask faculty to develop a vision or learn about their character traits to help with self-improvement. It could be a self-paced course with no grades, but feedback provided to assist the learning and a self-assessment at the end. Since it is self-paced, we could request that faculty take the “course” before becoming a committee chair or faculty could just take it to learn more about leadership.

Since I have experience developing a course and am familiar with CANVAS, I believe I could create a good first draft and then get feedback on each section from faculty willing to give specific feedback. Once the course was completed, I believe it should stay within the Senate office, since committee memberships change and the technical needs of the course would be better served by a specific person over time. Content could always be updated as needed, either by the Senate Analyst or from feedback about the course.

In addition to this idea, developing a mentorship program in faculty governance would be ideal. Seasoned participants in governance could be matched with new faculty to help coach them and prepare them for service in governance. An idea S&F will discuss this year is creating a special seat on most committees for “new faculty” with a one or two year term. Mentors could then prepare new faculty for gaining those seats and being productive members of the committee and committee chairs would expect many questions from those members.
If this project sounds like a good idea, I could prepare a section of the “course” for review and move forward from there. The goal would be to have this roll out in Spring 2022.

Thank you for your time and consideration of my proposal.
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<td>Academic Student EmploymentAppointment (Including ISA, TA, GA)</td>
<td>Mackenzie Knight</td>
<td><a href="mailto:knightma@sonoma.edu">knightma@sonoma.edu</a></td>
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<td>Celeste McDonald</td>
<td><a href="mailto:mcdonaldc@sonoma.edu">mcdonaldc@sonoma.edu</a></td>
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<td>Campus Clearance</td>
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<td><a href="mailto:vanessa.poblano@sonoma.edu">vanessa.poblano@sonoma.edu</a></td>
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<td>Contractual Issues and Mediation</td>
<td>Jeffrey Banks</td>
<td><a href="mailto:banksj@sonoma.edu">banksj@sonoma.edu</a></td>
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<td>Cumulative Evaluation for Temporary Faculty</td>
<td>Celeste McDonald</td>
<td><a href="mailto:mcdonaldc@sonoma.edu">mcdonaldc@sonoma.edu</a></td>
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<td>Department Chair Appointments</td>
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<td>Emeritus Eligibility</td>
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<td>Sally Russo</td>
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<td>Re-Appointment, Tenure &amp; Promotion</td>
<td>Vanessa Poblano</td>
<td><a href="mailto:vanessa.poblano@sonoma.edu">vanessa.poblano@sonoma.edu</a></td>
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<tr>
<td>Recruitment: CAPS &amp; Athletics</td>
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<tr>
<td>Recruitment: Lecturer Pools</td>
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<tr>
<td>Recruitment: Tenure Track, Visiting Professors, Librarians</td>
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<tr>
<td>Recruitment: Unit 11</td>
<td>Mackenzie Knight</td>
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</tr>
<tr>
<td>Resignation and Retirement</td>
<td>Sally Russo</td>
<td><a href="mailto:sacchett@sonoma.edu">sacchett@sonoma.edu</a></td>
</tr>
<tr>
<td>Sabbatical and DIP</td>
<td>Vanessa Poblano</td>
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</tr>
<tr>
<td>Temporary Faculty Contracts (Including Lecturers, Librarians, Athletics, and CAPS)</td>
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</tr>
<tr>
<td>Temporary Faculty Recruitment Pools</td>
<td>Mackenzie Knight</td>
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</tr>
<tr>
<td>Volunteer Appointments</td>
<td>Celeste McDonald</td>
<td><a href="mailto:mcdonalc@sonoma.edu">mcdonalc@sonoma.edu</a></td>
</tr>
<tr>
<td>Website - Academic Personnel</td>
<td>Mackenzie Knight</td>
<td><a href="mailto:knightma@sonoma.edu">knightma@sonoma.edu</a></td>
</tr>
</tbody>
</table>
Resolution of No Confidence in the University Library Dean, Dr. Karen Schneider

WHEREAS, the library faculty affirm the importance of shared governance, collaboration, inclusivity, and the role of faculty in decision making in support of student learning, values that are widely espoused in the SSU community, and

WHEREAS, the library dean consistently demonstrates lack of understanding of the role of faculty librarians in the operations of the University Library and lack of respect for shared governance, excluding librarians from decision making and disregarding librarian input and advice, and

WHEREAS, the library dean continues to make organizational decisions that disenfranchise librarians from engaging in our leadership roles and elevate people with little or no library experience or education into key decision making roles, creating an organizational structure that concentrates decision making within a small group of administrators and staff, and hindering operational effectiveness, and

WHEREAS, the library dean pursues priorities that do not align with and are not supported by library faculty, including establishing a plan for a large-scale library remodeling project that has redirected library resources from other key priorities, and

WHEREAS, the library dean demonstrates lack of transparency around library budget priorities and decisions, providing limited information, discontinuing regular budget meetings, and asking librarians to give budget input without providing the information necessary to make informed choices, and

WHEREAS, the library dean has engaged in assessment of library programs without the participation or inclusion of library faculty directly responsible for those programs, and has made decisions about library programs that disregard the decisions and input of the faculty responsible for those programs, and

WHEREAS, the library dean fosters a workplace culture of secrecy, retaliation, and favoritism, sidelining librarians from leadership and contributing to the loss of five faculty librarians, three long-time temporary librarians, and nineteen staff and administrators over the course of her six-year tenure, and

WHEREAS, the library dean fails to uphold certain core professional values and principles established by guiding organizations such as the American Library Association when enacting decisions around library personnel, resources, and programs, and

WHEREAS, the library faculty have made repeated attempts to resolve our conflict with the dean, including meeting with the dean to raise our concerns, engaging in dialogue with the dean, faculty affairs, and the provost, and initiating mediation, which was cut short by the dean, none of which resulted in meaningful change or resolution,

July 27, 2021
THEREFORE BE IT RESOLVED that on July 27, 2021 the library faculty passes a vote of no confidence in the library dean's ability to competently lead the University Library, and

BE IT FURTHER RESOLVED that this resolution be forwarded to Dr. Judy Sakaki, SSU President, Dr. Lauren Morimoto, chair of the Academic Senate, and Dr. Karen Moranski, Provost and Vice President for Academic Affairs.

Laura Krier, Associate Librarian

Lynn Prime, Senior Assistant Librarian

Hilary Smith, Senior Assistant Librarian

Rita Premo, Senior Assistant Librarian

Kaitlin Springmier, Senior Assistant Librarian

Catherine Fonseca, Senior Assistant Librarian

July 27, 2021
## Common Motions at the SSU Academic Senate

The motions below are listed in order of precedence. Any motion can be introduced if it higher on the chart than the pending motion.

<table>
<thead>
<tr>
<th>YOU WANT TO</th>
<th>YOU SAY</th>
<th>INTERRUPT?</th>
<th>2ND?</th>
<th>DEBATE?</th>
<th>AMEND?</th>
<th>VOTE?</th>
</tr>
</thead>
<tbody>
<tr>
<td>§ 21 Close meeting</td>
<td>I move to <strong>adjourn</strong></td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>Majority</td>
</tr>
<tr>
<td>§ 19 Suggest for benefit of body or</td>
<td>Point <em>(question) of privilege</em>¹</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>None, Chair rules</td>
</tr>
<tr>
<td>register complaint</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>§ 17 Lay aside temporarily</td>
<td>I move to <strong>table</strong>. . .²</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>Majority</td>
</tr>
<tr>
<td>§ 16 Close debate</td>
<td>I call the question³</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>2/3</td>
</tr>
<tr>
<td>§ 14 Postpone to a certain time</td>
<td>I move to <strong>postpone the motion to</strong> . . .</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Majority</td>
</tr>
<tr>
<td>§ 13 Refer to committee</td>
<td>I move to <strong>refer the motion to</strong> . . .</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Majority</td>
</tr>
<tr>
<td>§ 12 Modify wording of a motion</td>
<td>I move to <strong>amend the motion by</strong> . . .</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Majority</td>
</tr>
<tr>
<td>§ 11 Kill main motion</td>
<td>I move that the motion be <strong>postponed</strong></td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>Majority</td>
</tr>
<tr>
<td>§ 10 Bring business before the body</td>
<td>I move that [ or to] . . .</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Majority</td>
</tr>
</tbody>
</table>
Common Motions at the SSU Academic Senate continued

Incidental Motions – no order of precedence. Arise incidentally and decided immediately

<table>
<thead>
<tr>
<th>YOU WANT TO</th>
<th>YOU SAY</th>
<th>INTERRUPT?</th>
<th>2ND?</th>
<th>DEBATE?</th>
<th>AMEND?</th>
<th>VOTE?</th>
</tr>
</thead>
<tbody>
<tr>
<td>§ 23 Enforce rules</td>
<td>Point of Order(^4)</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>None, Chair rules</td>
</tr>
<tr>
<td>§ 24 Appeal chair’s ruling</td>
<td>I appeal from the decision of the chair</td>
<td>Yes</td>
<td>Yes</td>
<td>Varies</td>
<td>No</td>
<td>Majority</td>
</tr>
<tr>
<td>§ 25 Suspend rules</td>
<td>I move to suspend the rules which. . .</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>2/3</td>
</tr>
<tr>
<td>§ 26 Avoid main motion altogether</td>
<td>I object to consideration of the question</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>2/3</td>
</tr>
<tr>
<td>§ 27 Divide motion</td>
<td>I move to divide the question</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>Majority</td>
</tr>
<tr>
<td>§ 29 Demand hand count</td>
<td>I call for a division</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>None, Chair rules</td>
</tr>
<tr>
<td>§ 33 Parliamentary law question</td>
<td>Parliamentary inquiry(^5)</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>None</td>
</tr>
<tr>
<td>§ 33 Request for information</td>
<td>Point of information</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>None</td>
</tr>
</tbody>
</table>

\(^1\) First Order of Privilege: suggestion for the benefit of the body would be – disorder in the meeting, tampering with papers, bad heating or ventilation, etc. Second order of privilege: A complaint involves personal threats or attacks, illness, desire to be excused. Those of the second order are usually never ruled to interrupt business.

\(^2\) Formal RR language – I move to lay on the table. . .

\(^3\) Formal RR language – I move the previous question

\(^4\) A Point of Order asks for the enforcement of a parliamentary or local rule. It must be made immediately after the error has occurred except if clear violation of Constitution or By-Laws.

\(^5\) A Parliamentary inquiry is used when you are not sure of parliamentary procedures for a specific instance and want clarification.

Source: Jim Slaughter, Certified Professional Parliamentarian-Teacher, www.jimslaughter.com with editorial comment by L. Holmström
Resolution Endorsing Joint Statement on Legislative Efforts to Restrict Education about Racism and American History

Resolved: the Sonoma State University (SSU) Academic Senate endorse the Joint Statement on Legislative Efforts to Restrict Education about Racism and American History from the Association of American Colleges and Universities.

Resolved: the SSU Academic Senate calls on the SSU President to endorse this statement as well as CSU Chancellor Castro.

Resolved: that this resolution be distributed to the faculty of SSU, the ASCSU Chair, the CSU Board of Trustees, President Judy Sakaki and Chancellor Joseph Castro.

Joint Statement on Legislative Efforts to Restrict Education about Racism and American History

We, the undersigned associations and organizations, state our firm opposition to a spate of legislative proposals being introduced across the country that target academic lessons, presentations, and discussions of racism and related issues in American history in schools, colleges and universities. These efforts have taken varied shape in at least 20 states, but often the legislation aims to prohibit or impede the teaching and education of students concerning what are termed “divisive concepts.” These divisive concepts as defined in numerous bills are a litany of vague and indefinite buzzwords and phrases including, for example, “that any individual should feel or be made to feel discomfort, guilt, anguish, or any other form of psychological or emotional distress on account of that individual’s race or sex.” These legislative efforts are deeply troubling for numerous reasons.

First, these bills risk infringing on the right of faculty to teach and of students to learn. The clear goal of these efforts is to suppress teaching and learning about the role of racism in the history of the United States. Purportedly, any examination of racism in this country’s classrooms might cause some students “discomfort” because it is an uncomfortable and complicated subject. But the ideal of informed citizenship necessitates an educated public. Educators must provide an accurate view of the past in order to better prepare students for community participation and robust civic engagement. Suppressing or watering down discussion of “divisive concepts” in educational institutions deprives students of opportunities to discuss and foster solutions to social division and injustice. Legislation cannot erase “concepts” or history; it can, however, diminish educators’ ability to help students address facts in an honest and open environment capable of nourishing
intellectual exploration. Educators owe students a clear-eyed, nuanced, and frank delivery of history so that they can learn, grow, and confront the issues of the day, not hew to some state-ordered ideology.

Second, these legislative efforts seek to substitute political mandates for the considered judgment of professional educators, hindering students’ ability to learn and engage in critical thinking across differences and disagreements. These regulations constitute an inappropriate attempt to transfer responsibility for the evaluation of a curriculum and subject matter from educators to elected officials. The purpose of education is to serve the common good by promoting open inquiry and advancing human knowledge. Politicians in a democratic society should not manipulate public school curricula to advance partisan or ideological aims. In higher education, under principles of academic freedom that have been widely endorsed, professors are entitled to freedom in the classroom in discussing their subject. Educators, not politicians, should make decisions about teaching and learning.

Knowledge of the past exists to serve the needs of the living. In the current context, this includes an honest reckoning with all aspects of that past. Americans of all ages deserve nothing less than a free and open exchange about history and the forces that shape our world today, an exchange that should take place inside the classroom as well as in the public realm generally. To ban the tools that enable those discussions is to deprive us all of the tools necessary for citizenship in the 21st century. A white-washed view of history cannot change what happened in the past. A free and open society depends on the unrestricted pursuit and dissemination of knowledge.

Rationale:

The following have also signed this statement:

PEN America
American Historical Association
American Association of University Professors
Association of American Colleges & Universities
ACPA-College Student Educators International
Agricultural History Society
Alcohol and Drugs History Society
American Anthropological Association
American Association of Colleges for Teacher Education
American Council of Learned Societies
American Educational Research Association
American Federation of Teachers, AFL-CIO
American Folklore Society
American Library Association
American Philosophical Association
American Political Science Association
American Society for Environmental History
American Society for Theatre Research
American Sociological Association
American Studies Association
Anti-Defamation League
Association for Ancient Historians
Association for Asian American Studies
Association for Documentary Editing
Association for Spanish and Portuguese Historical Studies
Association for the Study of Higher Education
Association for Theatre in Higher Education
Association of College and Research Libraries
Association of Governing Boards of Universities and Colleges
Association of Research Libraries
Association of University Presses
Association of Writers & Writing Programs
Business History Conference
Center for Research Libraries
Central European History Society
Chinese Historians in the United States
Coalition of Urban & Metropolitan Universities (CUMU)
College Art Association
Committee on Lesbian, Gay, Bisexual, & Transgender History
Comparative & International Education Society
Conference on Asian History
Conference on Faith and History
Consortium of Humanities Centers and Institutes
Czechoslovak Studies Association
Forum on Early-Modern Empires and Global Interactions
French Colonial Historical Society
German Studies Association
Hispanic Association of Colleges and Universities
Historical Society of Twentieth Century China
Immigration Ethnic History Society
John N. Gardner Institute for Excellence in Undergraduate Education
Labor and Working-Class History Association
Middle East Studies Association
Modern Language Association
NAFSA: Association of International Educators
National Association for College Admission Counseling
National Association for Equal Opportunity in Higher Education
National Association of Diversity Officers in Higher Education
National Women’s Studies Association
National Coalition for History
National Council for the Social Studies
National Council of Teachers of English
National Council on Public History
Organization of American Historians
Phi Beta Kappa Society
Radical History Review
Rhetoric Society of America
Roy Rosenzweig Center for History and New Media
Shakespeare Association of America
Society for Austrian and Habsburg History
Society for Classical Studies
Society for Historians of the Gilded Age and Progressive Era
Society for the Study of Early Modern Women and Gender
Society of Architectural Historians
Society of Civil War Historians
Southern Historical Association
The Freedom to Read Foundation
Urban History Association
Western History Association
World History Association