

Academic Senate

**September 10,
2020 Via Zoom**

3:00 – 5:00pm

Welcome Back!



Fall Meetings of the Senate

8/27
9/10
9/24
10/8
10/22
11/5
11/19
12/10

AGENDA

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

Consent Items: Faculty Eligible for Emeritus Status

Business

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

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 – (TBD)
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. 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

August 27, 2020

Via Zoom

Abstract

Chair Report. Agenda Approved. Minutes of 5/14/2020 Approved. President Report. Crash Course on Robert's Rules. Preparation for Group Photo at next meeting. Provost Report. Vice President of Administration and Finance Report. Vice Chair Report. Vice President for Student Affairs Report. Associated Students Report. Statewide Senator Report. Staff Representative Report. APARC Report. EPC Report. FSAC Report. SAC Report. CFA Report. Good of the Order.

Present: Jeffrey Reeder, Laura Krier, Carmen Works, Bryan Burton, Wendy Ostroff, Richard Senghas, Sam Brannen, Michela Grobbel, Ed Beebout, Angelo Camillo, Rajeev Virmani, Viki Montera, Rita Premo, Izabela Kanaana, Jordan Rose, Adam Zagelbaum, Kevin Fang, Victor Garlin, Amal Munayer, Judy Sakaki, Karen Moranski, Joyce Lopes, Wm. Gregory Sawyer, Erma Jean Sims, Noelia Brambila-Perez, Chase Metoyer, Elita Virmani, Emily Asencio, Paula Lane, Hilary Smith

Absent: Cookie Garrett, Florence Bouvet

Guests: Elizabeth Wade, Rob Eyler, Sydney Reheis, Kshatriya Colet, Katie Musick, Rick Luttmann, Merith Weisman, Catherine Nelson, Karen Schneider, Justin Lipp, Hollis Robbins, Stacey Bosick, Deborah Roberts, Jerlena Griffin-Desta, Jenn Lillig, Laura Alamillo, Troi Carleton

Chair Report – J. Reeder

Chair Reeder welcomed all - senators, representatives, and guests to the new academic year, remarking that it would be a year with many challenges that would require compassion and flexibility on the part of all as we work toward fulfilling the university's mission. Chair Reeder acknowledged that he was on land that belonged to the Southern Pomo and Coast Miwok peoples and encouraged each participant in the meeting to recognize and consider the original inhabitants of the land wherever they might be located at the moment. The chair's report included discussion of several items of general interest to the university community, including that the California office of emergency services was coordinating with the University to establish a wildfire evacuation shelter run by the Red Cross and Sonoma County emergency management. The chair also announced that culinary services had suspended meal preparation for the remainder of the fall 2020 semester for those students still on campus. J. Reeder indicated that there were approximately 400 students living on campus, of whom approximately 100 are engaged in in person classes (of which there are several dozen) as well as the fact that there are never more than four in-person classes taking place on campus at any one time. J. Reeder also indicated that the campus had guidelines for specific measures to take when the air quality, as measured by the AQI, exceeded certain levels. J. Reeder introduced

and welcomed new members to the senate. Chair Reeder then introduced student Sydney Reheis, a second-year history major, to provide the Special Student Report.

S. Reheis spoke about being a sophomore in History. She came to Sonoma State after seeing the beautiful campus and calming atmosphere. Sonoma State is very welcoming to new students and her advice to family members going into college was to remember that the professors care for you here. Sonoma has amazing professors that want to help you succeed in life.

Approval of Agenda – Approved

Approval of Minutes of 5/14/2020 – Approved

President Report – J. Sakaki

The President welcomed everyone to the first Senate meeting and said she missed seeing everyone in person. She thanked the members for their service, both in the classroom and in faculty governance. She appreciated K. Moranski for stepping up to be the interim Provost for this challenging year. She noted that in addition to the pandemic and the racial injustice we are witnessing, we now have evacuees from the wildfires burning in Sonoma County. She noted that the new continuity planning group is planning for spring 2021. She learned from the President of SRJC, that they will remain virtual through Spring 2021. She hoped that by mid-September, the CSU will provide guidance for the spring semester.

A member asked if a Provost search committee will be formed this semester. The President responded that K. Moranski was appointed to the position for a year and that she has great confidence in her and is asking all acting administrators to act with authority. Decisions need to be made. A member asked if closing culinary services was the only option the campus had. She understood there were only 400 students on campus, but she worried about first time students getting appropriate food.

J. Lopes responded that if there were more students on campus we could open culinary services, but since we have a little over 400 and the majority of those are upperclassmen, it was not possible for us to keep culinary open as it would be a drain on resources. In an effort to ensure that we are thinking about today, as well as about the future, and knowing that the State of California has indicated that this economic downturn will likely be with us for three to four years, we felt that it was best to take that approach. Culinary services staff and housing staff worked together to provide the students with a number of suggestions for where they could get food, such as grub hub or Uber eats or grocery stores or local restaurants. Culinary services is working on videos that they will share out through Seawolf living with recipes. Each student is in a single bedroom, single bath and all have full kitchens. When the food pantry opens, then food can be provided to students who are food insecure. She and Dr. Sawyer are working closely with the Basic Needs initiative on grants for students who have basic needs and food insecurity. Wm. G. Sawyer noted that 1500 lbs. of food has been distributed. Last week 100 bags of food were distributed to students. This number may go up. They are looking for ways to collect

food and quarantine and sanitize it before it is distributed. He noted that on YouTube there are many videos that can teach students to boil an egg or make a five course meal.

A member asked about the police department here at SSU. He was curious about to what degree we have any civilian control, over that department and what some of their guidelines might be related to use of force should there be protesters on campus and how they would handle them. Do they have things like tear gas and other things of that sort?

The President appreciated the question. We're really pleased and proud to have a University Police Department that is involved in community policing. In fact, we're going through a search for a new chief right now and she turned the discussion to J. Lopes to talk a little bit about the announcements and plans and practices of our university police. J. Lopes noted that all of the chiefs across the CSU came out with a statement after the murder of Mr. Floyd* denouncing those acts and recommitting to the 21st century policing recommendations that were shared by President Obama back in 2015. They have been working through the summer on various modifications and updates to policies, for example, they agreed that there would be no carotid holds or use of force. They're also trained in de-escalation when it comes to protest or any sort of crowd control. We look at ways to de-escalate first. Our campus specifically signed the My Brother's Keeper pledge. (<https://www.obama.org/mayor-pledge/#pledge>) As part of 21st century policing, all the chiefs across the CSU have been developing a survey that we can use at each campus and then follow up on that feedback, very specifically where there is concern about police interaction that myself or the chief or the President can follow up with those individuals to ensure that we've heard from them and that we have taken that feedback seriously and used it to modify our approaches in our practices. She said she was proud of our department and proud to be part of the CSU where the chiefs collectively are taking this very seriously.

A member noted that around 1978, the Senate with the approval of the then President, enacted guidelines on intelligence gathering by the campus police as there was concern at the time about intelligence gathering such as the recording of student's political speech in classrooms and in demonstrations and on campus and campus and at off campus events at that time. There was an active policy banning the collection of intelligence information on political behavior and speech by students and he assume that the policy could be found. He wanted to remind the campus that there are concerns not only about the threat of excessive force, but also the threat of excessive intrusion into the thoughts and beliefs and speech of students and faculty, staff and administration. He just wanted bring the campus up to date on the fact that there is a policy about intelligence gathering and that policy needs to be looked at once again and police department could be reminded of it. It needs to be enforced.

Wm. G. Sawyer pointed out that a couple of our students put together a wonderful protests march after Mr. Floyd, and after several of the deaths that had occurred within our national community and he wanted to support what VP Lopes had pointed out that it was a wonderful gathering. He was pleased to see not only our

community officers from our Police, but also the Rohnert Park Police Department that actually helped to escort the group. He also thought about half of the cabinet was also there. He wanted to point out that to be able to see some of the demonstrations and to see those the actual physical protest take place was really enacting what free speech looks like and glad to see that our Police Department was there to help to support us the whole way.

Crash Course on Robert's Rules

A PowerPoint presentation on Robert's Rules, singing and dancing, was presented to the Senate members. More information on RR is available at: <http://senate.sonoma.edu/governance/governance-resources>

Prepare for Group Photo next time

The Senate Analyst noted she will take a picture of each Zoom screen next time. The Chair asked everyone to be prepared for a picture, such as clothing, background and to be ready to smile for a period of time. Guests will be asked to leave the meeting or will be moved to a breakout room.

Provost Report – K. Moranski

K. Moranski announced that Professor Matthew Paolucci- Callahan has received the Faculty Innovation and Leadership Award from the California State University primarily as a result of his heroic work developing faculty support for teaching remotely and he is a Faculty Fellow in the Center for Teaching and Educational Technology formerly the Faculty Center. We're incredibly proud of Professor Callahan, and his work and incredibly proud of the work you have all done this summer to prepare for classes and to be ready to teach in this new mode that we are just exploring fully for the first time this fall. We are ready and engaging students and students are already reporting how much they appreciate the efforts of faculty to engage with them to find ways to communicate with them, to talk to them and to be there for them. She wanted to acknowledge the incredible work of our faculty in having prepared to teach and the incredible efforts of our students to continue learning. She then discussed the continuing Schultz library laptop loan program and other technology loan program. 150 laptops were loaded out in the spring to students.

She noted that Sonoma State's criteria for technology loans was different than any other CSU campus. We worked closely with the Division of Student Affairs, and in particular case, our Center for Academic Success and that collaboration resulted in us giving the laptops out on the basis of need, rather than on a first come, first serve basis. We were able to ensure that the students most in need of that equipment, got it. We are continuing with that program this fall, and have purchased more equipment. Other equipment being purchased are hotspots and noise cancelling headphones. This is a real model of inclusive excellence and K. Moranski thanked the library staff for their work in getting those laptops out. She reported that work has happened over the summer on a variety aspects of racial justice in Academic Affairs in collaboration with Student Affairs and all the divisions. She said there

will now be a monthly report from all the divisions on their progress toward racial justice and any new programs towards that end. Dean Alamillo is taking the lead on the report. The report will allow the campus to see what all the Schools and divisions are doing. Grants will be given for redesigning academic programs for students success that can take on an anti-racism focus. Faculty exchanges and a Canvas page will be set up to facilitate anti-racism discussions and offer resources. She then reported on enrollment. SSU is a little more than a month away from applications opening for the Fall 2021 semester. We have been working to maximize those enrollment opportunities through a variety of initiatives that are happening in the schools and in strategic enrollment all over campus to boost enrollment. We need to bring the numbers back to help our budget.

A member asked if the Provost could comment on the 50th anniversary of Ruben Salazar's death. The Provost thanked the member for the question and reminded the members that one of our buildings is named after Ruben Salazar. He was killed in a Bar and Grill in 1970 and was very hard hitting journalist who was working on racial justice issues: (<https://www.latimes.com/projects/chicano-moratorium/reporter-quest-answers-ruben-salazar-death/>) This article from the LA Times by one of the journalists who has been working to find out how and under what circumstances Salazar was murdered, wrote a retrospective of his work in that regard. She highly recommend the article from LA Times. In addition, it is important to find ways to acknowledge Salazar, and his work, especially now, seeing how similar his situation was to what is happening now, with the murder of black and brown people.

A member asked if there was a policy on campus that disallowed graduate coordinators at Council of Department Chairs meetings. The Provost responded this was first she had heard of it and will talk to the Deans to find out more.

Vice President of Administration and Finance Report – J. Lopes

J. Lopes reported that since last spring, with the move to a remote format, supporting the campus and the President for moving to that format for the fall, we have put a number of protocols in place to try to ensure safety on campus and are delighted that we could bring 400 students back to the residence halls and offer a few face to face classes on campus. Our custodial staff have been trained in new sanitation approaches and we've distributed the sanitizer and wipes across campus. We have the buildings set up so that there's one way traffic. If you do come to the buildings, please fill out your short term visit a survey first, and take your wellness survey before that morning when you get up to ensure you are well before you come in. When you do come into buildings, please acknowledge and utilize the traffic patterns up one staircase, down the other and no more than two people in the elevators. I know it's a lot to wrap our heads around but safety is really important for those for all of us and for our employees who are regularly on the campus. Athletics has done a great job of moving largely to a remote format. We're continuing to retain every one of our athletes from the spring into the fall and are continuing to recruit our first years and we have moved to a remote format for training with our athletes and for mentoring and encouraging. The coaches have done a great job working in that way. The Office of Prevention for Harassment and

Discrimination, has received the new Title IX regulations. Sarah Clegg has reviewed those and will soon be putting some guidance out to the campus about those new regulations. Largely, the CSU is already in compliance with the new regulations. There are some procedural pieces around hearings and formats for hearings. J. Lopes thanked everyone for the hard work that they did in response to the budget reductions due to the 20% budget reduction for our campus. Part of that was due to enrollment, part of that was due to the state reduction. Every division made 12% reductions in their divisions. We have dealt with the 20-21 reduction. Next week in PBAC, they will discuss planning for 21-22. 51 bargaining unit employees received layoff notices and we have non-retained 18 MPPs, all due to lack of work. Their notices become effective 90 days after notice. We're in the midst of meet and confer with each union. This does not mean that all of them will have a loss of jobs. We are looking at where we can utilize people. We have already reclassified 11 of those people into custodial positions where there's work to be done. And for some of those other positions, they may have a reduced work, 60% instead of 100% for example.

She discussed the air quality protocols. The protocol guidance for the campus in alignment with the CSU is, if the air quality is between 100 - 150 we do recommend people who have respiratory sensitivities to wear an N95 mask. If it's between 150 and 250 anyone working outside, we recommend wearing N95 masks and we are providing N95's to our employees who are working outside. We are not providing N95's this year to anyone else because there's a large supply concern there. We don't have a good supply chain. When the air quality is between 250 and 300, we will look to see if we should go into what we call a soft closure, which is just shutting down any non-essential activities that we can shut down for that period of time. A soft closure decision will be done in consultation with the President and at her approval.

A member asked the levels of cleanliness on campus that will happen once the campus re-opens in 2021 or thereafter. J. Lopes responded that temporarily positions to custodial have been added as part of our response. We purchased additional equipment and have engaged in additional training for custodial. They have both dry and wet sanitizers. They're outfitted like the Ghostbusters now, so they can also deal with any supernatural activity, especially in Ives. They do go in after every class and sanitize each class. Each restroom is sanitized hourly during normal business hours. Sanitation requirements are part of why we're only opening limited buildings on campus because the sanitation requirements are quite high and we want to be sure we meet the sanitation regulations from CDC regarding the COVID-19 environment. We are working to much higher sanitation levels than prior to COVID-19. I have heard everyone is commenting about how clean all the buildings look. Our custodians have been coming in regularly and have done a very thorough and deep cleaning of Darwin and Salazar and they are now working through all the other buildings as well.

A member asked if faculty could possibly be able to come to campus and teach from their offices since the campus internet was more stable and reliable on campus which would favor instruction. J. Lopes said as long as Sonoma County is on the watch list for COVID-19, she couldn't see how faculty could safely teach from their office. Faculty can reserve classrooms on campus. The Coordination team is looking at repopulation scenarios when things improve.

Vice Chair Report – L. Krier

L. Krier reported that S&F had their first meeting this week and reviewed the standing rules for distance meetings.

Vice President for Student Affairs Report – Wm. Gregory Sawyer

Wm. G. Sawyer reported that as pointed out earlier, we have received 1500 pounds of food and we've distributed to about 120 students. We are working out all the logistics, but we already have a pickup as well as delivery system that is in place. The circular area that is connected to the Student Center is where students can pick up food. Still to be determined are procedures for student's living off campus. We have about 50 students off campus that are picking up food. We also have 21 students in our children's school. 16 children are from SSU students, 10 of those are subsidized, six are not. We have 8 children of SSU faculty and staff. We normally have 68 children in the school, but because of our continuity plan and safe spatial relationships, we've had to cut that down by a third. He noted, as VP Lopes talked about the air quality, last week we had to bring students in because there was a level of unsafe air quality for them, in particular. At 175, we've kept them inside and would only let them go out once that had gone down below that mark. The CASE program received \$1.6 million in grant awards to help us get through this year. SSU has the most Trio programs of the CSU mainly because of our location. Upper Lake and Lower Lake have two different programs for Upward Bound. While the number of students that we're able to serve is exciting, those counties are now under a major wildfire alert. 80 students are utilizing CAPS so far and have requested individual treatment. 16 students have requested group therapy. We've been open a total of two weeks and are getting quite a bit of interest. However, due to the budget reduction, we had to give up 12% and thus are down in the number of counselor in CAPS, but we are looking at that and trying to make sure that we're meeting the need. Should we need to go back and look at additional dollars within the reserves, we will do that. The students have been clear, no caps on CAPS and in particular during this challenging time when many of our students are going through challenges. He also reported on the pre-collegiate programs which are Upward Bound and Academic Talent Search. We just received grants of \$3,000,083 for those programs. As Chair Reeder pointed out, we have actually 438 students living in student housing and to make sure that they would be protected in this time, we will be moving to try to consolidate them into a one to one building now that we know the numbers, etc. And some of the students who said that they were going to come did not come. The total number of students that are registered so far with academic advising are 5414. For the students who have re-enrolled, 91% of the students that are here have re-enrolled. In terms of the work that has been done with the advising folks, 61% of our students are taking 15 credits or more which is 3281 students and students taking between 12 and 14 credits is 29% and that is 1559 students. He wanted to make sure the faculty had those numbers because we know that our students that have contact and interactions with faculty to do much better and we see them getting involved in more things on campus. By the way, if you're interested in seeing what students are doing outside of the classroom, you can see

that on Seawolf Living - www.seawolfliving.com. If there's something that you would like to engage in, please let us know, we'd love to have you.

Associated Students Report – N. Brambila-Perez

N. Brambila-Perez reported that the Associated Students had their first meeting this past Monday. If you're trying to get familiar with our new representatives or our returning representatives, our website is up to date. She also reminded the Senators that the CSU has a policy that any student appointed to a committee has to go through the AS. There is form on the AS website to recommend a student to a committee. The Associated Students has agreed to take on the Basic Needs program for this the school year. The civic engagement work group is active, and is also preparing for the election, getting students pathways to participation for voting. The CalFresh emergency basic needs grants and emergency housing programs are all available. She also noted that Rohnert Park passed a noise ordinance and the student leadership is not happy about this. It seems like Rohnert Park never takes students in consideration when they're voting for things. She wanted to report this, since Sonoma State is a big part of the Rohnert Park community.

Statewide Senator Report – W. Ostroff

W. Ostroff reported that Cal Poly Pomona was rated in Money Magazine as one of the best colleges in America. They were rated above Berkeley and just below Harvard. So even though we may discount college rankings for a lot of reasons, this may do some good getting people to look at CSUs and move past some preconceptions as well as make our campuses more visible. Assembly Bill 1460, the Ethnic Studies graduation requirement was signed by Governor Newsom last week. The ASCSU is thrilled that CSU students are going to be required to engage in an ethnic studies course and prioritize racial justice. However, the ASCSU Executive Committee did have a few concerns about the implementation of this new bill - how will this impact transfer students from our California community colleges; how will it impact programs that have a broader interpretation of ethnic studies programs that include Arab and Muslim diaspora studies, Central American Studies, Jewish Studies, Pacific Islander studies, and Women and Gender Studies. They were also concerned about the government intrusion into curriculum, which is supposed to be controlled by faculty and that an unfunded mandate was made during a serious budget crisis and shortfall. The ASCSU is proposing a resolution of thanks for a Chancellor White for his foresight in handling the COVID-19 situation.

Staff Representative Report – K. Colet

K. Colet reported that the Staff Council had elections and Aidan Humrich is the new Vice Chair and Sadie Pettit will be our new records person. The Staff Council continues to meet for 30 minutes every other week.

APARC Report – E. Virmani

E. Virmani reported that APARC spent time getting to know each other a little bit because some people were new. We review APARC's charge and we discussed

structuring our process and started talking about wanting to focus this year more on our role with the University Program Review subcommittee and in the oversight of that subcommittee and to think through how to better align the strategic enrollment management process with the university program review process.

EPC Report – E. Asencio

E. Asencio reported that EPC met for the first time this week. We saw the Robert's Rules Crash Course as well. EPC is starting to talk about the online remote instruction situation and how to move forward with either revising the current policy or creating a new one. This has been on the EPC's horizon list for a while, thus given the current context, we think it's going to be one of our big priorities this semester. EPC has been hearing questions about how faculty should be planning for the spring semester, given that chairs have been told to plan for face to face. Faculty are wondering if they should be putting through course mode changes, if they want to teach remotely or if will we provide the kind of emergency temporary tag that we did for the fall semester. At this point we have to wait to see what direction the campus will move toward. We could use some guidance from Academic Programs on moving forward. EPC passed a new BA in Physical Science. The Chair asked when the new BA would be implemented. It was clarified that it would likely be 2022, depending on how long it takes at the Chancellor's office.

FSAC Report – P. Lane

P. Lane thanked the AS for providing a student to FSAC this year. FSAC still lacks a rep from A&H. FSAC continues to work on the RTP policy revisions which was started last year. At the end of last year, FSAC received a report from the URTP Subcommittee that has led us to work with that subcommittee on several smallish projects. One project is to increase the number of members on URTP. Another is to ensure representation from all the Schools. FSAC and URTP also desire to write a joint statement, which we are almost done crafting, to share with the Deans about the RTP process used at Sonoma State and how the department policy is the policy to use. As has been reported earlier, based on an observation by URTP we have a much greater number of discrepant evaluations by faculty between department, school, and URTP and Deans. It's not as if that can't happen or shouldn't happen or is bad. But there has been a noticeable increase. Now that we have our new Deans on board, we hope to just have an informational memo to them. FSAC is immediately concerned with what might be happening for new faculty going through the RTP process. The evidence binder used in the RTP process is being used in different departments in different ways. Some people have gone to something fully electronic already, but the actual wording in the Sonoma State RTP policy states: "The candidate shall provide up to date documentation for the WPA showing evidence, etc. Candidates may place additional materials in their department office and reference them by index". FSAC is concerned about what "the department office" means and we would like to define that for everyone, especially now during Stevenson's remodel mode and we're all home scanning documents, making binders

or file folders. We are going to issue a statement in the next two days. We just couldn't do it faster and she announced that FSAC is going to define the department office as something electronic. We see it two ways. I'm going to state what we think is that all people should use their own Google Drive, create their own file, have their own evidence, and that when the time comes, they can share that with whomever is on the committee at that time and that could grow over time, etc.

Or we could ask departments to have something on their Google Drive for individuals, but it seems that the individual faculty member can keep control of their evidence binder and the things that go in it electronically over time. We will be making that statement officially that an individual would create their own space in their own shared drive and when the time comes, shared give permission to the committee members to have access to their own evidence space or evidence file.

In addition, we are concerned about the actual RTP process throughout this coming year. As many of may recall, in April, we passed the resolution regarding evaluation of teaching performance and our RTP review during the COVID- 19 emergency. The resolution opens by saying it is inclusion of spring 2020 student evaluations. Now into fall and we might be going through a year of difficulty, so FSAC thought we might bring forward to this body, the same exact document and ask that it be extended to read inclusion of spring 2020 and the academic year 2021 and continue to just use that same document.

The document outlines ideas about committees using great sensitivity to understand what people are going through when they are writing their evaluations. We cannot change the policy, we can't rewrite what's part of the collective bargaining agreement and, we're in review of our view RTP policy anyway. So what we'd like to do is extend that same understanding going forward. Congratulations again to Professor Callahan, as he has written some guidelines about peer observations that are available via Professor Callahan. FSAC doesn't feel that we need to do much more than this, but underscore the same thing we did in the spring, and extend the dates to include this coming year. P. Lane discussed the options for either amended the previous resolution or some other way to make the changes sought for this academic year. She asked the Senate for guidance.

The Chair noted this was an important topic and said he would put this on the Ex Com agenda for next time to discuss how to move forward.

P. Lane noted that someone in the Zoom chat asked if sabbaticals would proceed as normal this year. It was clarified that there would be no change to the sabbatical procedures. There was discussion about obtaining a notary signature. K. Moranski noted that appointments can be made with the notary on campus. She will make sure that information goes out to all faculty.

Student Affairs Report – H. Smith

H. Smith reported that SAC had its first meeting of the year yesterday and spent the time talking about goal setting and how we can support students in their remote learning this year. We have two new student members from Associated Students

Brianna Moreno and Morgan Beatty, and they were very integral to our conversations about what's working and what's not working for students. SAC also discussed, during the ATI committee report, the challenge of meeting our accessibility goals, particularly given the rush to online learning and the bulk of inaccessible PDFs that were created when everybody went online. SAC is talking more about how to meet those accessibility guidelines. Beyond that we're thinking about how we will be part of the conversation moving forward in regards to gathering input on remote learning and online learning, particularly from the student perspective.

CFA Report – E. J. Sims

E. J. Sims reported on the new CFA Executive Board for SSU and discussed the CFA department liaisons. CFA meets the first and third Wednesdays of every month. She noted that CFA worked very diligently and did strong advocacy and activism around AB1460 the ethnic studies assembly bill that has been passed into law and signed by the governor Newsom. We talked to California legislators and the Caucuses. And we also did email blitz to the legislators to encourage them to vote for AB 1460 and we always do a phone banking blitz as well. Dr. Shirley Weber, who taught at San Diego State in ethnic studies for 40 years authored and carried this bill and got it ushered through both houses of legislation. It's a huge win for CFA and for ethnic studies and for all of the students in the CSU state system who will now have a three unit graduation requirement in ethnic studies. We believe that at this moment, with so much racial unrest in this country, that these courses will provide knowledge and experience to empower students to be activists focused on eradicating racism in this country. And it also gives them a world class international education. She thanked all of the CFA members for their hard work on getting AB 1460 the ethnic studies bill passed and for our extraordinary statewide leadership under the direction of Charles Tombs, our statewide president.

Good of the Order

The Chair thanked everyone for being together in this awkward virtual space. He noted this is an important space because this is where we collaborate together to make this university, which is so important and so good for our community, our world and for our students. We make it happen. We make it real. And we make it good. He thanked everyone all for that. He pointed out that the SSU Library has a collection about Ruben Salazar (<http://library.sonoma.edu/specialcollections/collections/ruben-salazar-collection>) We certainly are honored to be at a university which honors his name on one of our primary buildings. He invited everyone to visit the website to learn more about him.

Adjourned.

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

* George Floyd was a 46 year old black man who was killed by Minneapolis police on May 25, 2020 in particularly horrible manner. His killing sparked massive protests around the world.



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OFFICE OF FACULTY AFFAIRS

707.664.2192 • www.sonoma.edu/aa/fa/

DATE: September 1, 2020

TO: Academic Senate

FROM: Sally Russo, Director of Faculty Personnel
Faculty Affairs

RE: Emeritus Eligible List Fall 2020

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.

Name	Department
Forasiepi, Cinzia	Literacy Studies and Elementary Education
Jacobson, Marc T	Geography, Environment and Planning
Janae, Jeanne M.	Kinesiology
Kemp, Kurt J	Art
Kornfeld, H John	Curriculum Studies and Secondary Education
Ledin Jr, George	Computer Science
Mpanya, Mutombo	Hutchins School of Liberal Studies
Olsen, Janeen E	Business Administration
Olson, Gerryann	Psychology
Robison, James A	Business Administration
Rockwell, William T	Philosophy
Schwager, Michael	Art
Smith, Wendy A	Nursing
Wilkins, Nora B	Chicano and Latino Studies

This list is presented for the Senate's recommendation as to their emeritus status.

Proposal for a new B.A. in Physical Science

Department of Physics and Astronomy
Sonoma State University

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Program Rationale

The Department of Physics and Astronomy at Sonoma State University aims to develop a new BA in Physical Science. Currently, we offer a single BA in Physics with two advisory plans, one which is calculus-based (Advisory Plan C), and one which is trigonometry-based (Advisory Plan T). These two advisory plans are substantially different from each other; none of the core classes required under the two plans are the same. We intend to remove the trig-based advisory plan option from our BA in Physics, and replace it with a BA in Physical Science. Ultimately, this will mean that the department of Physics and Astronomy will offer two BAs: one in Physics and one in Physical Science. These two degree names were chosen in order to match the names of similar degrees offered by other institutions. Additionally, the degree in Physical Science will have two optional concentrations: Teaching and Foundational Health.

This program will be a STEM degree with a strong Liberal Arts basis, allowing students to follow their individual interests via intentional pathways. This will meet a need amongst our campus community. It will attract new students, increase retention, decrease time to graduation, and set students up for success post-graduation. A broad Liberal Arts STEM degree can address several groups. There are three primary groups for whom this degree is intended: students who desire to be middle school science teachers; former pre-nursing/kinesiology students, who are at risk for leaving the campus without a degree; and originally undeclared or transfer students who hope to earn a STEM degree in four years. We will briefly discuss the problems currently facing each of these groups and how our program will address them.

Future Teachers: Standardized tests are a substantial barrier for many who hope to become k-12 educators. Studies have found¹ that about 40% of students who wish to become teachers give up because they fail to pass the required exams. This number increases to about 50% for those who intend to teach in STEM. This is especially unfortunate as California is in great need of Science and Math teachers². Furthermore, studies have shown that standardized tests are often not the best way to assess a student's knowledge and these tests are often especially poor indicators for those in underrepresented groups³.

In order to become a k-12 teacher, one needs to pass some number of standardized tests (e.g. the CSETs, CBEST, RICA, etc). Our degree will have an official concentration in Teaching, which is currently under the process of being approved for a Foundational Science CSET waiver with the California Commission on Teacher Credentialing. Students who complete our degree program will therefore be able to continue onto a credential program without needing to take

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the CSET in Foundational Science. Upon completing their credential, they will be qualified to teach middle school and freshman level science. This will remove a large barrier for students hoping to become teachers and set our students up for success post-graduation from SSU.

Students with broad interest in Health: Sonoma State has a highly competitive nursing program. According to the CSU Student Success Dashboard, between 2011 and 2013, 49% of declared Pre-Nursing students left within four years without graduating. That is the highest rate of any of the majors in the School of Science and Technology for the same years. Our program will have an optional concentration in Foundational Health. This concentration will include several courses the students will already have taken while in, e.g. the Pre-Nursing program or Kinesiology. In fact, students will only be admitted into the Foundational Health concentration if they've already taken BIOL 115 or 110, BIOL 220, and BIOL 224. Assuming the student transfers from Pre-Nursing to Physical Science between their Sophomore and Junior years, it will be possible for these students to complete their Physical Science Degree having spent a total of four years at SSU. This will provide an alternative route to an SSU degree for these students, increasing graduation rates and decreasing time to graduation. It will furthermore provide students with a path for pursuing an advanced degree in their field of interest.

Transfer/Undeclared Students: The final group this program aims to assist are those who start at SSU undeclared and/or transfer to SSU (ADT or otherwise). To earn a STEM degree in four years is rather challenging. This is because of the verticality of STEM courses, with each one depending heavily on the previous. If a student somehow misses a course or fails to pass it the first time around, then it is common for their time to graduation to increase. It is therefore challenging even for students who start declared in a program to complete it in four years. This problem compounds if you decide to major in the School of Science and Technology late or if you transfer to SSU. The Physical Science Degree will be a flexible and meaningful degree. This will engage students by allowing them to build their own degree, emphasizing their own interests. For those who started undeclared or transferred, this will maximize the possibility that courses they have already taken will count toward a meaningful degree program.

Program Description

The discipline of Physical Science is concerned with the study of the physical world around us. It primarily concerns non-living systems and includes the fields of Physics, Astronomy, Chemistry, and Geology. The Bachelor of Arts in Physical Science is a flexible STEM degree with a strong Liberal Arts basis. All students in the major take not only several courses in algebra and trigonometry-based physics, but also an array of courses in other fields of Physical Science and related Natural Science. The general program is very flexible, allowing students to choose Physical Science electives most relevant to their individual career goals. Alternatively, there are two optional concentrations: Teaching and Foundational Health. The Teaching concentration is intended for students working to teach Foundational General Science. Students will only be admitted to the Foundational Health concentration if they have already completed BIOL 115 or BIOL 110, BIOL 220, and BIOL 224. This concentration is intended for students interested in blending their Health background with a broad Physical Science education.

Career Opportunities

The B.A. in Physical Science is designed to produce STEM qualified graduates, prepared to enter a profession in the technical workforce (e.g. entrepreneur, technical engineer, environmental health and safety inspector, quality assurance professional, technical assistant). Its interdisciplinary liberal arts basis also allows graduates to enter related fields, such as Programmer/Analyst, Science/Technical Writer, Consultant, Marketing Professional, Manager, etc. The concentration in Teaching is designed to prepare students to continue to a credential program and ultimately teach Foundational Science. The concentration in Foundational Health is intended for students to leverage their interest in health combined with physical science to further their pursuit of careers within the broader health and related fields (e.g. Physician Assistant, Medical Dosimetrist, Medical Laboratory Technician, etc.).

Learning Outcomes

1. Display a broad range of knowledge of the physical sciences: physics, astronomy, chemistry, and geology.
2. Utilize a variety of experimental methods, both in acquiring data and analyzing it.
3. Effectively communicate science, both in written and oral format.
4. Employ critical reasoning in analyzing and making conclusions about a physical system.
5. Understand and follow best practices for the responsible conduct of scientific research.

Curriculum

Unit Totals

Physical Science Core	32
Concentrations	30
General Education (48, 9 in major)	39
University Electives	19
TOTAL	120

Major Core Requirements

Course	Units
ASTR 100 or ASTR 150	3
PHYS 107	3
PHYS 210A (or 114)	3
PHYS 209A (or 116)	1
PHYS 210B (or 214)	3
PHYS 209B (or 216)	1
PHYS 342 (or 340)	3
TOTAL	17

Programming Course

Course	Units
CS 115 or PHYS 381	2-4
TOTAL	2-4

Supporting Courses

Course	Units
MATH 160, 161, or 165 (MATH 161AB, MATH 161X, MATH165AB or MATH 165X may also be used to meet this requirement)	4
TOTAL	4

Capstone

Course	Units
PHYS 491	1
TOTAL	1

Upper Division

The major must include a minimum of 12 upper-division units in physics and astronomy; with an advisor, choose 6-8 units in additional upper-division physics and astronomy courses.

BA in Physical Science *(without listed concentration - the general program)*

The general B.A. Physical Science degree provides flexibility to select additional courses. In addition to the Physical Science Core Requirements, with the help of an advisor, choose at least 30 units in the Physical Sciences and related Natural Science (see approved list). It is required that this include at least 3-units in CHEM and 3-units in GEOL.

BA in Physical Science with Concentration in Teaching

The Teaching Concentration is intended for students interested in teaching Foundational General Science. In addition to the Physical Science Core Requirements, there are 30 total units required in this concentration. The required courses listed below comprise these units.

Course	Units
BIOL 130	4
BIOL 131	4
CHEM 115A	5
CHEM 115B	5
GEOL 107	3
GEOL 110	3
SCI 220	3
EDSS 410	3
TOTAL	30

BA in Physical Science with Concentration in Foundational Health

Students entering this concentration will come from the Pre-Health or Kinesiology programs or as transfer students. To be accepted into this program students must have already completed BIOL 115 or 110, BIOL 220, and BIOL 224. In addition to the Physical Science Core Requirements, there are 30 total units required in this concentration. The required courses listed below comprise 21-22 of these units. With the help of an advisor, choose at least 8-9 additional units in the Physical Sciences and related Natural Science (see approved list); at least 3 units of which must be in GEOL.

Course	Units
BIOL 115 or BIOL 110	3-4
BIOL 220	4
BIOL 224	4
CHEM 105 or CHEM 115A	5
MATH 165	4
SCI 150	1
TOTAL	21-22

Physical Science Approved Electives

Course	Units	Pre-Reqs	GE Areas
ASTR 231 - Intro to Obs Astr	2	ASTR 100	B1 or B3 and lab
ASTR 303 - Life in the Universe	3		B3
ASTR 305 - Frontiers in Astronomy	3	ASTR 100	B3
ASTR 331 - Astronomical Imaging	2	ASTR 231	
ASTR 350 - Cosmology	3	ASTR 100	B3
BIOL 110 - Biological Inquiry	4		B2 and lab
BIOL 130 - Intro to Cell Bio and Genetics	4	Concurrent CHEM 115A Rec.	B2 and lab
BIOL 131 - Bio Diversity and Ecology	4	BIOL 130 Recommended	B2 and lab
BIOL 240 - General Microbiology	4	BIOL 110, 115, or 130 and 131, and CHEM 114A/B or CHEM 105	
BIOL 308 - Environmental Toxicology	3	BIOL 110, 115, or 130 and 131	B3
BIOL 309 - Biology of Cancer	3	BIOL 110, 115, or 130 and 131	B3
BIOL 311 - Sexually Transmitted Diseases	3	BIOL 110, 115, or 130 and 131	B3
BIOL 312 - Biological Oceanography	3	BIOL 110, 115, or 130 and 131	B3
BIOL 314 - Field Biology	4	BIOL 110, 115, or 130 and 131	B3 and lab
BIOL 318 - Biology of Aging	3	BIOL 110, 115, or 130 and 131	E
BIOL 385 - Contemporary Issues in Bio	3	BIOL 110, 115, or 130 and 131	B3
CHEM 102 - Chemistry and Society	3		B1 and lab
CHEM 105 - Elements of General, Organic, and BioChemistry	5		B1 and lab
CHEM 110 - Intro General Chemistry	3		B1
CHEM 115A - General Chemistry	5		B1 and lab
CHEM 115B - General Chemistry	5	CHEM 115A	B1 and lab
CHEM 310A - Fundamentals of Physical Chemistry	3	CHEM 115B; MATH 211; PHYS 210B or PHYS 214	

CHEM 310B - Fundamentals of Physical Chemistry	3	CHEM 115B; MATH 211	
CHEM 492 - Chem Seminar Series	1 (≤3x)		
CS 101 - Intro to Computers and Computing	3		B3
CS 210 - Intro to Unix	1	CS 115 and Conc. CS 215	
CS 215 - Programming II	4	CS 115 and Conc. CS 210	
CS 242 - Discrete Structures for Computer Science	4	CS 115 and MATH 161	
CS 390 - Computer Science Colloquium	1 (≤3x)		
ES 101 - Disruptive Technologies that Change the World	3	GE math eligible	B3
ES 102 - Introduction to Engineering Technology Laboratory	1	Encouraged to be take concurrently with ES 101	lab
ES 104 - Oral Communications in the Information Age	3		A1
GEOL 102 - Our Dynamic Earth: Introduction to Geology	3		B1 and lab
GEOL 105 - Age of the Dinosaurs	3		B1
GEOL 110 - Natural Disasters	3		B3
GEOL 301 - Natural History of the Hawaiian Islands	3	BIOL 115 or 130A and 130B	B3
GEOL 302 - Climate Change: Discerning Fact from Fiction	3	One of: GEOL 102, 105, 107, 110, or 120; ANTH 201, ENSP 309, BIOL 310, or GEOG 204 or GOP 201	B3
GEOL 303 - Advanced Principles of Geology	4	One of: GEOL 102, 105, 107, 110, or 120; ANTH 201, ENSP 303, ENSP 309, BIOL 310, or GEOG 204	B3
GEOL 323 - Hydrology	3	GEOL 102, MATH 160	

KIN 217 - Personal Fitness and Wellness	3		E
KIN 316 - Women in Sport: Issues, Images, and Identities	3		E
KIN 400 - Elementary School Physical Education	3		
MATH 150 or MATH 150A/B	3		B4
MATH 161 or 161A/B or 161X	4		B4
MATH 165 or 165A/B or 165X	4		B4
MATH 175 - Math Colloquium	1		
MATH 200 - Discrete Mathematics	3	GE math course	
MATH 210 - Intro to Proof	1	GE math	
MATH 211 - Differential and Integral Calculus II	4	MATH 161 or 161B or 161X	
MATH 220 - Reasoning and Proof	4	MATH 161 or 161B or 161X, and Math/Stats course 200 or above or CS 242	A3
MATH 222 - Linear Algebra	3	MATH 160	
MATH 250 - Probability and Statistics for Future Teachers	4	MATH 300B, 161, 161B, or 161X	
MATH 265 - Intermediate Applied Statistics with SPSS	4	MATH 165, 165X, 165B, or 250	
MATH 300A - Elementary Number Systems	3	Any GE area B4	
MATH 300B	3	MATH 300A	
MATH 310 - Interest Theory	3	MATH 161 or 161B or 161X	
MATH 470 - Mathematical and Statistical Modeling	4	MATH 211	
NURS 370 - Health Promotion for Racially Diverse Populations	3		
NURS - 480 - Health, Sexuality, and Society	3	Upper-division Standing	E
NURS 490 - The Sexual Imperative: History, Media, Culture, and Imagination	4		C2

PHYS 100 - Descriptive Physics	3		B1 or B3
PHYS 300 - Physics of Music	3		B3
PHYS 313 - Electronics	3	MATH 160 or MATH 161, MATH 161B or MATH 161X, PHYS 210B or 214. Conc. PHYS 313L	
PHYS 313L - Electronics Laboratory	1	MATH 160 or MATH 161, MATH 161B or MATH 161X, PHYS 210B or 214. Conc. PHYS 313.	
PHYS 396 - Selected Topics in Physics	1-4		
PHYS 494 - Physics Seminar	1 (≤3x)	Consent of Instructor	
SCI 120A - A Watershed Year	6	GE Math Ready	Lab, A3 (2), B2 (2), and B4 (2)
SCI 120B - A Watershed Year	6	SCI 120A	A3 (2), B2 (2), and B4 (2)
SCI 150 - Intro to Careers in Health Professions	1		
SCI 220 - Dream, Make, and Innovate	2		E

Curriculum Map

6. Display a broad range of knowledge of the physical sciences: physics, astronomy, chemistry, and geology.
7. Utilize a variety of experimental methods, both in acquiring data and analyzing it.
8. Effectively communicate science, both in written and oral format.
9. Employ critical reasoning in analyzing and making conclusions about a physical system.
10. Understand and follow best practices for the responsible conduct of scientific research.

INTRODUCED	DEVELOPED	MASTERED	ASSESSED
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Core and Supporting	Course	1. Knowledge	2. Experimental Methods	3. Communication	4. Critical Reasoning	5. Responsible Conduct
	ASTR 100					
	PHYS 107					
	PHYS 210A					
	PHYS 209A					
	PHYS 210B					
	PHYS 209B					
	PHYS 342					
	PHYS 491					
	CS 115					
Recommended Electives	MATH 160					
	PHYS 100					
	PHYS 300					
	PHYS 313					
	PHYS 313L					
	ASTR 303					
	ASTR 305					
	ASTR 350					
	SCI 120					
	SCI 220					
	CHEM 115A					
	GEOL 110					

Program Success Assessment Strategies

There are three primary desired outcomes of this program: (1) educating students so as to achieve our listed Learning Outcomes, (2) increasing School of Science and Technology graduation rates, and (3) producing STEM qualified graduates for the technical workforce. We will need to assess each of these individually in order to evaluate the effectiveness of our program. Once we have acquired and analyzed necessary data, we will work to improve our program by, for instance, working with the faculty teaching core courses. In the future, we fully expect this Program Assessment Plan to grow and improve.

Our plans for assessing each desired outcome are:

Learning Outcomes: We will assess two of our learning outcomes each year. For each outcome, we will focus on one core course that we feel best embodies our objective (see below). Within the course, we will analyze the growth of our students by utilizing a method appropriate to the specific LO.

Learning Outcome	Course
Display a broad range of knowledge of the physical sciences: physics, astronomy, chemistry, and geology.	PHYS 342
Utilize a variety of experimental methods, both in acquiring data and analyzing it.	PHYS 209B
Effectively communicate science, both in written and oral format.	PHYS 491
Employ critical reasoning in analyzing and making conclusions about a physical system.	PHYS 491
Understand and follow best practices for the responsible conduct of scientific research.	PHYS 107

Graduation Rates: We will track DFW, retention, and graduation rate statistics within the college of Science and Technology.

Post-Graduation: We will perform exit surveys in order to gather personal contact information for our graduates, which will later be used to see where they go after leaving SSU, whether that be directly to a career, to graduate school, or elsewhere.

Sample 4-year plan for BA in Physical Science (no listed concentration)

Freshman Year (29 Units)

Fall	Total Units: 16	Spring	Total Units: 13
MATH	4	PHYS 209A	1
PHYS 107	3	PHYS 210A	3
SCI 120 A (Recommended)	6	SCI 120 B (Recommended)	6
GE	3	GE	3

Sophomore Year (31 Units)

Fall	Total Units: 16	Spring	Total Units: 15
PHYS 209B	1	ASTR 100	3
PHYS 210B	3	Physical Science Elective	3
SCI 220 (Recommended)	3	GE	3
PHYS 100 (Recommended)	3	University Elective	6
GE	6		

Junior Year (31 Units)

Fall	Total Units: 16	Spring	Total Units: 15
CS 115	4	PHYS/ASTR Elective	4
Physical Science Elective	3	Physical Science Elective	3
GE	3	GE	3
University Electives	6	University Electives	5

Senior Year (29 Units)

Fall	Total Units: 15	Spring	Total Units: 14
PHYS 342	3	PHYS/ASTR Elective	4
Physical Science Elective	3	PHYS 491	1
GE	3	GE	6
University Electives	6	University Electives	3

Sample 4-year plan for BA in Physical Science with Concentration in Teaching

Freshman Year (32 Units)

Fall	Total Units: 16	Spring	Total Units: 16
MATH	4	PHYS 209A	1
PHYS 107	3	PHYS 210A	3
PHYS 100 (Recommended)	3	ASTR 100	3
GE	6	GE	9

Sophomore Year (28 Units)

Fall	Total Units: 13	Spring	Total Units: 15
PHYS 209B	1	PHYS/ASTR Elective	3
PHYS 210B	3	GEOL 110	3
SCI 220	3	GE	6
GEOL 107	3	University Electives	3
GE	3		

Junior Year (30 Units)

Fall	Total Units: 15	Spring	Total Units: 15
PHYS 342	3	BIOL 131	4
BIOL 130	4	PHYS/ASTR Elective	3
GE	3	GE	3
University Elective	6	University Elective	5

Senior Year (30 Units)

Fall	Total Units: 15	Spring	Total Units: 15
CS 115	4	PHYS 491	1
EDSS 410	3	CHEM 115B	5
CHEM 115A	5	University Electives	9
GE	3		

Sample 4-year plan for BA in Physical Science with Concentration in Foundational Health

Freshman Year (31 Units)

Fall	Total Units: 15	Spring	Total Units: 16
BIOL 115	3	BIOL 220	4
CHEM 105	5	GE	12
MATH 165	4		
GE	3		

Sophomore Year (29 Units)

Fall	Total Units: 16	Spring	Total Units: 13
BIOL 224	4	Physical Science Elective	4
GE	12	GE	9

Junior Year (29 Units)

Fall	Total Units: 13	Spring	Total Units: 16
PHYS 209A	1	PHYS 209B	1
PHYS 210A	3	PHYS 210B	3
PHYS 107	3	ASTR 100	3
PHYS 100 (Recommended)	3	Physical Science Elective	3
GE	3	University Electives	6

Senior Year (31 Units)

Fall	Total Units: 15	Spring	Total Units: 16
PHYS 342	3	PHYS 491	1
CS 115	4	Physical Science Elective	3
SCI 150	1	PHYS/ASTR Elective	4
PHYS/ASTR Elective	4	University Electives	8
University Electives	3		

Resource Statement

The new B.A. in Physical Science will require very few additional resources; it will not require any new hires: it will require course offerings of existing courses as listed below. We have discussed all potential effects on existing courses and programs with the appropriate departments and have their support. Please see the attached document with their written acknowledgements. The courses we expect to be affected are the following:

- PHYS 107 (cross-listed with CHEM 107) has not been offered in recent years. Depending on the Physical Science programs success, our students will need it to be offered either once every year or once every other year.
- EDSS 410 is a course that was only recently created and so has not yet been offered. Our students will need it to be offered approximately every other year.
- The intro series in PHYS, CHEM, and GEOL might see a slight enrollment growth.
- We have developed a long list of approved electives for our majors. These courses might see a very slight enrollment growth.

Rationale for Proposed BA in Physical Science

The Department of Physics and Astronomy at Sonoma State University aims to develop a new BA in Physical Science. Currently, we offer a single BA in Physics with two advisory plans, one which is calculus-based (Advisory Plan C), and one which is trigonometry-based (Advisory Plan T). These two advisory plans are substantially different from each other; none of the core classes required under the two plans are the same. We intend to remove the trig-based advisory plan option from our BA in Physics, and replace it with a BA in Physical Science. Ultimately, this will mean that the department of Physics and Astronomy will offer two BAs: one in Physics and one in Physical Science. These two degree names were chosen in order to match the names of similar degrees offered by other institutions. Additionally, the degree in Physical Science will have two optional concentrations: Teaching and Foundational Health.

This program will be a STEM degree with a strong Liberal Arts basis, allowing students to follow their individual interests via intentional pathways. This will meet a need amongst our campus community. It will attract new students, increase retention, decrease time to graduation, and set students up for success post-graduation. A broad Liberal Arts STEM degree can address several groups. There are three primary groups for whom this degree is intended: students who desire to be middle school science teachers; former pre-nursing/kinesiology students, who are at risk for leaving the campus without a degree; and originally undeclared or transfer students who hope to earn a STEM degree in four years. We will briefly discuss the problems currently facing each of these groups and how our program will address them.

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is currently under the process of being approved for a Foundational Science CSET waiver with the California Commission on Teacher Credentialing. Students who complete our degree program will therefore be able to continue onto a credential program without needing to take the CSET in Foundational Science. Upon completing their credential, they will be qualified to teach middle school and freshman level science. This will remove a large barrier for students hoping to become teachers and set our students up for success post-graduation from SSU.

Students with broad interest in Health: Sonoma State has a highly competitive nursing program. According to the CSU Student Success Dashboard, between 2011 and 2013, 49% of declared Pre-Nursing students left within four years without graduating. That is the highest rate of any of the majors in the School of Science and Technology for the same years. Our program will have an optional concentration in Foundational Health. This concentration will include several courses the students will already have taken while in, e.g. the Pre-Nursing program or Kinesiology. In fact, students will only be admitted into the Foundational Health concentration if they've already taken BIOL 115 or 110, BIOL 220, and BIOL 224. Assuming the student transfers from Pre-Nursing to Physical Science between their Sophomore and Junior years, it will be possible for these students to complete their Physical Science Degree having spent a total of four years at SSU. This will provide an alternative route to an SSU degree for these students, increasing graduation rates and decreasing time to graduation. It will furthermore provide students with a path for pursuing an advanced degree in their field of interest.

Transfer/Undeclared Students: The final group this program aims to assist are those who start at SSU undeclared and/or transfer to SSU (ADT or otherwise). To earn a STEM degree in four years is rather challenging. This is because of the verticality of STEM courses, with each one depending heavily on the previous. If a student somehow misses a course or fails to pass it the first time around, then it is common for their time to graduation to increase. It is therefore challenging even for students who start declared in a program to complete it in four years. This problem compounds if you decide to major in the School of Science and Technology late or if you transfer to SSU. The Physical Science Degree will be a flexible and meaningful degree. This will engage students by allowing them to build their own degree, emphasizing their own interests. For those who started undeclared or transferred, this will maximize the possibility that courses they have already taken will count toward a meaningful degree program.

Learning Outcomes for Degree in Physical Science

1. Display a broad range of knowledge of the physical sciences: physics, astronomy, chemistry, and geology.
2. Utilize a variety of experimental methods, both in acquiring data and analyzing it.
3. Effectively communicate science, both in written and oral format.
4. Employ critical reasoning in analyzing and making conclusions about a physical system.
5. Understand and follow best practices for the responsible conduct of scientific research.

Program Assessment Strategies

There are three primary desired outcomes of this program: (1) educating students to the standard of our Learning Outcomes, (2) increasing SSU graduation rates, and (3) producing STEM qualified graduates for the technical workforce. We will need to assess each of these individually in order to evaluate the effectiveness of our program.

Learning Outcomes: We will assess one of our learning outcomes each year, over the next five years. For each outcome, we will focus on one course that we feel best embodies our objective (see below). Within the course, we will analyze the growth of our students by utilizing a method appropriate to the specific LO.

Learning Outcome	Course
Display a broad range of knowledge of the physical sciences: physics, astronomy, chemistry, and geology.	PHYS 342
Utilize a variety of experimental methods, both in acquiring data and analyzing it.	PHYS 209B
Effectively communicate science, both in written and oral format.	PHYS 491
Employ critical reasoning in analyzing and making conclusions about a physical system.	PHYS 491
Understand and follow best practices for the responsible conduct of scientific research.	PHYS 107

Graduation Rates: We will track DFW, retention, and graduation rate statistics.

Post-Graduation: We will perform exit surveys in order to gather personal contact information for our graduates, which will later be used to see where they go after leaving SSU, whether that be directly to a career, to graduate school, or elsewhere.

Enrollment and Expense Projection for Proposed Stateside Program: Physical Science										
<u>Enrollment Projections</u>										
		YR 1 - FY 21/22		YR 2 - FY 22/23		YR 3 - FY 23/24		YR 4 - FY 24/25		YR 5 - FY 25/26
FTFY Retention rate (in SST)				83%		78%		68%		
FTFY Cohort 1 # of students (units per student; 47 total)		10	9	9	9	8	15	7	24	
Cohort units			90		77		116		171	
FTFY Cohort 2				10	9	9	9	8	15	7 24
Cohort units					90		81		120	168
FTFY Cohort 2						10	9	9	9	8 15
Cohort units							90		81	120
FTFY Cohort 2								10	9	9 9
Cohort units									90	81
FTFY Cohort 2										10 9
Cohort units										90
Jr Transfer Cohort 1 (units per student)						8	15	7	24	
Cohort units							120		168	
Jr Transfer Cohort 2								8	15	7 24
Cohort units									120	168
Jr Transfer Cohort 3										8 15
Cohort units										120
Other (e.g. MA students)										
Cohort units										
Total Students majors		10		19		35		49		49
units			90		167		407		750	747
Total FTEs (based on 15/yr)		6		11		27		50		50

In absense of this new program, % of these FTEs would be:

in another major in this department	80%
in a major outside of this dept.	10%
outside of SSU	10%

Expenses (Note: Assumes 3% cost increase per year)

	YR 1*	YR 2	YR 3	YR 4	YR 5
Standing expenses (based on 179.5 FTEs in 2018)					
Academic Salaries (T/TT)	\$ 383,400	\$ 394,902	\$ 406,749	\$ 418,952	\$ 431,520
Lecturers	\$ 205,756	\$ 211,928	\$ 218,286	\$ 224,835	\$ 231,580
Support Staff Salaries	\$ 93,142	\$ 95,936	\$ 98,814	\$ 101,779	\$ 104,832
Specialized Equipment or Lab Space					
Equipment & Supplies	\$ 6,495	\$ 6,690	\$ 6,891	\$ 7,098	\$ 7,311
Marketing / Promotion					
Online Course Development Training					
IT/Technical Support (for online progra					
Other (recruitment, guests, overtime)	\$ 4,878	\$ 5,024	\$ 5,175	\$ 5,330	\$ 5,490
Total standing expenses	\$ 693,671	\$ 714,481	\$ 735,916	\$ 757,993	\$ 780,733
Allocation of standing expenses to new program					
% allocated based on % FTEs	3%	6%	15%	28%	28%
Total allocated to new program	\$ 23,187	\$ 44,421	\$ 111,269	\$ 211,112	\$ 216,605
New expenses:					
Faculty Program Coordinator	\$ 10,000	\$ 10,300	\$ 10,609	\$ 10,927	\$ 11,255
Faculty (based on current \$3586.55 per	\$ 4,304	\$ 8,005	\$ 19,468	\$ 35,861	\$ 35,722
Marketing / Promotion	\$ 500	\$ 515	\$ 530	\$ 546	\$ 563
Total Expenses	\$ 37,991	\$ 63,241	\$ 141,876	\$ 258,446	\$ 264,144

* Y1 is based on 2018-19 Physics & Astronomy actuals adjusted for 3% cost increases per year)

** Y1 standing lecturer salary / Y1 FTEs



Alexandra Miller <millera@sonoma.edu>

Proposed BA in Physical Science

1 message

Richard Whitkus <whitkus@sonoma.edu>
To: Alexandra Miller <millera@sonoma.edu>
Cc: Daniel Crocker <crocker@sonoma.edu>

Fri, Feb 21, 2020 at 4:57 PM

Hello Alex,

Thank you for chatting with me about the proposed BA in Physical Science. The written proposal is quite straightforward and clearly will serve a broad array of students in our School. For the two concentrations, the Department of Biology sees no issue with required biology courses. The BIOL 130/131 requirement for the Teaching concentration can be accommodated as you indicated that only a handful of students would be in that concentration per year. Our program would insure these students would be in the first round of registration. However, if the numbers grow substantially in the Teaching concentration, Biology may have to reevaluate.

Biology also does not see any issue with the Health concentration as it is designed to provide an alternate pathway to students from majors like pre-Nursing or Kinesiology who will have already completed the service courses BIOL 220 and BIOL 224.

Good luck with moving the proposal through the governance process.

Rich

[Richard Whitkus](#)

[Professor and Chair](#)

[Department of Biology](#)

[Sonoma State University](#)

[1801 E. Cotati Avenue | Rohnert Park, CA 94928](#)

[707.664.2303 | whitkus@sonoma.edu](#)



Alexandra Miller <millera@sonoma.edu>

Physical Sciences Program

1 message

Carmen Works <works@sonoma.edu>
To: Alexandra Miller <millera@sonoma.edu>

Sat, Feb 22, 2020 at 7:58 AM

Dear Alex,

Thank you for taking time to share and explain the details of the new BA in Physical Sciences program that will be housed in physics. I think it looks like an amazing opportunity for our students.

The Chemistry Department fully supports this proposal and we do not anticipate any negative consequences to the Chemistry courses or our program that will be part of the program.

Sincerely,

Carmen Works
She/Her/Hers
Professor and Chair of Chemistry
Sonoma State University
[1801 E. Cotati Ave](#)
[Rohnert Park CA 94928](#)
works@sonoma.edu

Seawolf Commitment

As a Seawolf, I Commit Myself to the Highest Ethical Standards

Integrity I will conduct myself with INTEGRITY in my dealings with students, staff, and faculty

Respect I will RESPECT the rights and dignity of others

Excellence I will strive for EXCELLENCE in my academic work and relationships

Responsibility I have the RESPONSIBILITY to conduct myself as an ethical member of my community.



Alexandra Miller <millera@sonoma.edu>

New degree in Physical Science

Suzanne Rivoire <rivoire@sonoma.edu>
To: Alexandra Miller <millera@sonoma.edu>

Thu, Feb 20, 2020 at 4:00 PM

Perfect!

Yes, I support this curriculum, and I expect minor impact on our CS 115/215/242 courses, which we can easily handle.

Best,
Suzanne

Suzanne Rivoire, Ph.D.
Professor & Chair
Computer Science Department
Sonoma State University
rivoire@sonoma.edu
<https://rivoire.cs.sonoma.edu>
For an appointment: <https://rivoire.cs.sonoma.edu/meet>

[Quoted text hidden]



Alexandra Miller <millerae@sonoma.edu>

New degree in Physical Science

Matty Mookerjee <mookerje@sonoma.edu>
To: Alexandra Miller <millerae@sonoma.edu>

Thu, Feb 20, 2020 at 8:08 AM

Alex,

I am writing to affirm that the Geology Department supports the creation of the BA in Physical Science, and we do not anticipate any negative consequences to our program or courses.

Good luck,

Matty Mookerjee

Chair, Department of Geology

Sonoma State University

1801 E. Cotati Ave.

Rohnert Park, CA 94928

Office: (707) 664-2002

e-mail: matty.mookerjee@sonoma.edu

[Quoted text hidden]



DEPARTMENT OF NURSING

1801 East Cotati Avenue
Rohnert Park, CA 94928-3609

707.664.2465

www.sonoma.edu/nursing

2/20/2020

Dear Alexandra,

Thank you for meeting with me to discuss the possibility of a BA in Physical Science. I am writing to affirm that the Nursing Department supports the creation of the BA in Physical Science, and we do not anticipate any negative consequences to our program or courses.

A handwritten signature in black ink that reads "Mary Ellen Wilkosz".

Mary Ellen Wilkosz, RN, FNP-BC, PhD
Director FNP and Pre-Licensure Program
Professor and Chair
Department of Nursing



DEPARTMENT OF MATHEMATICS AND STATISTICS

1801 East Cotati Avenue
Rohnert Park, CA 94928-3609

707-664-2368

February 26, 2020

To Whom It May Concern:

The Department of Mathematics and Statistics fully supports the B.A. in Physical Science that is under development by the Department of Physics and Astronomy.

We will be able to provide seats in the math and statistics courses taken by the students completing the B.A. in Physical Sciences.

Sincerely,

A handwritten signature in cursive script that reads "Susan Herring".

Susan Herring, Ph.D.
Professor and Department Chair
Faculty Associate Dean, School of Science and Technology
Department of Mathematics and Statistics
Sonoma State University
Rohnert Park, CA 94928
(707) 664-4118
susan.herring@sonoma.edu

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1801 East Cotati Avenue
Rohnert Park, CA 94928-3609

DEPARTMENT OF CURRICULUM STUDIES AND SECONDARY EDUCATION
School of Education

707.664.3115 • Fax 707.664.2483

February 28, 2020

To Whom It May Concern:

As Department Chair of Curriculum Studies and Secondary Education, I support the inclusion of *EDSS 410: Fieldwork and Seminar in Science and Learning* (3 units) in the newly developed B.A. in Physical Science degree. I will work with Science and Technology department chairs in scheduling and assigning a qualified instructor for the course.

Sincerely,



Kelly Estrada, Ph.D.

Department Chair, Curriculum Studies and Secondary Education
School of Education

August 31, 2020

**Resolution Regarding Evaluation of Teaching Performance and RTP Review
During the COVID-19 Emergency – Academic Year 2020-2021**

Background:

In the spring of 2020 the Senate passed a resolution addressing the unique circumstances thrust upon all faculty and students regarding the Pandemic and COVID-19 virus. With remote teaching required and travel halted, usual expectations for teaching, research and scholarship had to be adjusted. The times we live in require attention to policy and practices while keeping in mind the challenges we face in carrying out associated tasks including teaching, research and scholarship. The spring resolution was intended as a helpful measure based on the circumstances in March through August 2020. We find ourselves with the same teaching and learning conditions in fall 2020 as we did in spring 2020, and these conditions will likely remain the case in spring 2021 as well. For these reasons, this new resolution, much like the spring 2020 effort, extends flexibility for purposes of faculty evaluation through spring 2021.

Resolution Regarding Evaluation of Teaching Performance and RTP Review During the COVID-19 Emergency – Academic Year 2020-2021

RESOLVED: That the Sonoma State University (SSU) Academic Senate urge the SSU Administration to allow the following actions due to the COVID-19 emergency:

- Inclusion of Fall 2020 and Spring 2021 Student Evaluation of Teaching Effectiveness (SETE) at the sole discretion of the faculty under review;
- No faculty be penalized in any way for exercising their right to exclude the results of their surveys of student evaluations of teaching from their PAF during this period;
- Should a faculty member be unable to complete any previously scheduled peer observations, or should they choose not to participate in the peer observation via an online format, no faculty member shall be penalized for failure to include the appropriate number of peer observations during the Fall 2020 and Spring 2021 semester.
- RTP reviews of probationary faculty impacted by the COVID-19 crisis be conducted with sensitivity to the difficulties those faculty experienced during the crisis and with as much flexibility as is possible;
- Presidential authorization of a deviation in the normal six (6) year probationary period to allow for an optional seventh (7) probationary year for all probationary faculty with a start date before August 2020;
- An individual faculty member's decision to add an additional year to their time to tenure because of the COVID-19 pandemic should result in no negative effect to their eventual tenure review;

and be it
further

RESOLVED: That the SSU Academic Senate urge that a copy of this resolution be placed in every faculty member's Personnel Action File (PAF) to provide the context for understanding the circumstances surrounding the periods including Fall 2020, and potentially Spring 2021, and their potential impact on RTP processes and outcomes;
and be it further

RESOLVED: That this resolution be distributed to President Sakaki, Provost Moranski, the School Deans, Department Chairs, Program Directors, RTP Chairs, CFA Sonoma State Chapter President Erma Jean Sims, ASCSU Chair Robert Keith Collins, and CFA President Charles Toombs.

Rationale: The COVID-19 emergency has disrupted instruction on the SSU Campus in many ways. A shelter in place order has been issued by the Department of Public Health of Sonoma County and President Sakaki has extended remote instruction through fall 2020. As a result, Sonoma State faculty are being asked to work from home, eliminating the ability to carry out research or creative works on-campus and imposing severe limits on the ability to participate in service activities. In addition, international travel and all non-essential domestic travel has been suspended indefinitely by the CSU, eliminating the ability of faculty to travel to conferences and remote sites to carry out research, scholarship and creative activities. Finally, the ability of faculty to teach effectively has been heavily impacted by the sudden move of all instruction online. Many faculty have not used remote types of instructional modalities and may have concerns that the sudden changes will negatively impact their student evaluations. And peer evaluations of teaching effectiveness will be difficult, if not impossible, to carry out in the academic year 2020-2021. The SSU Academic Senate calls upon the administration to take the steps outlined in this resolution to mitigate the impact of the COVID-19 emergency on student and peer evaluations of faculty teaching and faculty review in the RTP process. Finally, we note that the Collective Bargaining Agreement (CBA) for CSU Faculty allows the President to authorize deviation from the normal six (6) year probationary period (CBA Article 13, Section 3).

Course Materials Cost Report

Spring 2020

Senate Diversity Subcommittee

Sonoma State University

Introduction

The Senate Diversity Subcommittee (SDS) is a committee of elected SSU faculty members that serve to review diversity issues and make recommendations to the Academic Senate to foster inclusiveness and equity at Sonoma State.

The SDS is interested in minimizing the barrier to educational goals and degree completion for our under-resourced students that arises due to the cost of required course materials. For that reason, we urge our faculty colleagues to consider the costs when selecting course materials. In response to 2016 Senate Resolution on the College Textbook Affordability Act of 2015, SDS has prepared the following report, and associated recommended actions.

Textbook prices have been increasing since the 1970s. The price increase has been more than 3x the rate of inflation. The College Board's annual survey¹ puts the cost of new materials at about \$600 dollars per semester. The average price per text increased from \$57 in 2007 to \$87 in 2014. Although the price of new textbooks is increasing, surveys by the National Association of College Stores², which surveyed 57 campuses and 41000 students, reveal student spending on materials is decreasing. For example, students spent 14% less in 2015 than in 2007. This trend has continued in the last few years. The high prices for course materials influence the courses and the number of courses students take. Furthermore, students take courses that are required for their degree, sometimes without purchasing the materials³. This in turn can affect student performance and learning experience in the course and major. The State of Florida Virtual Campus Student Textbook Survey in 2012⁴ with 18000 respondents showed that 35% of students take fewer classes. National trends show that recently, costs are decreasing due to online options, from \$701 in 2008 to \$484 in 2018 to \$415 in 2019, although the 2018 Florida survey reflects slightly lower textbook costs, but increase in overall course material costs, including print and other digital learning materials⁵.

¹ <https://research.collegeboard.org/pdf/trends-college-pricing-2019-full-report.pdf>

² <https://www.nacs.org/research.aspx>

³ SSU 2017 Survey of Students by Faculty Center, Preliminary Report

⁴ https://florida.theorange grove.org/og/file/10c0c9f5-fa58-2869-4fd9-af67fec26387/1/2012_Florida_Student_Textbook_Survey.pdf

⁵ <https://dlss.flvc.org/documents/210036/1314923/2018+Student+Textbook+and+Course+Materials+Survey+-+Executive+Summary.pdf/3c0970b0-ea4b-9407-7119-0477f7290a8b>

At Sonoma State University

Textbook price affects students at SSU. At SSU, the majority of students purchase materials at the start of the semester. The slightly more affordable prices of electronic versions are not a solution to

this problem, since roughly 67% of students prefer paper-based materials. SSU and the CSU system recognize the importance of affordable materials, so the course schedule lists if course materials are free of charge or “low-cost” (<\$50). A push towards low-cost materials is supported by research that shows that student outcomes are the same or better with open access online materials as compared to traditional textbooks (Fischer et al, 2015).

There are many campus and system-wide policies, as well as relevant legislation which encourage or require due diligence in course materials selection, including the following:

- SSU Course Instructional Materials Policy – “Timely adoption and notification of instructional materials used in courses significantly affects the learning opportunities of students in various ways, including but not limited to issues involving financial constraints, reimbursement procedures, and timely conversions to accessible formats for those with specific accommodation needs.”
<https://www.sonoma.edu/policies/course-instructional-materials-adoption-policy>
- The Academic Senate of the CSU resolution on the Faculty Role in Textbook Affordability (AS-2747-06 -
<https://www2.calstate.edu/csu-system/faculty-staff/academic-senate/resolutions/2005-2006/2747.pdf>
- Existing State Law: AB-798 (The College Textbook Affordability Act of 2015) -
https://leginfo.ca.gov/faces/billNavClient.xhtml?bill_id=201520160AB798

The SSU Faculty Center conducted a survey which reflected 1033 respondents, all registered students for the spring semester of 2017. This study is likely biased to those upset by costs, but it is quite clear that the core of students in the study find cost problematic. 98% of respondents report that the cost of materials is too high. 79% of students experience hardship due to the cost of materials. For 60% of students learning has been negatively impacted, when a choice was made to not purchase the required textbook. The average cost reported for this survey was \$354 per semester.

The survey also revealed a disproportionate impact for first generation students, which feel a bigger impact. 90% experience financial hardship due to high prices, and 17.6% changed courses due to cost of materials. 45% of students did not purchase a textbook and 32% shared a textbook. FAFSA can help students in need, but 70% of SSU students in the 2017 survey did not apply for FAFSA. For students that qualify for FAFSA, material costs are estimated by the SSU office. The estimate for academic year 19/20 was \$985 per semester, and \$493 per semester for 20/21. The average per student per section at the SSU Bookstore in Spring 2017 was \$173, while a national poll concluded that student budgets for public 4-year colleges include \$620 per semester for supplies.

Sourced from:

Faculty Center Director, Justin Lipp; Faculty Fellow for Affordable Learning, Kirsten Ely.

Fischer, L., Hilton, J., Robinson, T.J. et al. A multi-institutional study of the impact of open textbook adoption on the learning outcomes of post-secondary students. J Comput High Educ 27, 159–172 (2015).

<https://doi.org/10.1007/s12528-015-9101-x>

Financial Aid

SSU Financial Aid website suggests that all financial aid packages are based on the SSU Cost of Attendance (COA), which sets books at a specific amount.

- SSU provides a yearly COA estimate, which includes a figure for books and supplies.
- Financial Aid awards are created based on that estimate, and award packages cannot exceed that amount.
- The 2020-21 Cost of Attendance estimate for books and supplies for on and off campus students is \$986.
- Currently, the 2019-2020 Cost of Attendance estimate for books and supplies was \$1970.
- Additionally, the CSU Systemwide website (as of January, 2020) lists book fees for Sonoma State at \$1764, although there is no academic year for the data provided.

An explanation of the process for determining the budget for student expenses follows

Beginning with the 2020-2021 school year, the Chancellor's Office changed how budgets will now be calculated by all campuses. In the past, campuses were provided with recommended budget category numbers from the California Student Aid Commission (CSAC) and the Chancellor's Office. SSU used the higher of the two numbers to establish budgets.

Beginning the 20-21 school year the following change was made. For the 20/21 year, CSAC administered the Student Expenses and Resources Survey (SEARS) in 2018. The survey went to all CSU students and was an effort to try to get more accurate numbers for budget categories. Each campus was then provided with the Mean and Median values reported by their students for each category. Budget components cannot exceed the Mean survey amounts for SSU. (SSU Financial Aid Office; personal communication February, 2020)

https://web.sonoma.edu/finaid/help_book/viewing_and_accepting_your_aid_offer.html

https://web.sonoma.edu/finaid/cost_of_attendance/2021_costs.html

https://web.sonoma.edu/finaid/cost_of_attendance/1920_costs.html

<https://web.sonoma.edu/finaid/glossary/#coa>

<https://www2.calstate.edu/attend/campuses/sonoma/Pages/cost-and-financial-aid.aspx>

University Response

The University and various Departments within the University have mounted a response to the pressure of high textbook costs. The academic senate resolution passed in 2016¹ endorsed SSU participation in AB 798² declaring support for “high-quality, low cost or no cost, accessible textbook alternatives.”¹ The SSU Faculty Center has received a grant in response to AB-798 to promote open education and low cost adoptions. This has funded stipends, professional development funds offered at department levels, including student assistants and faculty fellow programs. Ongoing development of workshops, collaborative working sessions, consultations, student assistant roles dedicated to supporting course material processes, led by Faculty Fellow for Affordable Learning Solutions³, providing grants for instructors of large courses that are willing to transform their course to low-cost⁴, and offering ongoing workshops and working sessions⁵ to educate and support faculty navigating the available

low-cost/no cost resources, and implementing solutions directly into courses. Additionally, the movement to increase technology usage as relates to accessibility, also impacts affordability. Banner notices for the required book adoption timeline in Canvas, which reach all faculty using the LMS, have increased awareness and compliance, yielding some lower prices and greater accessibility for disability services to develop accommodations for students in need. The emergence of Universal Access Hub also offers support to faculty around course material selection and adaptation⁶.

The SSU Library is also committed to this agenda by providing information sessions about using copyrighted materials in the classroom, and by publishing an open education resources (OER) guide for instructors. Additionally, a designated Scholarly Communication Librarian's role includes addressing topics such as open access, copyrights, and collaborates with the Faculty Center for training and support of partnerships for open education and affordable learning⁷. Various departments throughout the university have also worked on developing and utilizing OER materials. For example, professor Steve Farmer from the Chemistry department has developed material from ChemLibre and held multiple talks introducing faculty to this platform. Many departments and individual faculty have worked to investigate lower cost, quality course material options, and have made significant changes in courses, yet faculty reflect that processes of exploring, identifying and adopting lower cost options are overwhelming.

¹<https://senate.sonoma.edu/resolutions/support-ssu-participation-open-educational-resources-adoption>

² https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201520160AB798

³ <https://facultycenter.sonoma.edu/affordable-learning-ssu-0>

⁴<https://facultycenter.sonoma.edu/initiatives/affordable-learning>

⁵<http://facultycenter.sonoma.edu/affordable-learning/faculty-center-support-programs>

⁶ <https://accessibility.sonoma.edu/universal-access-hub>

⁷ <https://library.sonoma.edu/about/faculty-staff/rita-premo>

Open Educational Resources:

The following is a list of some OERs available online. This extensive list shows that a lot of materials are available and are being developed for instructors.

- SSU OER Guide: libguides.sonoma.edu/opened
- Multimedia Educational Resource for Learning and Online Teaching (MERLOT) founded by CSU in 1997 (www.merlot.org) it has 50000 educational resources
- California Open Online Library for Education (COOL4Ed) (cool4ed.org)
- OpenStax (openstax.org)
- CSU Affordable Learning Solutions Program (als.csuprojects.org/home)
- U of Minnesota open Textbook Library and Network (open.umn.edu)
- OER commons (www.oercommons.org)
- MIT's Open Courseware (ocw.mit.edu)
- "The Orange Grove" State of Florida Educational Resources Repository (www.floridashines.org)
- Saylor Foundation (www.saylor.org/books/)
- College Open Textbooks Consortium (www.collegeopentextbooks.org)
- Open SUNY Textbook Project (textbooks.opensuny.org)
- ChemLibre (www.chemlibre.org)

- Textbook Revolution (www.textbookrevolution.org)
- WikiBooks (en.wikibooks.org)
- BCcampus OpenEd (open.bccampus.ca)
- Open Washington Educational Resources Network (www.openwa.org)
- Internet Archive OER Library (archive.org)
- Smarthistory (smarthistory.org)

2017 Faculty Center Student Survey Data

The tables below show the cost of course materials at SSU, by department. The first table lists the Top ten departments, with respect to the average price. The second table takes into account the number of sections for each field. For example, English is fourth in this table even though the average price is fairly low at \$117 dollars, due to the high number of English sections(n=60). A small reduction in price for these students can have an impact on a larger number of students. The third table reflects the complete list of cost by department.

Table 1: Top Ten Textbook Costs by Department

Department	Sections	MIN	MAX	AVG
BUS	68	\$29.95	\$584.00	\$271.50
NURS	20	\$43.60	\$1,412.65	\$267.31
CHEM	21	\$21.95	\$532.65	\$241.59
POLS	19	\$79.95	\$498.65	\$240.62
ECON	12	\$85.35	\$329.00	\$220.80
BIOL	53	\$65.95	\$352.80	\$215.70
PHYS	12	\$16.95	\$419.35	\$213.70
MATH	75	\$7.20	\$355.00	\$203.47
SSALI	5	\$68.35	\$317.85	\$200.48
ARTH	6	\$46.50	\$379.50	\$191.62

Table 2: Top Ten Cost Accounting for Highest Student Impact/# Sections

	Sections	MIN	MAX	AVG
BUS	68	\$29.95	\$584.00	\$271.50
MATH	75	\$7.20	\$355.00	\$203.47
BIOL	53	\$65.95	\$352.80	\$215.70
ENGL	60	\$15.00	\$316.40	\$116.89
EDEC	35	\$38.00	\$410.40	\$170.51
PSY	32	\$5.10	\$532.65	\$179.57
NURS	20	\$43.60	\$1,412.65	\$267.31
CHEM	21	\$21.95	\$532.65	\$241.59
POLS	19	\$79.95	\$498.65	\$240.62
LIBS	29	\$3.20	\$362.15	\$154.27

Table 3: Costs by Department - Complete List

Department	Sections	MIN	MAX	AVG	Median
AMCS	7	\$32.95	\$165.20	\$75.77	\$33.00
ANTH	8	\$47.95	\$287.00	\$148.23	\$121.00
ARTH	6	\$46.50	\$379.50	\$191.62	\$165.48
BIOL	53	\$65.95	\$352.80	\$215.70	\$211.80
BUS	68	\$29.95	\$584.00	\$271.50	\$294.98
CALS	6	\$16.00	\$181.00	\$51.15	\$22.98
CCJS	19	\$47.00	\$325.35	\$182.64	\$163.00
CHEM	21	\$21.95	\$532.65	\$241.59	\$180.00
COMS	6	\$17.00	\$206.00	\$116.29	\$117.05
COUNT	7	\$29.30	\$442.25	\$185.11	\$218.00
CS	27	\$45.00	\$209.00	\$143.29	\$182.65

ECON	12	\$85.35	\$329.00	\$220.80	\$256.00
EDEC	35	\$38.00	\$410.40	\$170.51	\$193.60
EDEL	2	\$24.95	\$155.80	\$90.38	\$90.38
EDMS	21	\$47.00	\$436.10	\$137.81	\$106.35
EDSP	10	\$118.95	\$269.70	\$177.01	\$145.50
EDSS	5	\$77.85	\$150.30	\$97.94	\$77.85
EDUC	8	\$22.65	\$111.35	\$83.87	\$111.35
ENGL	60	\$15.00	\$316.40	\$116.89	\$88.40
ENSP	8	\$51.95	\$178.40	\$104.50	\$100.18
GEOG	16	\$16.00	\$202.40	\$124.90	\$159.50
GEOL	16	\$72.00	\$270.95	\$157.58	\$114.10
GERN	2	\$104.95	\$220.00	\$162.48	\$162.48
HIST	29	\$19.95	\$305.85	\$128.00	\$110.95
KIN	14	\$44.50	\$301.40	\$149.05	\$112.00
LIBS	29	\$3.20	\$362.15	\$154.27	\$126.80
MATH	75	\$7.20	\$355.00	\$203.47	\$210.60
MLL	18	\$29.95	\$525.30	\$162.12	\$140.00
MUS	8	\$39.95	\$218.70	\$150.01	\$163.35
NAMS	7	\$27.95	\$122.85	\$99.31	\$122.85
NURS	20	\$43.60	\$1,412.65	\$267.31	\$99.40
PHIL	26	\$4.45	\$526.45	\$151.78	\$69.90
PHYS	12	\$16.95	\$419.35	\$213.70	\$209.40
POLS	19	\$79.95	\$498.65	\$240.62	\$173.00
PSY	32	\$5.10	\$532.65	\$179.57	\$163.15
SOCI	26	\$41.95	\$591.65	\$132.86	\$114.98

SSALI	5	\$68.35	\$317.85	\$200.48	\$197.30
THAR	7	\$13.50	\$35.85	\$19.04	\$13.50
UNIV	20	\$15.00	\$165.75	\$97.60	\$65.00
WGS	12	\$10.85	\$249.00	\$99.90	\$85.63

Next Steps: Recommended Actions

In addition to complying with existing policies and laws, we, as faculty, should consider the following options when designing courses (Source: *CSU Memorandum to campus presidents regarding "Update on existing and new state and federal regulations regarding textbook affordability with recommended actions"*, dated August 24, 2018).

- Designation of a faculty member Course Materials Champion within each department to explore open education resources (OER) and low cost or zero cost options for course materials available through SSU. *Consider release time or a stipend to take on this role within each department, and service credit for tenure track criteria.*

Role Description

- Check Course Materials costs at the beginning of each semester and provide a report at a department meeting reflecting cost of required materials - include cost for purchase/rental from the bookstore, and if available, cost from other sources.
- Educate colleagues on how to use FacultyEnlight to submit timely course adoptions and to review the bookstore's prices for their required textbooks.
- Curate list of OER resources and online access options for department topics (Collaborate with Library/Faculty Center)
- Attend Faculty Center workshop on OER and report back to department
- Support peers to work with Library personnel to offer course material through reserves for students who cannot afford to buy or rent.
- Deans and Chairs to collaborate with Faculty Center and Library to develop partnerships for sharing meaningful learning resources and educate faculty on resources and processes available.
 - Facilitate Faculty Center "Traveling Roadshow" at Chairs' meetings, and/or Department level meetings with faculty to update on resources, programs and services available.
 - Work with Kirsten Ely as Faculty Fellow for Affordable Learning Solutions (<http://facultycenter.sonoma.edu/affordable-learning-ssu-0>); a position dedicated to implementing affordable resources
 - Collaborate with departments to support Faculty Champion (described above)
- Request increased transparency of pricing protocols with university bookstore.

- Faculty should review information on bookstore prices for required materials.
- Faculty may also negotiate directly with publishers to advocate for digital access and pricing discounts.
- Bookstore to generate a reflective report on actual costs of required textbooks by department each semester, and send to the department chair. *Bookstore may collaborate with the Office of Reporting and Analytics to generate and distribute this.*
- Clarity of Communication for faculty requirements for course materials presented to students accurately. For example a different colored tag/indicator for:
 - A free e-book version available online
 - Instructors are okay with older editions of the text or used copies.
 - Additional Online Access Codes not required.
- Bundle messaging of accessibility and affordability to address inequities across multiple student groups. Integrating efforts to address costs also aligns with intentions to improve accessibility and support the “education for all” mission.

Strategies for Implementation

- Begin working on these recommendations now. Request for progress report to SDS by Spring 2022.
- Work with Faculty Center and Faculty Affairs to target new hires during orientation.
- Utilize Faculty Champion in departments to engage current faculty.
- Utilize CSU, Faculty Center, and Library resources:
 - No and low-cost educational resources are available conveniently for faculty at MERLOT, COOL4Ed, and www.affordablelearningsolutions.org.
 - Discover the CA Open Online Library COOL4Ed.org to view free and open etextbooks aligned with frequently taught CSU courses. These etextbooks were selected and peer-reviewed by faculty in the CSU, UC, and CCC for 52 high enrollment courses.
 - Explore the AffordableLearningSolutions.org website to learn about the many ways to choose and provide more affordable, quality educational content. Use CSU MERLOT to discover more than 6,300 FREE and OPEN textbooks and over 80,000 FREE course materials.

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