**For**

**Academic Senate**

**December 6, 2016**

**Present:** Alvim, Azevedo, Bernard, Brandt, Carroll, Chan, Crayton, Davis, Dye, Espinoza, Eudey, Firch, Frost, Garcia, Garone, Geer, Gerson, Gonzalez, Guichard, Hight, Huang, Larson, Petratos, Petrosky, Renning, Sarraille, Sims, Stessman, Strahm, Strangfeld, Strong, M. Thomas, Thompson, Wagner, Wellman, Wood and Zhang.

**Excused**: Advanced Studies, Bettencourt, Bice, Broadwater, Demers, Odeh, Filling, Strickland, and Webster.

**Proxies:** None.

**Guests:** Mark Grobner, David Lindsay, Shawna Young, Helene Caudill, Ron Rodriguez, Ted Wendt, Marcy Chavasta, Scott Davis, Harold Stanislaw, Oddmund Myhre, James Tuedio, Doug Dawes, Dave Colnic, Cory Cardoza, and Amanda Theis.

Isabel Pierce, Recording Secretary

**Second Reading Item:**

14/AS/16/FBAC Budget Priorities Resolution (Sense of the Senate) Passed.

Next Academic Senate Meeting:

January 31, 2017

2:00-4:00pm, JSRFDC Reference Room 118

Minutes submitted by:

Betsy Eudey, Clerk

1. **Call to order**

2:06pm

1. **Approval of Agenda**

Approved.

1. **Approval of Academic Senate Minutes of October 18, 2016 (**distributed electronically)

Approved.

1. **Introductions**

Mark Grobner, David Lindsay, Shawna Young, Helene Caudill, Ron Rodriguez, Ted Wendt, Marcy Chavasta, Scott Davis, Harold Stanislaw, Oddmund Myhre, James Tuedio, Doug Dawes, Dave Colnic, Cory Cardoza, and Amanda Theis.

1. **Announcements**

The next Senate meeting is January 31, 2017 and Thursday, May 11 is the Spring General Faculty meeting.

Sims recognized members of our campus community, VP Doug Dawes is pursuing a new chapter in his life and is leaving after a year and a half. Day to day most are disconnected from his unit, but Sims has worked closely with him and he does such important work for us on campus, fixing issues, improving contracts, and other things that are very beneficial for us. He’s been a delight to work with, and we will miss him greatly.

Sims noted that Jim Strong will be finishing up at 6 years and 7 months. Sims worked closely with him and they had 9,412 arguments, or meetings. Sims always appreciated and respected working with Jim. We may not always agree but when we do not we are able to have robust and friendly discussions and come to solutions. He is the hardest working professional and his stewardship has been amazing. Thank you. This is his last senate meeting as provost and we thank you for your service. Applause.

Gonzales on behalf of President Junn would like to request all faculty members to know that the President would like to establish a first generation professors program to link first generation faculty with first generation students. You will receive an email asking for information to identify yourself as a first generation faculty member. If you are a first generation faculty member, look for and respond to the email from Amanda Theis of the President’s Office.

Shawna Young shared the appointment of Betsy Eudey as the new FDALC. This is a new position that resides in the Academic Success Center. We are fortunate to have Betsy in this position not only because of her leadership roles here, but her experience in Student Affairs at three different universities in residential life, women student services and student activities. This is a good combination of experiences to establish the position and new meta majors program. And thanks to faculty committee who reviewed applications as follows:

CAHSS:            Peggy Hauselt, Geography

CBA:                Tim Firch, Accounting

COS:                Terry Jones, Biological Sciences

COEKSW:        Steven Drouin, Advanced Studies

Sims noted this is a 50% release position, the Faculty Director for Advising and Learning Cohorts. The idea is that she will among other things help establish a very strong active link between staff professional advising and faculty advising that is college and dept. based, and create, recruit and train faculty members as meta-major advisors because we lack in our advising process a formal response to the status where the student is Lower Division, taking GE, and perhaps an undeclared major. Most questions are answered by professional staff advisors, and those who have a faculty advisor, but it’s this in-between part when students are trying to find majors and think about majors, that we’re hoping the meta-major advisors will bring to the table.

Young said this emerged from the work of the PACE workgroup, and this was one of the recommendations from the group. It’s one of the attempts to institutionalize best practices. PACE taught us this works, and we wanted to do this for everyone.

Eudey noted that if you have thoughts about advising, please let her know.

Sims noted he would be remiss not to thank the current and old friend Ted Wendt for helping us out in our transition since the resignation of VP Dennis Shimek. Applause.

Gerson said on behalf of the FDC to mark your calendars for January 24th for the Instructional Institute Day. Elizabeth Barkley from Foothills College will be presenting on Learning Assessment Techniques. The workshop connects classroom assessment to student learning outcomes and program goals, and filtering information back up for broader assessment purposes. Barkley will address easy ways without extra work to look at your grade book and class to develop assessment tied to SLOs that can be used for program and other assessment. There is a focus on faculty as participants in the process. Barkley will be presenting in the morning with breakout sessions in the afternoon for programs who wish to meet. It’s a collaborative afternoon and more formal presentation in the morning. A save the date email is coming soon.

Sims asked where we are as a campus with assessment. Gerson said her perception from ASL is that it’s very scattered. Some departments are doing a good job connecting the dots, others not as much. Those with an outside accrediting body are less scattered than others. Sims noted to bring this back to department faculty, especially if you’re in a program or dept. where course learning outcomes are not tied well to program learning outcomes. That’s not to check a box for WASC but internally if we do it in ways that are meaningful to our students and ourselves, it helps us get better.

Larson has two ASI announcements. One is the collaboration with Hunger Network and Social Work, and others regarding the food pantry. A food drive is coming up soon with drop off at various locations on campus. Monetary donations will go to the campus CARES website. Second, at the City Council meeting on January 10 at 6pm, the Council will approve a fiscal agreement between ASI, USU and the city around transit issues. These groups have advocated for more beneficial rights of students. There will be more and better routes between the campus and local community, and ASI and USU will fund student passes 100%. There will be a campaign in January teaching students how to ride the bus. If there are any questions or concerns, Larson and ASI members are happy to come to classes and talk to first-time riders about the sustainability of this.

Sims noted that the VP for Faculty Affairs candidate campus visits email was sent out yesterday. Let your faculty members know that Thursday and Friday Dec. 15 and 16 at 11-12pm is the campus open forum. Location TBA. There are two finalists. Harris from Portland State University and Jake Myers from Stanislaus State. One internal, one external finalist. This is what formerly was part of VP Shimek’s position as VP of FA and HR. Julie Johnson is AVP for HR. Wendt is interim VP for FA.

Sims thanked the two AVPs for serving in critical roles who have done more work than you will ever know about. He has worked with both closely this semester and they have been a big part of the reasons we have navigated a lot of transition in our institution. AVPSA Gunn and AVPAA Young deserve a nod and round of applause. The amount of work they have done has been tremendous.

1. **Committee Reports/Questions (FAC, FBAC, GC, SWAS, UEPC, other)**

Faculty Affairs – Davis said that mostly they spent their meeting providing feedback to the WASC Steering Committee. They continue to discuss the issue of enfranchisement for PT faculty, including what information to gather from where. Let FAC know if you have questions or comments. We have a list of issues including what other campuses have experienced if providing a vote for PT faculty.

FBAC – Brandt noted there is a slight revision to the resolution under consideration for today. FBAC also discussed with Wendt the position of Tenure Track counselors and FBAC will continue to discuss that.

GC – Garone said that most of the last meeting was spent providing feedback to Colnic and Sims regarding Strategic Planning, and for the WASC forums with Stanislaw and Klaus. They are discussing responses GC had given to those committees, and finding ways to make that information helpful and useful. GC is continuing to discuss with President Junn the possibility of a Graduate Director or Dean.

ASCSU – Strahm is running late today. Sims noted a lot of business items are underway in response to the election results. ASCSU and Strahm have been sharing information, and tied to this Colnic will speak to Dreamer issues in greater detail shortly.

UEPC – Thomas noted that at the last meeting they spent a bulk of time on the plans and hopes for active learning classrooms on campus and what faculty would like to see from the classrooms and the process for making decisions honoring the breadth of active learning processes. Also ongoing is work with the GE Assessment Council about the process for aligning current classes and implementation of the correct way of alignment to proceed on our campus. The time modules policy is coming into effect in fall, and chairs should be scheduling classes for the fall, so faculty may be learning that they won’t get the room they want because they asked for a peculiar time. If anyone is upset with the process, especially with staff, send them to Thomas and she will walk through the reasoning of the policy. Faculty made the policy, so please don’t take it out on staff. If people are upset with it, send them to Thomas. Sims reminded us that the policy is online, as well as a one-sheet with the time modules. Sometimes we forget we had huge debates about changes, but change doesn’t come for 6 months or a year, and we forget about it. People are turning in schedules now, so if you have questions, refer them to the policy.

1. **Information Items**
   1. GREAT Team & Graduation Initiative update (M. Gunn, S. Young)

**GREAT Requests for Funding for Student Success Initiatives**

Twenty-four (24) GREAT funding proposals were received and have been reviewed by the GREAT Budget & Tactical Workgroup and the GREAT Steering Committee, and funding recommendations have been made to President Junn. The proposals were ranked into three tiers. The first tier proposals (of which there are 7) have been reviewed by the President and awarded, and she has been meeting with each of the project managers to learn more about each individual project. The second tier proposals (of which there are 3) will be reviewed by the President next week, one of the points where we will know if funds become available because of any over-projections in the budget for fall/winter implementation of the short-term plan. The third tier proposals (of which there are 14) will be reviewed again by the Budget & Tactical Workgroup and the Steering Committee early spring semester, another point where we will know if more funds become available because of over-projections in the spring budget. Notifications to all the GREAT applicants have been issued informing them of their status.

**Update on Graduation Initiative Short-term Plan Implementation**

A lot of faculty, staff, and administrators have been dedicating intensive time and effort to the implementation of our Graduation Initiative Short-term Plan. And everyone has demonstrated an incredible amount of patience with each other, diligence, and flexibility – staying the course, even when the course has had to change in order to adapt to new directives. So we thought it would be nice to share some of the encouraging things that have been happening along the way.

We have been hearing about individual successes – one student at a time making a difference (based on special advising sessions, more students realizing they can graduate this year and subsequently applying for graduation; and winter waivers saving a semester).

And there are some interesting data that reflect our efforts: of the 254 students who received the Provost’s waiver letter, 94 have exercised waivers for winter intersession (approximately $95,000);

Dean Caudill has some interesting data comparing this year’s winter intersession enrollment to last year’s. Caudill noted that UEE will not cancel any courses without consultation with those involved, which will come after December 9. Last year at this time, we had 53 sections and 66 this year. Thanks for a more robust schedule. We had a 30% increase in units, half of that equated to the waiver program. We are aware that our winter doesn’t sync with registration for spring, and we will work with Enrollment Management on the summer schedule. The schedule is nearly ready and should be posted by January 7th, which is two months earlier and will help with spring advising.

**Faculty Senate**

**Winter Intersession as of Dec. 1 (both years)**

**12/6/16**

* UEE will not cancel any course without consultation from the deans/chairs/faculty member and Shawna.
* 94 out of 254 (on the list) students, which equates to 37 percent, have taken advantage of the waiver by registering for a 3 or 4-unit class.
* Waivers amount to approximately $97,000 in fees.
* A total of 298 units are attributed to the waiver.
* UEE has experienced an increase in units by 606 from Winter 2016 to Winter 2017, of which 298 are attributed to the waiver—about half (49 percent).

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| --- | --- | --- | --- | --- |
| ***Metric*** | ***Winter 2017*** | ***Winter 2016*** | ***Number Increase*** | ***Percent Increase*** |
| # of Courses Offered | 66 | 53 | 12 | 23 |
| Enrollments | 917 | 782 | 135 | 17 |
| Units | 2631 | 2025 | 606 | 30 |

Lisa Bernardo can share some numbers as they relate to students applying for graduation. Gunn said when Tillman’s office identified 897 students within 1-9 units of graduation. Of these 401 had or have applied for graduation. Through efforts of the evaluation staff in Bernardo’s office and faculty intrusive advising, we have increased the number of 4/4.5 first time freshmen who have applied by 44 students, and the number of 2/2.5 transfer students by 68. Therefore, to date we have an extra 112 students on top of the 401, or 513 who have applied for graduation this year. This number is possibly low, as more candidates will be identified in the Spring. Our 2-year and 4-year graduation rates will be several percentage points higher because of these collective efforts.

John Tillman has data on changes in our graduation rates as a result of last year’s efforts 4-year grad rate jumped almost 3 percentage points Tillman said that for the new freshmen in the fall 2011 cohort the rate is 11.5% and the rate for the fall 2012 cohort is 14.4%. Additionally, over the last year the one year the retention rate changed from 81.6 to 85.1% for new freshmen. For transfers, 2-year grad rate jumped almost 4% from 36.7% to 40.5%. Tillman noted that as we compare the fall 2013 transfer cohort and the fall 2014 transfer cohort. Already we have some of the gains in the bank. We’re doing well. Things that faculty and staff are doing are increasing grad rates.

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| **Graduate Initiative 2025--Short Term Plan** | | | | | |
|  |  |  |  |  |  |
|  | **FTF 4.5** | **FTF 4.0** | **FTT 2.5** | **FTT 2.0** | **Total Count** |
| **# of students in cohort** | 129 | 199 | 124 | 445 | 897 |
| **# of students in cohort that have applied for graduation** | 40 | 109 | 38 | 214 | 401 |
| **# of students in cohort that have NOT applied for graduation, but will have an evaluation completed by an evaluator.** | 89 | 90 | 86 | 231 | 496 |
| **# of evaluations completed and distributed to Colleges/Departments** | 89 | 90 | 88 | 231 | 497 |
| **# of students that have applied for graduation for Fall 2016, Spring 2017 and Summer 2017 after completed evaluation distribution** |  | 44\* |  | 68\*\* | 112 |
| \*FTF 4.5 and 4.0 are combined totals |  |  |  |  |  |
| \*\*FTT 2.5 and 2.0 are combined totals |  |  |  |  |  |

Eudey following up with what Gunn said. Her recollection is that Lisa Bernardo noted that students could apply for graduation until the last day of the term so it is not too late.

Some students don’t want to graduate because they need other courses to pursue graduate school entrance requirements. There used to be a higher fee if students were taking classes as post-graduates. Is that still true? Strong said that under tuition and fees can see the charges, but he can’t recall if there is a different charge for post- baccalaureate students.

Young asked if this was for students who have graduated. No, some students haven’t graduated even if they meet the requirements because they need additional classes for graduate school admission. We’re pushing for graduation numbers but the concern is what if the students don’t want to graduate because it’s cheaper to take the additional courses before graduation. Tuedio noted there have been times students could come back in an unclassified student post- baccalaureate status, and in the budget crisis we took that option away. Students needed to be enrolled in a degree program in order to have post- baccalaureate status. This is something we need to revisit with enrollment services.

What if they have a double-major, if they take their degree that’s done and there are limits on that as well. Sims said we will consult with Enrollment Services and find the practices. These are good questions especially in light of the graduation initiative. What about those who extend time to graduation for good reasons? We will try to get an answer for you. Good question.

Sims noted that amidst the intensity of it all, some positive things are happening that we can celebrate.

Sarraille thinks it’s very important to get answers to those questions even if an information item. He questions whether we are currently graduating people against their will, if that’s the right way to put it. Are we giving a diploma and sending them on their way? Do we ever do that? Add this to list of things to find out.

Sims said in terms of framing, there isn’t a meaningful “we” or practice that’s unified enough to answer that. We will find out about these practices in departments. We need to do our homework on this.

Post- baccalaureates pay the graduate student tuition fee. If a student is eligible to graduate and doesn’t want to yet, it’s bad for us to let that student stick around for another year in terms of graduate rates. What’s the policy or practice? Strong said that there is no policy he is aware of to force a student to graduate. Sims asked is it okay to say sure even if it will increase time to graduation? He hopes so.

Tuedio noted that we should invite Lisa Bernardo to visit the Senate. There was a discussion in Enrollment Management about super seniors. There was a process a while ago and graduation evaluations were signed for students who had earned sufficient units to earn a degree. Tuedio didn’t know if the students were notified first. Sims said that we will check with Lisa Bernardo about policies and practices. He will email senators when we get the information.

* 1. Presidential Transition Team update (K. Brodie, M. Gunn)

Gunn stated that the PTT has completed all forums, including 3 in Stockton, and 3 each for faculty, students, staff and community members. We’ve had a lot of forums! The approach used at all of the forums is to carry out a SWOT analysis: strengths, weaknesses, opportunities and threats facing our institution. Information from these will be made available to the SP council which is also doing a SWOT analysis. Some of the things I’ve noticed, things people like about the university are landscaping, love the water features, trees, green grass. They always remark upon the way faculty and staff put students and student success first. This is one of the things to pat ourselves on back about. We are doing or perceived as doing a great job in terms of the students. People don’t like parking, Chartwells, Bizzini. If you haven’t been to forums and would like to make comments, the President’s office sent an email link to the survey that you can fill out. You can also access from the President’s website. Please give comments. President Junn wants to use this information to inform her as she moves forward in her first year of the presidency and to inform Strategic Planning Council’s work.

Gunn said the PTT will be producing a preliminary report set for February 1st and a final report by mid-term.

* 1. Strategic Planning Council update (S. Sims)

They had a three-hour SWOT analysis session in the SP Council with guests. There is widespread consultation with governance ongoing and into Jan.-Feb. The work groups on six areas of focus are also going forward. If you want to know the nitty-gritty of the process, Sims is happy to share that with you. Monday Jan. 30th, from 3-4:30pm is the first open forum on strategic planning, in the Snider Music Hall. It will be webcast so you can watch online and it will be archived. If participating live, you can ask questions and participate using an application that will allow you to engage with attendees in a mediated way in real time.

They just started talking with Gunn about how Strategic Planning Council will interface with the Presidential Transition Team in a substantial way to have their information piped into the strategic planning process.

* 1. DRAFT Joint Statement on Shared Governance (S. Sims)

Sims sent the draft statement via email. This will come forward as a first and second reading in the spring. Junn and Sims started talking about this at their first meeting on July 5. At the time, only one other CSU had done a statement like this. It’s not in response to anything in particular, it’s just a good idea. Given our campus history and issues at some other campuses, all have gone through some situation when there was a schism between administration and faculty. We got the sense among campus senate chairs and ASCSU that it might be good to have a statement like this so when things go less well there is a point of reference about our local way that things work and what we aspire to. Junn and Sims initially drafted a statement, there was lots of talk and revision in SEC, and then it was sent to three immediate past speakers of the faculty who took time to give substantial feedback. There were more revisions, and then we sent it to Strong and Junn. Now we want you to share this with your colleagues for feedback. This is an aspirational shared statement. If you read through it, it’s how things do work.

As you read it, think about it, get feedback, and let us know. Send comments via email. This will be a first reading item in Spring.

Carroll asked if a plan is in place for what will happen with future presidents. Is this something to run by future presidents. Sims said we’d run it by them during the interview, letting them know this is how we work. The assumption is that this is part of the set of documents you would share with a senior administrator about the culture on our campus and how we work. Will it have the force of policy? Of course not. Presidents have the authority they have. On our campus, as a young institution, we don’t sometimes have some of the documents that represent institutional memory and this is one we think is important.

Sarraille said this is nice to add to what we have. We have the constitution of the general faculty which addresses some of these things. We have papers of the ASCSU. All together a new executive cannot repudiate these things, some have status of law in the case of HERRA. We should clarify that some of these principles embodied in this cannot be cast aside by a President. Sims said that is a good point. Some of these are federal law, not just system policy or state law.

* 1. Available resources for faculty and students to prepare for potential changes to federal immigration law and enforcement (D. Colnic)

Colnic has been asked to talk given that there are signals that we may be seeing some change to at least federal enforcement of immigration law and policy if not changes to actual law and policy. Colnic is on the campus Dreamers Committee. He is here to let us know what we need to know about as faculty.

Colnic said after the election with the change in administration there is potential for significant changes to immigration laws, especially as it pertains to students and their families. Two federal executive actions that the Obama administration entered into, Executive Orders, that effect several of our students. One is DACA – deferred action for childhood arrivals. Isabel Pierce will send a fact sheet. DACA is for folks who came to the US under the age of 16 with their families, and either graduated from a high school or are attending high school in the US, the Obama administration made them low priority for deportation if they had no citizenship status. They can’t have a felony conviction, significant misdemeanors, or three insignificant misdemeanor convictions. The order also allows them to work in the US legally. We have several students who have taken advantage of that. DAPA – deferred action for parents of Americans. This defers from deportation individuals who don’t have documents but are the parents of US citizens or legal residents. There is evidence that there are 10 million households with one member who benefits from DAPA. Even for US citizen students, they may have a grandparent, parent, or sibling who has other children who benefit from DAPA. That’s why we’re seeing so many students visiting us in offices quite distraught. He wishes we could say it would be okay, but we don’t know. If these EOs are rescinded, the fact that they registered under DACA and DAPA can make it easier to identify and deport them. In terms of resources, Colnic will provide several websites. Dreamers Committee is working on providing resources on how to handle issues, letting students know we support you, that we understand the concerns, and will continue to provide resources and information when we know more about it. We don’t want to say anything definitive when we don’t know.

In addition to EOs, CA has two laws that are relevant here. AB540 – the CA Dream act - allows students who attended High School or lower schools in CA to attend state universities in colleges. This is supplemented by AB131 which makes those same students eligible for state financial aid – Cal Grants and SUG. We’re telling them you can attend school here, but may have the federal government saying you can’t be here. In terms of enforcement, while they issue a policy statement saying we will not share information that we have already designated as confidential when they fill out 540 and 131 documents, the state won’t share with immigration and law enforcement. This is a way we are protecting them.

Colnic noted last week the chief executives of the CCC, UC and CSU wrote an open letter to Trump asking him not to rescind DACA and other universities have mobilized similar efforts. Faculty members have signed on to similar letters. We have some targeted campus services, and a DREAM Act committee. Several faculty and staff went through training to be a Dreamer Ally last spring. There will be more trainings, including work with local immigration lawyers who are pretty well briefed in the details of immigration law as they pertain to students. On the administration end, enrollment services and financial aid will come to the AS meeting in January. Another place to point students, and you know this, is psychological counseling services. We have 276 dream act students enrolled this semester and there are hundreds of others with DAPA-related concerns. On the fact sheet, there are resources for Mexican American Legal Defense and Education Fund, American Immigration Council, El Concilio out of Stockton.

Colnic appreciates the concern many of you have shared. Let him know if you have questions.

Carroll asked if you know when the fact sheet will be available? Colnic said that it will be sent in the next few days. You can direct faculty to the Dreamer’s Committee website on the CSU Stan website for some information.

Strahm has question raised by a colleague. She wanted to know if faculty are able to see student citizenship status on PeopleSoft. The colleague thought he could see that on the website. He said it’s on the demographic info. link, and says whether a citizen or not. It doesn’t say if undocumented, but gives leading information. She wonders if that’s something we need to have available for people with access to see.

Stan Trevena is working with Lisa Bernardo to see if we can remove that link. They will do that if we can.

Strahm said that there are two different kinds of things happening at CSUs. One is resolutions happening at Dominguez Hills, we’ve talked about this with SEC. At Chico they have a petition. She wonders if we should be starting to do something of that nature, and what would be the best approach. Sims would like to defer this conversation to the open forum. Colnic will add the Dominguez Hills and Chico documents to his handouts.

Eudey noted that if you didn’t get a chance to attend the Dreamer Training last year, you can still see the PowerPoint file and it would be worth attending one of these sessions in Spring. The website has lots of information and she has included links to the Dreamers website in her syllabus so that students know what to do. She noted that in a few minutes we will be looking at the Budget Priorities and counselors are unbelievably understaffed. There is a need for more counselors and especially tenure-line/tenured counselors, as problems are likely to increase and we can’t let this issue drop on our campus.

Sims noted there are quite a bit of resources on the Dreamers website. In SEC we’ve been talking about what we need to do. Dominguez Hills rushed through a resolution in the senate that was a statement about where they are and what to do. Members of SEC gave thoughtful feedback about some clauses that are addressing things that can’t really be done. The resolution was emotional, and that’s understandable, but institutions need to communicate with all folks in the community that we are a community and it’s happening to all of us, but the sense within SEC is to focus on what can we do in the short term to be ready to respond and worrying less about crafting resolutions and statements. If laws or enforcement changes, what will students need? What information do faculty need to point students to resources? That’s where we’ve been. If you think the Academic Senate should draft a resolution soon or sooner rather than later, let him know. SEC is trying to spend time on this between now and the end of semester, but by the time we come back, some things may have already happened. If faculty members come from a life experience where you have not had to learn about DACA, DAPA or other EOs and legislation, please take some time to become informed as your students will need quick responses. Emphasize with your colleagues, we need to know what is out there, what could change, so when our students come to us we can provide information, point to resources, do whatever we can. It may not be our students but their parents. This is the kind of existential stress that none of us at any age knows how to deal with. There is nothing that prepares us to deal with these kinds of stressors. We want to be forewarned.

Strahm wants to say if we’re individual people in silos trying to help students, we will get steamrolled over and our student body will be decimated. But we have a whole lot of examples of when we collectively stand up for the rights of ourselves – our undocumented students and their families –that’s ourselves. When we stand up for human beings collectively, the people in power who do the crap they’re doing, they back down. If you’ve been watching what’s been going on in North Dakota, they’re up against a multi-national corporation building a pipeline. Native American people have been living out there for months, as it grew and got more media attention, our government said maybe we can do something else. We have a long history of demonstrable evidence, that if we stand collectively for what is morally right and good, and don’t back down and scurry around shadows, we can fight this kind of thing.

Most important, this is we, us. This is not happening to them on our campus, this is happening to us on our campus. There are 276 dreamers on our campus who will need this assistance.

Chan appreciates Colnic bringing this information. As an institution, we have to know what we can and cannot endorse. If we have a fact sheet that’s readily available if the worst comes, then we are prepared to give it out to students. If we can get this resource and a webpage that will be helpful. If there is something from CSU endorsed by the system, that’s even more of a connection.

Sims will send out the letter from the three presidents/chancellors of the CA colleges. The systems will not be cooperating or aiding federal immigration. It speaks to what they’re asking for. There is another statement the CO is working on for the CSU specifically and Sims will send that out also. One clarification, we cannot declare ourselves sanctuary campuses, because of the legal meaning of that term. Colnic noted, because we received federal funding we cannot designate ourselves a sanctuary. While the CSU is not declared as such, we are coming at it in another manner. An information sense of sanctuaries is a different meaning than a legal declaration. Sims noted that if they note a threat to selves or family members, if they know we provide a safe space here, they will think they can bring family to campus for safety. Some student organizations are talking about literally making a space where bodies make this a safe space. This is already where the conversations are. Knowing what we can and can’t say is important.

Sarraille says he’s maybe overstating the obvious, but each of us should keep in mind that as time goes on, and if pressure from governmental organizations increases on the CSU, we can’t necessarily expect all of these fine words to hold up to the degree that we might suppose is the case at the moment. We all have to be thinking about what we will do personally in the event that we don’t get all the support we’d like to have.

Sims noted it’s important that we take a sober look at what could become reality, and we’re on the cultural front lines.

Colnic said Sarraille’s point is well taken. It’s one thing not to share information but under federal subpoena it might not hold up. Sims said the proposed secretary of education has an interesting background.

Eudey has a couple of things to bring up. It is important note that in addition to students, we have many faculty/staff/administrators impacted by DACA and we have many colleagues here that may feel vulnerable in these situations. She’s heard that there are some students sending out information asking if someone will hide them. We have to remember that some of the things that the president elect is talking about has to do with students and what the police are sharing. Many sanctuary cities don’t report to ICE. There’s threats that you will lose federal funding if we maintain sanctuary cities and the state may need to make some decisions. We need to decide where our allegiance is in that regard. Reporting of folks with criminal behavior can be driving without a license. We have lots of students and colleagues on campus with misdemeanors that can get them deported. There are life-related pressures that put stressors on folks and there are so many things to pay attention to. Some of this is included in the president-elect’s plan for the first 100 days. We need to take care of ourselves. Lastly, some PeopleSoft data may be protected by confidentiality laws, but your personal notes and emails are not, so consider anything you have in your offices and be careful about your personal correspondence. Open records laws and subpoenas could allow access to notes or correspondence with students that could make them vulnerable, so be careful what documents you create or have that could be problematic.

Garcia noted that in situations like this we can offer a conceptual framework, a lens for addressing this. The best framework for this is multifaceted. There is a pillar of service – counseling, referral services. If we’re only doing services, we’re offering false generosity and not hitting the issue in its complexity. The second pillar is consciousness raising or education – who are we educating – faculty, students, community. That’s part of the plan. The third pillar is policy, we have to put in place policies that indicate that these are the things we do, and to believe it. The fourth pillar is power. This involves mass organizing, bringing people together so they’re not only acting as individuals. Dreamers must be supported by faculty and others so there is a mass mobilization of people who won’t sit idly by while these things happen. We need a conceptual framework to organize the work that we’re doing. Colnic will bring to the Dreamer’s committee.

Sims said in short term about counseling services, if you have a colleague or student who asks could you hide me, at the moment they’re saying that there’s an immediate emotional need as well as a practical need. The kind of fears that they’re having is existential to a person’s being. This is like terrorism, this is every day, they can’t jump out of the way. There is a strong emotional need that we’re going to see if you haven’t already. Please be aware of that.

Guichard notes she strongly supports dreamers, and we’re not sure what will occur in the future. She cannot imagine ratting out a student. This is a large campus and there was a lot of discussion following the election because all voices were not heard. There are people on this campus who aren’t supportive of dreamers. Some are concerned that we are setting up classroom climates that might alienate some students by supporting others. Word of caution, creating a classroom climate where students can talk to her, she went to training, but the course is open to all students regardless of their political views. At a time when people feel disenfranchised, it’s important to make sure the classroom is a safe space for all.

Sims noted this is a good point, fair and true. Trying to be factual is important, regardless of the political process related to it.

* 1. WASC update (H. Stanislaw, 3:15pm time certain)

The Steering Committee is continuing to facilitate discussions within the various groups on campus that were asked to complete a survey regarding the 39 Criteria for Review that underlie the WASC review. We hope to complete the discussions with groups that involve primarily faculty this semester, although a few will probably take place early in the Spring semester. During the Winter we’ll be meeting with groups that consist mostly or entirely of staff and administration. Next semester we’ll be expanding our efforts to engage the entire campus community, beginning with a launch event that is currently being planned for early Spring.

All of the information we’re gathering will be used as the basis for the 8 or 9 essays that form the self-study. We’ve started to formulate ideas for the mechanism through which those essays will be written, and we’ve begun to identify people on the Steering Committee who will help in that process. Once the basic structure for the writing groups has been established, we’ll seek involvement from whoever wants to contribute to that effort, and will include a writer recruitment appeal as part the launch event.

Sims thanks for the quality of conversations, every discussion different even if on the same CFRs. Interest in capturing the ideas conveyed in the sessions.

1. **Second Reading Item** 
   1. 14/AS/16/FBAC Budget Priorities Resolution (Sense of the Senate)

Brandt said FBAC looked more closely at term “instructional faculty” and got feedback from Sarraille and Wendt. The term is mentioned once in the contract, but it is not necessarily correct to refer to coaches, counselors and librarians as non-instructional faculty. They took the word out and reworked the sentence. The changes are noted. The substance is the same, they’re just avoiding the problematic language, and fixed a couple of typos. There was more discussion of TT psychological counselors. Over the past few years generally faculty have been very supportive of it, but administrators not so much. This reflects recent conversations in Academic Senate as well. FBAC and SEC have been adamant that TT psychological counselors are beneficial for a number of reasons. The substance of the bullet is the same, but there is a change in language.

Eudey thinks that it is important to develop these priorities every year. The content is important and gives FBAC and UBAC opportunities to advocate for what we care about. When offering a sense of the senate resolution we need to back this up and walk our talk and show up at UBAC to advocate for this. We need to get the President and everyone else that we can to understand that these things matter to us. She can go on over and over about TT counselors. We need to keep pushing them. We can’t just say pass the resolution and then say we are done. We need to continue to advocate for the issues in the resolution.

Sims noted this is why we do it this way instead of a memo, as it gives us a formal ability so if UBAC or the President ignore it, as a Sense of the Senate we can ask why a resolution was ignored. This is a formal part of the process, not just a suggestion. It gives push behind this.

Brandt noted FBAC’s current agenda is a more careful look at WTU desirable status and TT counselor issues.

Carroll said assuming this is passed, who gets copies of this. Pierce notes it goes to the general faculty, UBAC and the President.

Brandt says faculty on UBAC take to UBAC.

Result of the vote on the sense of the senate resolution, 32 yes 2 no. Approved, to be sent to the President, UBAC and faculty. Thanks to FBAC for all their work.

1. **Discussion Item**
   1. Strategic Planning discussion and feedback

Sims noted this discussion will continue at the next Senate meeting. What will be coming to senators for completion thru January is a short survey from Sims asking some specific issues to get feedback about to give to the Strategic Planning Council. The Academic Senate will be engaged more formally about documents, but this is front end feedback or consultation. In particular, they are reviewing and anticipate revisions to the Mission, Vision and Value statements for the university, in particular we are strongly considering the diversity statement developed and discussed in the Senate and elsewhere. We may want to incorporate that statement fundamentally into the Mission, Vision and Value as a foundation document for our institution. Are there any questions or information to provide now while in person? This will continue as a discussion item especially once we are given prompts to think about. All will get an open field survey on Qualtrics. That feedback will not be made public. Sims and Colnic will be the only two people who will see it, and this will be summarized to the Strategic Planning Council without any names attached. This is informal feedback within the confines of the Academic Senate.

Geer asked about a tentative date for receiving the survey. Sims hopes to have it out next week.

1. **Open Forum**

Strahm read from an email just received from Chancellor White that past Chancellor Charlie Reed passed away.

Eudey followed up on an earlier announcement on advising work. If you have any ideas, concerns or celebrations of advising these past years, please contact her with anything you have an interest in.

Sims said that in a college discussion with Martyn Gunn, many people were experiencing a problem that was never communicated to the Advising Center. Get headline issues to Betsy Eudey. Stuff gets fixed when we talk to the people involved.

1. **Adjournment**

4pm