

To: ASI Board of Directors

From: Victor Phang
Director of Education

Subject: May 2022 Board Report

General Information:

Office Hours:

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A Special Note to Our Hornets

Hello fellow Hornets!

As my time in office draws to a close, I'd want to emphasize how much of an honor it was to serve as an ASI College Director and the College of Education's student representative. I also want to emphasize that my work does not finish here; I am always eager to assist others. If someone needs support or assistance with anything, I am always available.



I have already started to work in tandem with the Director of Education-elect to prepare him for the upcoming 2022-2023 academic year. I have full support and faith in his abilities to serve the students of Sacramento State. Please continue to let me know if there is anything I can do to support you as we are nearing the end of our spring 2022 semester.

It has been an honor to serve you all,

-Victor Phang

Internal Committee Updates

ASI Student Social Justice & Equity Council

We held the Student Speaks: A Discussion on Student Housing on May 2nd, 2022.

University Committee Updates

APIDA Center Student Council

No updates.

Grade Appeals Panel

All appeals have been finalized and closed.

Institutional Scholarship Committee

Finished reviewing 77 applications.

Student Success, Outcomes, and Retention Committee (College of Education)

No updates.

Dean's Advisory Council (College of Education)

My designee, Kandice Fowler Richardson, was able to attend the last meeting on April 28th, 2022 and I received the following notes:

1. Face Flash
2. Present: Bitia Rivas, Deidre Sessoms, Dale Allender, Mercedes Hipolito, Jana Noel, Jenna Porter, Sheri Hembree, Vajra Watson, Rachael Marshall, Sue Hobbs, Steve Brock, Jessica Moreno, Binod Pokhrel, Sue Hobbs, Sarah Jouganatos, Isabel Ibarra, Anthony Rivas, Lisa Romero, Pia Wong
3. Review of Minutes - no additions or objections
4. Dean's Updates
 - a. New staff up front, 401 Eureka - Andrew (Drew) Hanzlik (the other hire didn't work out)
5. Partnerships Committee, a new standing College committee
 - . Charge:
 - i. Oversee partner recognition, including Hats Off to Partners celebration
 - ii. Conduct the ABC-10 Teacher of the Year competition reviews (currently in CATTE; the proposal will remove it from CATTE charge)
 - iii. Collect and report information on partner engagements, connect with Campus-wide Anchor initiative
 - iv. Advise College leadership and staff on partner relations
 - a. Composition: 1 elected representative from each branch (3), 2 at-large elected members, (3) Staff representatives (Jennifer Livengood-Teaching Credential placements and Kim Ross-External agreements), Associate Dean Pia Wong (ex-officio)

b. Discussion: Bitu - loves this idea! Fits with many initiatives, like Anchor. In support. Jenna - also in agreement with establishing this committee. It makes sense. But it is another wonderful service; how do we get people to join yet one more committee. Dale - likes the idea of the community. Be mindful that individuals have individual relationships with community members; sometimes these could be in conflict or competition, with one over-riding another. This is an opportunity to have real, explicit and reasoned conversations about by laws, practices, etc. so that faculty can still do the work that they do while being synergistic with institutional goals, practices, and norms. Bitu - Chipper (need clarification). Perhaps this will help us with outreach and visibility as a cohesive unit. Can the charge be expanded? (Sasha - usually, we provide the basics, then the committee can expand, amend, etc. as it is forming its overall identity. But we can add something now.) Sasha - hearing no other input, we will move this by consensus as a recommendation to the CoE as a whole which will discuss and then vote.

6. Meeting modalities for 22/23 AY.

. Sasha - for the rest of the spring, we've already discussed that.

a. Sasha - there are several decisions:

. Should we decide that each program area, department, and committee decides its own modality? (Blended, F2F, totally virtual)

i. But we do have control over this meeting modality. We discussed this in CoE leadership. The extreme position forces everyone to be totally on line or totally F2F, which seems harsh. But the dual modality also presents challenges. It is difficult to provide full access and our ability to provide good accommodations also varies by modality. It is a complex issue. We should think about it over the rest of the spring and summer. Would like folks' input. How should we go about deciding what to do? What general principles should be drawn on when making the decision?

ii. Jenna - needs more information about how to do a hybrid meeting in the rooms that have been updated? Can Binod describe realistically what it would be like to hold hybrid meetings? Binod: the rooms we have in Eureka have been retrofitted with technology but it does not mean the tech will work without any issues. We will be testing out some options in different rooms to see how it could work. Sasha - good points. I don't see a realistic possibility of fully online or fully F2F but we do need to be realistic about the limitations of hybrid. We have 3 bad options, but please weigh in. Binod - Jenna, how did that meeting go when people were in the room and on screens? Jenna, it had a lot of problems. I find it strange to be F2F and staring at a screen. Leah - throughout the pandemic, the need for interpreting services has grown dramatically because people are not coming to campus. They are inclined to work but they are not so inclined to come to work because they have to pay for parking, etc. So this is a burden for the interpreters. As a result, the pool of available interpreters who are willing to work via zoom is bigger than the pool interested in working F2F. And that creates an issue of equity for me. If deaf people need to select based on modality, where they may not have access to an interpreter in a F2F context...I don't see a clear solution. But I have some ideas that we can talk about offline at some point. She has been asked about how many interpreters - of the available - can do all aspects of the interpretation work (e.g., Leah participates actively vs. is just part of a meeting). There are only 4 or 5 who can do the former; and they have to be willing to come to Sac State and be vaccinated.

Sasha - we do need to keep in mind important issues of connecting with new faculty, creating a strong culture and sense of community and belonging for all of us which are best facilitated when we are F2F. In terms of technology, it is going to be better than what you experienced, but it won't be as good as you hoped. Maybe we should learn to do dual modality better, per comments in the Chat. Sheri - can we think about different kinds of meetings - small versus large, for example. She has had better attendance at her meetings when they are on zoom. With students, we are meeting less (fewer times) in person, with other times on line. Perhaps we can do a true hybrid - some meetings F2F and some meetings online. Alternate modalities.

iii. Sasha - to clarify, as long as the rights of the minority are protected, modality of small group meetings can be decided by those participants.

iv. Sasha - those with other ideas for how to make this decision, please contact Sasha.

v. One more option - alternating modality

7. Outstanding Faculty Awards proposal.

. The proposal comes to DAC moved and seconded by SPAR.

a. Sheri - there is a need to match up how we ask for information from candidates and what the nominees do. (Better alignment with what is in Qualtrics and what is actually required)

b. Thanks to Sarah and the committee for working on this.

c. Sasha - the changes appear to be more procedural than substantive, correct? Yes. Sasha - I am still concerned that there is a lot of work involved in being a nominee and reviewing.

d. Jenna - can someone speak to the process of how decisions are made? Is there a rubric? How does the final decision get made, using the criteria? Jana - yes, there is a rubric for each of the awards and for the criteria associated with them. We did have conversations about teaching scores; some nomination letters listed scores but not all did so that was an important inconsistency. Sheri - the criteria do not require scores. People can include scores - esp the nominee. But it is more important to write to the criteria upon which we are making a rating; these are established by the Faculty Senate.

e. Sasha - the committee is asking us to approve those changes in the policy. I don't think we need to move it to the college review. Can someone call the question of moving this to second reading?

f. Sheri - yes, move to second reading. 9 in favor; none against.

g. Vote on the proposal: 11 in favor. Motion passed.

h. Sasha - President Nelsen recently indicated that faculty well-being and faculty engagement is a primary purpose for him next year.

8. Committee Reports (Present year-end report and how committee activities contributed to the Blueprint/Blueprint Log). Important for work to be entered so we know what work is being done across the different groups. Please use the log to enter in work produced from committees, if we do not communicate the work then it won't be well known.

. CATTE (B. Rivas)

. A model Syllabus: working with recently approved syllabus template but will add an ARSJ statement to include in syllabi, will have a final copy to present in fall 2022.

i. Finalizing a template related to ARSJ Blueprint with questions that are made available to programs as they are revisiting curricular and programmatic changes.

- ii. In addition to checklist for form A and B will be used, the committee will use questions for faculty when they are invited to CATTE to talk about proposals and answer questions.
- iii. Training will include the questions and template. Training video to be made available in faculty resources CoE website and fall retreat training time as the year begins with dates made available through providing timeline of due dates.
 - 1. Checklist FORM A FORM B to follow senate subcommittee & Draft template for program review DRAFT TEMPLATE
 - 2. Questions that are not yet ready for draft, in consideration and discussion:
 - a. Do the readings provide equity perspective/global perspective given topic
 - b. Are the alignments assigned in a UDL fashion with varied learning styles and demonstrating knowledge
 - c. Do the authors represent diverse backgrounds
 - d. Allowing space for conversations around discussions, academic discourse with various perspectives
 - e. Looking at language used to ensure it is not biased and is inclusive language (actual text, not just content)
 - f. Community centered ways of knowing- being cognizant of lived experiences (how it is brought into classroom readings, diverse authors/voices). Speakers for classes etc.
 - g. Biased languages- who is being centered, not cis normative or dominant language normative (bring in pedagogy that present possibility in developing student ability to work with other populations and recognize work from other cultures)
 - h. Open to new possibilities to new research, new theories, and opportunities for exposure to newer ideas/theories/pedagogy
- b. CRRC (S.Hobbs/R.Marshall)
 - i. Sue: 51 students completed their research, working on increasing student sponsors (since only meet once a month), if application is reviewed once a month, it can delay graduation. Recently added demographic from U IRB to page so students and advisors can review.
 - ii. Rachael: in progress: draft an explicit statement specifically Anti-Racism. Working on a statement (May 13th meeting, may hold over to fall) to finalize and work on statement.
 - iii. Sasha: commend the committee as they always go above and beyond, diversity of the subject will continue to teach students about how science is done now with diversity in mind. Good work.
 - iv. Antiracism Blueprint:
 - 1. Committee working update policy on demographic information - complete and updated on website
 - 2. Draft and share an explicit statement that represents the committee's position with regard to diversity, equity, and inclusion. Include a specific commitment by the members to anti-racism and anti-discrimination, and standards of expected behavior. - in progress
 - 3. Committee is working to revise our application and advisor approval to include our statement and a checklist for consideration- in progress

4. Reviewed 60 applications- Approved 51; Modification 4; Revise and Resubmit 4; university IRB 1; New application this month 1 (so far)
 - a. Final day to get in May 2- Final board meeting May 13
 - c. ERI (B.Ellis/L.Zarchy)
 - . End of May:
 - i. Two Panels: Developing curriculum agenda & Engaging Students in Research
 - ii. Third Panel: May 13th or 20th from 11-12
 - iii. Great year, have highlighted a lot of the great work done. Amazing work and research done across the college.
 - iv. Racial and Social Justice theme for ERI this next AY, call to find ways to share ERI/Social Justice research.
 - d. MCE (A.Norris/D.Allender)
 - . Dale: thank you to Leah. Co-Chaired with many over time, opening up co-chair roles to different committee members, Dale encouraging different folks to consider. As we think about Anti-Racist work, the MCE this is featured publicly, important that whoever comes forward ensures that all Multicultural Ed always has an Anti-Racist lens. Drawn upon scholarships to support, recently received commitment from Pres. Nelson as he has sponsored in past (thanks to Jenna) a breakfast and lunch for attendees. As we are shifting and moving forward, have had explicit support for MCE. Dean also continues to offer support. Committee will make formal request to continue sponsorship of keynote speaker, important since it is now a college conference. Approaching 30 years of MCE conference and thinking about how to galvanize the broader community for fundraising and ideological campaigns to amplify in community to shore up support and continue to garner support. MCE 30th anniversary, this last year is 28th year, so preparing for a 30th anniversary is important.
 - i. Sasha: signature key event and another possible development is finding an external funder for the conference but the college will always continue to support. Thank you to committee as we had an awesome set of speakers, very proud of the committee. One year to prepare for 30th so we can plan ahead for formats and dates to be secured.
 - e. SSOAR (C.Lardy/J.Moreno)
 - . Scholarship review coming to close. Focus groups questions about SSOAR and SPAR, question to Sheri. Jana, no focus groups discussed. Data collection hire question but Sasha stated has been approved already for the committee. If not done, plans for future? Jessica, beta test in fall for implementation in spring 2023, use of grad students in EDC 250 classes. In past, void in graduate student access to resources so would like to do a needs assessment to see what grad students need.
 - f. SPAR (A.Rivas/J.Noel)
 - . Outstanding Faculty Awards - selected 4 awards in fall 2021
 - i. Reviewed policy and nomination/selection practice to address noted inconsistencies (led by Sheri Hembree and Sarah Jouganatos)
 - ii. Committee voted unanimously to approve revise policy at meeting on 3/29/22
 - iii. Revised policy moved to DAC on 4/28
 - iv. Strategic Plan - (led by Vajra Watson and Deidre Sessoms)

- v. Worked with Candice Wicks-Davis (E4E). Candice examined and worked to integrate ARSJ Blueprint, SPAR Survey results from 2020-2021, Barriers to Inclusion document, Anti-Racist & Inclusive Campus Plan, and existing College Strategic Plan.
- vi. Candice laid out a possible framework and an accountability process, proposing tasks, assignments, and due dates.
- vii. Committee discussed how to move this forward, potentially involving College committees, and based within DAC. Then there could be Town Halls in the coming year.
- g. Senate:
 - . Sue and Bitu, working on continuing ways for safe ways to get to cars (ability to park in faculty spots and escorts after dark, not all students are aware) available to faculty, staff, and students for safety. Proposed amendments Dept. Women's & Gender studies, gender sexuality and disability and inclusive.
 - i. Student mental health services access. CCDS is going to play more support to campus and will have support from Pres office. Sexual assault issues increasing as well as mental health.
- h. ASI:
 - . Kandice: nothing new to report from ASI
 - i. Staff Council, none.
9. The process for revising the Blueprint
 - a. Meant for yearlong process, some strategic. For the next year, we have to reissue the Blueprint as some projects are completed and some are not. What process would be helpful moving forward. Initial blueprint was done with FLC. Volunteer for part of the new vision, wider callout, or delegate to leadership group that meets over the summer.
 - b. Jenna, college needs more immersion with the blueprint, a start is getting the log and everyone's input, but a deeper dive, or active work, engaging small group work, to better understand as a larger group. Beautifully designed to chunk up and have everyone, perhaps at retreat everyone can digest and have more strategic activity for everyone to become immersed.
 - c. Deidre, have a retreat Wed before school starts in fall but having that opportunity to do some summer work but fall can engage all.
 - d. Bitu: summer work and fall retreat to immerse but also refresh so we can begin with work integrated into all program and committee work.
10. Last meeting of year - 3rd Thursday, May 19, 2022 (Finals Week)
11. Sustained Excellence Award

Strategic Priority Updates

- 1.1.3 Promote Alumni Center & Alumni Associations' initiatives on social media
- 1.3.1 Promote internship, job & volunteer opportunities on social media
- ~~2.1.1 Promote campus financial opportunities (CARES grant, scholarships, etc.) to clubs and organizations~~
- 2.1.2 Promote financial resources through social media and marketing
- ~~3.1.2 Ensure student representation on the antiracist and inclusive campus plan implementation committees and task forces~~

- ~~• 3.1.3 Conduct individual review of ASI Operating Rules to ensure equity and inclusion~~
- ~~• 3.3.2 Meet with new Chief of Police to share survey results and student concerns~~
- **4.1.2 Promote ASI positional accounts – At the beginning of my term I started with 313 followers on IG and now I have 855 followers (542 follower increase)**
- ~~• 4.4.1 Increase student engagement with CSSA through their meetings and initiatives~~
- 5.1.1 Share Food Pantry & Free Groceries Pop Up information
- 5.1.2 Support CARES office on housing initiatives
- 5.1.4 Promote and advocate for initiatives to bridge the digital divide

Current Project Updates

- Continuing to release Student Spotlights. As of this date: Jasmine Schwan, Mauriana Raye, Tyler Tutt, and RoseLynn Kenny.
- Working on initial stage of graduation application fair with Associate Dean Karen O'Hara.
- Working with Professor Ross and Susan Baker on a project to support men of color in the College of Education.

Office Hours

See above for office hours:

- Created flyers for my bulletin boards and social media, worked on Student Spotlight program, and created/edited CoE and ASI presentations
- Scheduled meetings and communicated with Dean, Associate Deans, my successor, and constituents
- Reviewed and graded institutional scholarship applications
- Preparing documents for my successor

Meetings, Events, & Presentations

List the events, presentations, and meetings you attended, below.

ASI Meetings

- 4/11/22 Student Social Justice & Equity Council meeting
- 4/13/22 ASI Formal Board Meeting
- 4/14/22 ASI President Evaluation
- 4/20/22 ASI Working Board Meeting
- 4/29/22 Touch Base –Dean Sasha & Z
- 5/4/22 ASI Formal Board Meeting

Campus Events

- 4/19/22 Sankofa Cultural Event
- 4/21/22 ASI 65th Celebration

5/2/22 Students Speak: A Discussion on Student Housing