

Sandra Fitzgerald: CHSS

I am interested in serving on the Graduate Council as I care about the graduate-level educational opportunities provided to Bay Area communities. We play an important role in ensuring quality, accessible, and affordable graduate training to residents - well-positioned to serve the unique needs of the Bay Area's diverse population. I am a Counselor Educator, training graduate-level mental health counselors in the Department of Counseling, I understand the challenges that graduate programs face within SFSU. I will serve as a strong voice to advocate for the needs of graduate programs and will come with an open mind and a collaborative spirit to offer solutions. In this current era of austerity measures in the CSU system, we must preserve and advocate for graduate education, and the needs of the graduate students, and support the faculty, to offer quality opportunities and career pathways into well-paying professions for SFSU students. I am also interested in working more directly with undergraduate programs so that we can offer a clear pathway to graduate studies, particularly for BIPOC students who may not have the social capital to navigate a path to graduate education on their own. Thank you for your consideration.

Sherria Taylor: CHSS

I'm interested in nominating myself for the CEETL advisory board seat due to my campus and national work on Social Justice Pedagogy and its impact on the success of students of color. This work is now a part of each faculty orientation at SFSU and is utilized in new co-hort meetings as well. In addition, I've facilitated many workshops on the Social Justice Syllabus Design Tool (SJSDT) for CEETL and the Teaching Academy in CHSS. In addition, as a founding member of the R.A.C.E. Collective in CHSS, our love work has engaged faculty, staff, and students alike. As part of the work of the R.A.C.E. collective in developing programming and initiatives in CHSS centered on racial justice. I facilitated a Talking Circle with students of color in CHSS that supported us learning what the needs are of our students are and what initiatives were needed and relevant to their lived experiences. I am currently the Director of Healing Circles in CHSS in which I've led the development and supported training and facilitation of Healing Circles centered on racial justice for students, staff, and faculty in CHSS. As an outcome of the R.A.C.E. Collective's work, we developed a Working Circle comprised of five faculty of color in CHSS that focused on Retention, Tenure and Promotion (RTP) and Social justice and developing guidance and a working paper for departments that support faculty members from historically excluded communities which we know from the research subsequently impacts the persistence of students from these same communities. Currently, CHSS is working on revising our RTP manual guidelines to integrate this work as well. The Working Circle has also recently submitted an article titled Transforming Tenure and Promotion: A Grassroots Initiative to the ADVANCE journal. Below is an abstract from the National Conference on Race and Ethnicity in Higher Education (NCORE) and CHSS training I have and will be facilitating again in May as an 8-hour pre-conference institute training related to this love work that demonstrate impact. Abstract from "Developing an Engaged Pedagogy" training abstracts for NCORE and CHSS: The Social Justice Syllabus Design Tool (SJSDT) is the Journal Committed to Social Change on Race and Ethnicity's (JCSCORE) #1 most read article to date. JCSCORE is an interdisciplinary, peer-reviewed journal by NCORE. Much of that is due to the fact that educators are seeking to discover meaningful ways in which love and justice can be centered in the spaces that we co-create with our students... spaces in which we and our students can show up fully and experience

the content as relevant to our lives and communities. The SJSJT has been recognized as a leading resource by many higher education institutions in how to do just that and has been used in faculty orientations and faculty development trainings across the country. Training in the SJSJT not only provides educators and staff with an in-depth understanding of what it means to “do” social justice in the classroom, but what it means to “be” social justice in the classroom and through various strategies and activities co-create counterspaces with students where personal and community transformation can occur. Using critical reflexivity techniques, we will not only explore what social justice educators do in the classroom but also who social justice educators are and can be. We will take a collective deep dive and briefly engage in strategies that promote the embodiment of 1) relationship, 2) community, 3) a growth mindset process, and 4) radical self-care in the classroom. All educators are welcome and will benefit from this training. Staff who facilitate educational workshops on campus would also benefit from this workshop as well.