

**2021-2022 Academic Senate Minutes**  
**December 6, 2021**

**I. The meeting was called to order at 2:00 p.m. and roll call was taken by the Senate Administrator. Fifty Senators were present.**

<b>Ex Officio:</b> Present: Van Selst, Curry, Rodan, McKee, Kaur Absent: None	<b>CHHS Representatives:</b> Present: Sen, Smith, Schultz-Krohn, Baur Absent: None
<b>Administrative Representatives:</b> Present: Day, Del Casino, Faas, Papazian Absent: Wong(Lau)	<b>COB Representatives:</b> Present: Rao, Tian Absent: None
<b>Deans / AVPs:</b> Present: Lattimer, Ehrman, d'Alarcao, Shillington Absent: None	<b>COED Representatives:</b> Present: Mathur, Muñoz-Muñoz Absent: None
<b>Students:</b> Present: Chuang, Cramer, Walker Sandoval-Rios, Allen, Kumar Absent: None	<b>ENGR Representatives:</b> Present: Sullivan-Green, Saldamli, Kao Absent: None
<b>Alumni Representative:</b> Absent: Walters	<b>H&amp;A Representatives:</b> Present: Khan, Frazier, Han, Massey, Kataoka Absent: Hsu
<b>Emeritus Representative:</b> Present: Jochim	<b>COS Representatives:</b> Present: French, White, Switz Absent: None
<b>Honorary Representative:</b> Present: Peter, Lessow-Hurley Absent: None	<b>COSS Representatives:</b> Present: Hart, Sasikumar, Wilson, Raman, Haverfield Absent: None
<b>General Unit Representatives:</b> Present: Higgins, Masegian, Yang, Lee Absent: Monday	

**II. Land Acknowledgement:** The land acknowledgement is a formal statement that recognizes the history and legacy of colonialism that has impacted our Indigenous peoples, their traditional territories, and their practices. It is a simple and powerful way of showing respect and a step towards correcting the stories and practices that have erased our Indigenous people's history and culture and it is a step towards inviting and honoring the truth. Senator Frazier read the Land Acknowledgement.

**III. Approval of Academic Senate Minutes–**  
 The Senate approved the Senate Minutes of November 8, 2021 (36-0-4).

#### **IV. Communications and Questions –**

##### **A. From the Chair of the Senate:**

Chair McKee announced the meeting would be recorded for the purpose of preparing the minutes. Only the Senate Chair and Senate Administrator will have access. Please keep yourself muted unless speaking. Only Senators may speak and vote in the Senate meetings. Roll call will be taken by the Senate Administrator using the participant list, so be sure your full name shows. Please type “SL” to speak to a resolution in the chat. If you wish to speak to an amendment please type, ”SL Amendment” into the chat. If you have a longer amendment, please type it into the chat and send to AVC Massey. Remember that the chat is visible to all and even the direct chat is visible to the Chair and Senate Administrator in the saved version of the meeting, so be cautious.

Chair McKee announced that Senator Sullivan-Green would be on sabbatical for Spring 2022 and that the Senate needs to elect a new Chair of the Instruction and Student Affairs Committee. Please contact Chair McKee if you are interested.

President Papazian will host her annual holiday celebration for the Senate on Thursday, December 9, 2021 from 12:00 p.m. to 1:30 p.m. in the Student Union, Room 1.

Spring 2022 Senate meetings will continue to be via zoom.

A Save-the-Date notice will be coming out shortly for the Annual Senate Retreat on Friday, February 18, 2022. This is under the purview of the Senate Vice Chair Karthika Sasikumar and will be a virtual event.

A goal of the Academic Senate is to be a safe place for shared governance among many diverse voices, not just those voices that are frequently heard. Please keep this in mind and adhere to the speaker’s list and keep comments as short as possible.

Please minimize any unnecessary wordsmithing on the floor of the Senate. Most amendments should be brought to the attention of the policy committee chair prior to the meeting.

Chair McKee announced this will be President and Senator Papazian’s last meeting with the Senate. The Academic Senate thanked the President for her service and wished her well.

##### **B. From the President:**

The president announced that she was very pleased the holiday celebration with the Senate would be in person this year and was really looking forward to it.

The president acknowledged the commitment to shared governance at SJSU and stated that it was critical to the university's operations. She has enjoyed working with the Senate and each and every Senator.

The Community, Safety and Policing Report is being wrapped up. This is a complicated issue particularly for an urban campus. The president commended the taskforce on their work. The report will be released tomorrow. There are many recommendations. Much of this is about systemic change, and ensuring we have an environment where everyone here feels valued and safe.

The president has sent a message to the campus that we are really paying attention to COVID variants and right now it's Omnicron. The president encouraged everyone to get the booster shot, continue to wear their masks and to implement safety measures.

We have extended the application deadline to December 15, 2021. Enrollment is robust and applications are up for Spring. We are the only campus in the North with this positive enrollment numbers for Spring 2021. We will compare numbers against the Enrollment Management Plan and that will guide the decisions going forward. Kudos to the faculty and staff for creating the kinds of academic programs that draw students and the kind of environment that has made us a highly desired university.

The APIDA Center has put an offer out for a director. We have also announced that we will be launching the Native and Indigenous Student Success Center as well.

Just to reiterate, the Senate Holiday Party is December 9, 2022. This will be followed by 13 commencement ceremonies. Thank you to everyone that will be volunteering. This year we will honor the 2020-2021 graduates as well.

The transition over to Interim President Perez is going well. We are all working together as a team to ensure a smooth transition.

**Questions:**

Q: There were some particular deadlines in October and November from the Department of Justice for certain things to be aligned at SJSU as part of the settlement. Can we make that a part of the regular Presidential update to the Senate each month?

A: [President Papazian] It is a robust set of expectations and numerous deadlines. The project manager for all of it is Lisa Millora. Of course, much of the work is done by the Title IX Office and Gender Equity Office. Lisa is the point person and will always have the most up-to-date status of any of those expectations. Much of the conversation we have with the Department of Justice is managed by the Office of General Counsel in the Chancellor's Office. It is all going very smoothly. There will be updates on the website.

C: [Chair McKee] Lisa Millora is not a member of the Senate, so Chair McKee will work with her on a process for updating the Senate.

Q: There is a concern that with the recent student's account being hacked and the threat the campus received of a mass shooting that faculty were not given enough information as to whether they should cancel class, or go on with it. Can you comment on that?

A: [President Papazian] Sure, and then I'll turn it over to VP Faas who oversees that. It was deemed by the University Police Department (UPD) not to be credible very early. There is a pretty detailed and robust process that they use and it involves other agencies as well. [VP Faas] During the Thanksgiving holiday, a hacker actually physically in Illinois that had done this same thing a number of times to other institutions, hacked a student's account and made a threat. We sent out a message early on that we were aware of the threat, but that we did not believe it was credible. Honestly, from that point on it was deemed not credible and we announced that business as usual should continue. We did increase the number of police on the campus that day. There was nothing unusual that day. A few people reported miscellaneous packages being left out that we responded to and were able to determine they weren't a threat, although one led to an unrelated arrest. People got it that if you see something, then report it to the police. I'm not sure what else we can say or do. It was not a credible threat. In case there is a credible threat we will be ready. People don't usually announce it when they plan on hurting a lot of people. They want to see as many casualties as they can and they want to see the element of surprise. The FBI, several Sheriff's departments, and the San José Police Department are all involved to make sure our community stays safe.

[VP Faas] Yesterday San José Police Department heard a shot down in the South Campus area. They deployed and we deployed down to the parking garage on South campus. We searched secured and searched the building. We found empty shell casings in the garage. There were no witnesses, no suspects, and no victims. As soon as we heard about the shot, we alerted our neighbors, and the Giants and the Sharks as well to make sure everyone was safe. As soon as we got the all clear, we got the message out to the campus.

C: I just wanted to thank President Papazian in particular for remembering us and for her work on getting the APIDA and Native American Student Success Centers up and running. I think we have taken extraordinary steps towards being a more inclusive campus.

**V. Executive Committee Report:**

**A. Minutes of the Executive Committee:**

EC Minutes of October 4, 2021 – No questions.

EC Minutes of October 18, 2021 –

**Questions:**

Q: What does “approachable policing” mean on page 8? Does it mean they will be walking around or visible in their cars? Will they be carrying guns?

A: Our officers are sworn police officers and they must carry their weapons on them at all times. If they did not that would be putting them at risk. What we are looking for in approachable policing is security policing. It is finding the opportunity for our police officers to meet with faculty, staff, and students in a non-confrontational setting. This is something like a coffee with a cop, or a donut with a cop, or just meeting on the corner to discuss something. We want our officers to walk or bike around the campus, but to also stop and interact with the campus community. Too often, the only time people interact with police is when there is an incident. We want there to be times when all of us interact with our officers that isn’t “in the moment.”

**B. Consent Calendar:**

There was no dissent to the Consent Calendar of December 6, 2021.

**C. Executive Committee Action Items:**

**VI. Unfinished Business:** None

**VII. Policy Committee and University Library Board Action Items (In rotation)**

**A. Curriculum and Research Committee (C&R):**

Senator White presented *AS 1807, Adoption of Guidelines for General Education (GE), American Institutions (AI), and the Graduation Writing Assessment Requirement (GWAR) (First Reading) (Attachment – GE Guidelines)*.

Questions:

Q: Thank you and C&R for all the work put into this policy for two years. I have two questions. On the fourth Resolved clause it says, “the GE, AI, and GWAR Guidelines shall undergo a full university review.” Do you mean to also include the program itself will also undergo a full university review? Is that something that C&R considered? Then in general with the guidelines, C&R is the ultimate responsible party for the guidelines and yet there is nothing in here that says that was that overlooked?

A: You are correct. GE as we are now considering it is that we are going to treat it as a program and all programs on the campus undergo program planning and review. I will definitely take this back to the committee and we can clean this up, but in essence when a program undergoes review, it would be initiated by the GE adviser and then they would come up with a program plan and that program plan would then undergo external evaluation and review with recommendations coming from the Program Planning Committee. You are correct the GE Guidelines are under the purview of C&R, but C&R does not make major changes to the GE Guidelines without undergoing more review. This is why we do have the resolved clause about minor changes. We will bring this back with

recognition that the GE Guidelines are under purview of C&R with full Senate review.

Q: Would C&R consider reviewing page 18, I found that page a little difficult to understand? It appears as if the departments no longer have to have do Assessment Learning Outcomes (ALO) annual assessments. We would still have to do annual program assessments, but we wouldn't have to do ALO annual assessments any longer based on what I read on page 8. I have fear we are adding a lot more to assessment without taking significant loads away.

A: C&R is still working on the assessment part of it, but you are correct the ultimate goal is that the GE area learning outcomes will proceed to the program planning process and will no longer be in the yearly review submitted for these things. I will reach out to you to get more details. This is one of the main things we will be working on next semester. This is a work in progress right now.

Q: I would like to commend our process in developing these guidelines. Under recent legislation, GE will change in some form. What impact does that have on this process today?

A: I don't have a crystal ball of that. What Senator Van Selst is referring to is the new recently passed legislation asking the CCCs, UCs, and CSUs to get together and come up with a universal GE package. We don't have an answer for this yet. Part of that legislation is the establishment of a committee with representatives from all three groups and then that committee would make its recommendation. One plan that has been discussed extensively is that there is a five-unit difference between the CSU and UC GE packages. When you dive into the details of those five units, you see that the UC does not have all Communications GE nor do they have a Human Understanding, Area E. This is probably one of the biggest points of contention between the CSU and UC as to how this will be resolved. There is no answer right now. How it should work is the committee would make its recommendations, then the systems would provide feedback, and then this would probably result in a change to the GE program from the Board of Trustees. After that we would work on our GE. Right now, it would have no impact on the guidelines. I think the legislation says that a plan must be in place by 2023.

Q: On page 3 and 4 under approved modifications, there are clearly outlined steps that an approval has to go through. Category A says simply that it must be approved by the General Education Advisory Committee (GEAC). I know that is consistent with the current guidelines, but what I've noted here is that even though this says it must be approved by GEAC, there are many more layers of approval that are being enforced right now. Has the committee thought about that and does the committee

feel that all that is needed is GEAC approval and are the other processes just steps to get it into the catalog or what process would that be?

A: I was not aware that for Category A there were other steps involved, so C&R will have to investigate this. My understanding was that all Category A required was approval by GEAC. I will have to reach out and find out exactly what those steps are. I would agree with you that according to the current guidelines, only GEAC approval is needed.

C: It could be that the other steps are just to get it into the catalog, but C&R should investigate to be sure.

Q: Can only areas C and D overlay with American Institutions (AI)?

A: Yes, you are correct that only areas C and D can overlay with AI.

Q: On the bottom of page 7, do the minimal qualifications for an instructor and excellence in teaching only apply to those with a Master's degree?

A: Are you asking if the minimal qualifications in teaching applies only to those with Master's degrees? I'd have to go back and ask the committee, but from what I understand the excellence in teaching applies to both those with a Master's or Ph.D.

Q: Would C&R reconsider the language there, because it reads as if it only applies to those with Master's degrees. My next question is about assessment. I also agree there is a lot of confusion about the assessment process. Specifically, current GE guidelines cover three program goals, but each program goal has a different program learning outcome (PLO). Even the assessment guidelines state that not all GE areas cover all PLOs. GE ALO is typically three or four items, but these three or four items don't cover all PLOs. A common number of PLOs is eight or nine. It would be very helpful if the assessment part is redone to make it clear whether the assessment has to address GE ALOs or GE PLOs.

A: This is something we are still working on. ALOs will not be used for assessment other than for recertification of the course. From an assessment point of view, especially from a Western Association of Schools and Colleges (WASC) point of view, it has got to be the PLOs. Just to reiterate, the PLO will not map to the GE ALOs. The PLO will only map to the GE area.

Q: I'd like to commend the committee on the inclusive way this was handled. On page 10, the 2<sup>nd</sup> line, it talks about a guide for multi-lingual speakers or something of that nature. I developed one of those guides looking at Indian English. Page 10 talks about the 10 most common errors made by multi-lingual writers. I hope the committee will consider putting a slash after errors and variations because many of these differences are not considered errors, but are considered variations. Also, in several places you refer to English language learners and multilingual speakers. I'd like to know what the difference is, because English language learners are multilingual speakers?

A: That language came from the University Writing Committee. I can certainly ask them those questions and get clarification.

Q: This is about AI overlay, I would like to encourage the committee to remove the restriction to C and D only, both to allow a previously unknown oral communication and to think about how area F might interact with unit limits and degree programs.

A: I will definitely bring that back to C&R as well.

C: Please send Senator White any comments and suggestions.

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Senator White presented ***AS 1825, Policy Recommendation: Establishment, Reporting, Continuation and Termination of Campus Centers and Institutes (CCI), Formerly known as Organized Research and Training Units (ORTU) (First Reading)***. This policy is coming forward as a replacement for University Policy S05-13 due to the significant changes being made.

**Questions:**

Q: One typical problem is that when one of these programs folds up and goes away, it tends to be a ghost for a number of years. Is that what this policy is addressing, or what is this policy going to address?

A: The reason this got brought to our attention is the new Vice President of Research and Innovation (VPRI). We are also out of compliance with the Chancellor's Office. We also needed to be explicit about who would fall under the policy.

Q: Over time some of these ORTUs fade but they still remain visible on the San José State University website as a training unit, so there is confusion as to which units are active and which are not. You seem to have laid out a very clear process here in terms of the 7-year report. Is there a process for actually closing out an ORTU or terminating an ORTU?

A: To my knowledge there is no process. It is just recommended to be closed. I can certainly ask C&R to come up with a process.

C: I would highly recommend adding a process. It doesn't have to be complicated.

Q: Can you clarify if centers can develop curriculum or just enhance curriculum?

A: We can definitely take this up.

**B. Organization and Government Committee (O&G):**

Senator Hart presented ***AS 1821, Senate Management Resolution, Amends SM-S05-6, Creating a Faculty Diversity Committee (Final Reading)***.

Senator Kaur presented an amendment to the last line of the Resolved clause to change, “AS Board Member” to “AS Board Member or graduate student.” The amendment was seconded. The Senate voted and the Kaur amendment passed (37-2-4). **The Senate voted and AS 1821 passed as amended (39-0-2).**

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Senator Hart presented ***AS 1819, Amendment D to University Policy F15-9, Budget Advisory Committee (Final Reading).*** **The Senate voted and AS 1819 passed as written (41-0-0).**

**C. University Library Board (ULB):** No report.

**D. Instruction and Student Affairs Committee (I&SA):** No report.

**E. Professional Standards Committee (PS):**

Senator Schultz-Krohn presented ***AS 1824, Amendment F to University Policy S15-8, Retention, Tenure and Promotion for Regular Faculty Employees: Criteria and Standards: To include within the category of Service, activities that specifically enhance inclusion, educational equity and engaged service with students and in the surrounding and broader communities (First Reading).***

**Questions:**

None

**VIII. Special Committee Reports:** None

**IX. New Business:** None

**X. State of the University Announcements:**

**A. CSU Statewide Academic Senators:**

Senator Curry provided the CSU Statewide Senate report. There was a plenary meeting on November 3, 2021 and a report of the proceedings was emailed to Senators right before this meeting. Part of that meeting was spent discussing issues around COVID. There were other concerns raised over mental health issues, and the denial of medical exemptions due to campus requirements. The chancellor’s office requirement is that there be a letter signed by a doctor, but some campuses are requiring doctors to also fill out specific forms and some people are having difficulty getting their doctors to complete the forms. Another item of concern was the use of chat during the plenary and some women Senators reported hostilities expressed toward them through chat. There was discussion about chat while the chair is conducting business and that this is tantamount to taking the microphone away from the chair. There was an admonition that people using chat should be courteous, topical, and should avoid posting pro/con decisions.

The second day of the plenary, we had a 2-hour anti-bias training session. This included videos and breakout groups to discuss difficult conversations about race and racism and receiving and giving critical comments. There were some issues that arose about the events that happened during the breakout groups. There will be further discussion and assessment to follow about what the usefulness is of these types of sessions to address anti bias. A permanent committee is being formed to address these issues within the ASCSU.

Five resolutions were approved and will be posted with live links for you. The links are included in the email I sent out to you right before the meeting. We are again requesting your feedback regarding these issues.

Lastly, I'd like to express my gratitude to Senator Reiko Kataoka, Chair of the Lecturer's Council, and the Lecturer's Council for providing feedback on two of the resolutions. One of these resolutions was passed and the other has been retained.

**Questions:**

Q: Thank you for the report and thank you for sharing the executive summary of resolutions and asking for our feedback. The lecturers really appreciated it. I have two questions. Since the peer evaluation resolution passed can you tell us what to expect in terms of implementation, because this is the end of the first semester and the annual achievement summary and lecturer evaluation cycle are coming up very soon? Would you also briefly be able to share what the point of contention is regarding the academic freedom resolution?

A: What generally happens with a resolution is that the chancellor gives a response, and then the resolution gets forwarded to all campuses and they often generate their own resolution based on the ASCSU resolution. It was very clear that the ASCSU supported the continued element. There was one issue brought up and that was that peer observations are not actually a requirement of the Collective Bargaining Agreement (CBA). That is one thing that I wish to investigate further and that we might want to discuss as well. On the second question about the pending resolution on academic freedom and modality, that resolution was withdrawn for further discussion. That doesn't mean we don't support it. We continue to support it. It had something to do with whether or not we had done sufficient research on the term "academic freedom" and its usage, when we actually meant that the purpose should be that faculty be given the opportunity to express their expertise and their understanding of what is happening in the classroom as the determinant of whether a class should be online or not. I will be providing a full report on each of the resolutions including the pending resolutions.

C: [Senator Van Selst, SJSU CSU Statewide Senator] There is a challenge in terms of how best to communicate. When we look at the second resolution as passed, we have summaries of them. However, the final format of the resolutions is not available and that is a timing issue for us. We do report on the first reading items themselves. We have the full context of those and can provide that to anyone that wants it. Most of the senate resolutions are advisory at the ASCSU level. I would like to draw your attention in particular to the Academic Preparation and Academic Affairs co-sponsored resolution on perpetually establishing competencies for the golden four. There is a lot of legislative action around higher education right now and I think you will see a lot more legislative interaction in Senator Curry's expanded report later on.

Q: During the California State Student Association (CSSA) meeting, the ASCSU representative mentioned a suspension of mandatory peer observations of instruction and student evaluations for AY 2021-2022. I was wondering if there was any discussion on the parallel of allowing for flexibility with students whether that be something like credit/no credit or withdrawals, or something like that?

A: The resolutions that we pass at the ASCSU are as Senator Van Selst said, advisory. Students should have the opportunity to evaluate their instructors. As mentioned earlier, while peer observations may not be required, student observations are. We would like to hear feedback from you and the other students on how you would like us to proceed.

C: [Senator Rodan, SJSU CSU Statewide Senator] We had a very interesting presentation from AVC Ryan Storm on the budget that will be going forward for this year. It is a very robust request and I thought that was particularly interesting. I'd also like to piggyback on what Senator Van Selst mentioned at our last senate meeting. Assembly Bill (AB) 928 is going to cause changes to pathways from the community colleges, but it is also going to cause general education changes more broadly. There was considerable discussion in committee about the appropriate way to gather feedback from the campuses. Wherever it comes out in terms of the places to gather feedback, I encourage everyone to provide broad feedback. As Senator Curry has said, the text and the summary of the resolutions will be available soon so I would encourage you to provide feedback on these first reading items before the ASCSU meets again in about 4 weeks.

C: [Senator Van Selst, SJSU CSU Statewide Senator] We may want to have a discussion at SJSU on the appropriate use of "chat" during our senate meetings as well.

## **B. Provost:**

The chancellor came to campus last week. The chancellor set up meetings with particular constituents of his choice. We are hoping to hear something soon regarding the presidential transition, maybe as soon as this week.

We have a gift from Adobe for \$1 million. We were one of three anchor campuses named with new programs. We are starting to look at how these funds can help us with issues such as equity and access for students into the pipelines for technology, digital, and creative economies so that is exciting.

There is a lot of conversation going on as far as the future of work on the campus and how we manage it. I'm meeting with the deans tomorrow to discuss their ideas.

I'd like to talk about the very positive buzz about SJSU from a number of organizations including the city of San José, various development organizations, and a series of non-profits. I see us on this really interesting trajectory going forward of a deeper connection to our city and region and elevating some of those conversations. The energy is really positive. I just wanted to acknowledge that a lot of work is being done in that space.

**Questions:**

Q: Have there been any updates about making things easier for students as we come back on campus? I have been receiving more and more emails lately from students indicating that they are worried and don't feel supported on campus in terms of protection, for example, and I was just wondering if you have any further updates?

A: We had a policy group meeting this morning and that was one of the topics. I don't have the information yet, but I will go back and gather that up. We are working on it.

Q: Is there an estimate of what percentage of our classes are going to be in person versus online for Spring 2022?

A: It is pretty close to the expectations we set. Right now about 60% of our classes will be fully face-to-face and 40% will be online or hybrid. That was our goal and we have largely achieved that for Spring 2022.

Q: Can you tell us a little bit more about the status of the honors initiative?

A: I think Senator White can speak more to this than I think that it is with the Curriculum and Research Committee (C&R) right now. I think a recommendation came out that all the college curriculum committees review it. I have to admit that I'm a little confused. I thought the university was a representative body, but that is where it is right now. That being said, the minor is essential right now in terms of launching a strategy around Honors X and ideas. We are looking at what we can do. I don't want to get into the middle of the curricular debate. The faculty committee put that together and the faculty are debating curriculum right now. I think it sits largely with

Curriculum & Research as a minor program, but the opportunity to launch and build a cohort around some of the core themes that have been developed is still possible even as we think about the minor as a curricular piece.

Q: I think many in the room don't know what you are talking about because they haven't heard the details of what was proposed to C&R yet.

A: The taskforce of faculty, staff, and students came together and developed an idea of an interdisciplinary minor program of 15 units. The Director of the Humanities Honors Program was a part of the group and was very happy. Then there was a debate of whether it really fell under the honors policy because it didn't have a GPA requirement. Again, Senator White can better speak to this. The premise behind it is cohort building. The idea is to attract a group of diverse, creative thinkers that want to get together and ask questions across disciplinary boundaries. It is really playing right now as an upper division program. It is very different than traditional honors programs that start as a four-year Liberal Arts experience. We are working through those ideas and I'd be happy to bring something back at the first of the year. The goal curricularly was for it to be offered as a minors program.

A: [Senator White] It is not currently with the C&R Committee. It is still in Undergraduate Studies. There was a lot of attention to interpreting policies in C&R. Some of the questions we discussed included whether you can actually create a minor in honors in interdisciplinary studies. C&R debated this and did agree that you can have this type of program but did note that this means anyone can propose an honors in X studies. The second question that C&R discussed pertained to section 4 of the honors policy and whether it was relevant. Section 4 talks about Grade Point Average (GPA) requirements. C&R did weigh in on this question. However, C&R also wanted all college curriculum committees to weigh in on this and requested they do so. This is where we are right now.

**C. Associated Students President (AS):**

AS President Kaur asked the Senate to take a moment of silence for a fellow student that passed away, Saul Schrader.

AS will host their scholarship reception on November 18, 2021 to recognize the 70 scholarship recipients.

AS is now hiring a Chief Elections Officer for the AS Student Elections Commission. These are student officers and are temporary positions that run through May 2022.

This past weekend the CSSA held its November plenary meeting. It was a very productive session.

AS is currently planning a Winter Retreat for AS Board members.

AS is working on its 5-year financial report.

AS is also working on improving shared governance.

The AS Board is working on extending the donation drive for relief efforts in Haiti and Afghanistan.

AS is working with the Instruction and Student Affairs (I&SA) Committee on two referrals. One referral is to amend university policy S14-7 to add accommodations for cultural holidays for students. Another referral is to S04-2 to add flexibility to the add/drop without a "W."

AS is also still working on advocacy regarding remote proctoring services and the need to address their problematic use on campus.

As finals approach AS would like to encourage the use of alternative assessment in the place of going against student rights and ensure that communications between students and faculty regarding mutual flexibility and understanding is strong. The AS Board is also looking for ways to provide additional support as we transition to more in-person instruction for Spring 2022.

There was an unfortunate traumatic event in which a student was stopped by a security guard for wearing a kirpan. The Sikh kirpan is a religious artifact. VP Day and I are working on how we use this as an educational opportunity to ensure it never happens again. AS President Kaur is also working with the CSSA, Sikh Student Association, and Chicano movement to do advocacy statewide.

Happy National First Generation Students Day!

**D. Vice President for Administration and Finance (VPAF):**

Thank you for the questions at the Senate budget meeting on October 25, 2021. The on-campus master plan meeting was nicely attended for one of our first in-person meetings. If you haven't gone online and viewed the Campus Master Plan, please do so.

**Questions:**

Q: I believe there was some discussion about putting the information on the SJSU building ventilation systems in the SJSU Adapt Plan, so can you tell us if this has been done, or when it might be completed?

A: If it is not there, I will make sure it is added.

Q: We've been using Spartan Eats for a while so has there been any evaluation of their services, particularly for those that use their catering services?

A: We do at least an annual evaluation, and sometimes more than that. We probably did not do one last year, because everything was shut down. We did do a survey on the dining commons last year. We looked at the cost and menu offerings. One thing that was announced at the end of last week is that you can add \$1 or \$2 to your bill at any register for the SJSU Cares Program. Also, if a student has some meals they are not going to use in the dining commons they can transfer them. One thing we are looking into is allowing students to use some of their dining dollars at some local venues so they don't get dining fatigue. Watch for this.

Q: I was talking more about staff usage of Spartan Eats as opposed to the student element. I was talking about surveying the staff after usage of Spartan Catering. Is that being done?

A: Absolutely, food goes out and there is a survey afterwards. We ask if the food was hot/cold, was it delivered on time, was it what you ordered, and was it of value, etc.

#### **E. Vice President of Student Affairs (VPSA):**

Right now our enrollment continues to be strong. We have the largest enrollment at SJSU that we have ever had, 37,009 students at last count. When we look at spring it is slightly mixed, but nothing that will impact those numbers. It is too early to talk about fall right now. Our graduate numbers are up for spring by 515 students, and it is exciting to see we have continuing interest in our graduate programs.

Our Strategic Enrollment Management Plan has been completed. I will bring it to the Executive Committee and discuss when would be a good time to bring it to the full Senate. I'm always happy to talk about enrollment and where we are headed for the future. There are a number of quiet incursions that are happening. The good thing about it is that we are operating from a position of strength, which gives us the opportunity to make strategic decisions about the future.

Our students have done an exceptional job when it comes to COVID compliance. Most of our students have complied. We are down to fewer than 100 students that still need to comply and have been non-responsive to us. To give you an idea of how hard we have tried to reach students, each student receives 21 emails, 8 text messages, 1 MySJSU notice, 1 CANVAS notice, and 1 phone call. We are giving some final options with some accountability attached now.

We are in finalist interviews for our APIDA Center Director. I've also met with our Gathering of Academic Indigenous and Native Americans (GAIN) group and had a wonderful discussion about the Indigenous Student Center. They strongly encouraged me to start the search now for a director. I concurred. They even volunteered to serve on the search committee. We are moving forward with that now.

Please consider supporting Student Cares. This supports basic needs for our students. The SJSU Cares website has all different sorts of ways you can commit to helping our students. I also want to encourage you to consider donating to our Student Career Center career closet. Some of our students could really use career clothing for interviews like shirts, ties, dresses, etc. The team over there is great.

The Taskforce on Community Safety and Policing Report should be posted the week of Thanksgiving. I will be coming to the Executive Committee to talk about it specifically. I will also be going to other groups to discuss like AS, etc. There are 46 recommendations in the report. Chair McKee and VP Day will touch base on a future reporting date to the Senate.

**Questions:**

Q: In your report you mentioned “quiet incursions.” I wonder if you can speak a little bit to that?

A: There are a number of things we should be paying attention to. First, there is free community college. We are already seeing that have some impact on us and a softening of Frosh enrollment. Community colleges also are starting some baccalaureate programs. I don’t think it is the end of the world, but something we need to pay attention to. The University of Maryland has just reached an agreement with the California Community Colleges (CCC) regarding helping those students achieve their bachelor’s degrees. We will see more of this as other universities realize the number of students in California relative to other states. None of these are one big thing to worry about, but it is a series of small things we need to pay attention to. There will be a demographic shift. When you start to add these things up around us there are things we need to pay attention to for our future in terms of what the shape of enrollment is going to be like. If any of you have looked at enrollment across the United States you will see that enrollment is down about 3%-4%. That is largely related to the pandemic, but also to some demographic declines in certain areas. People will realize there are lots of students in California. We need to be very deliberate about developing our relationships and connecting with our community college partners. Also, we need to find ways to make opportunities for our students to continue to come here.

Q: I’m teaching an in-person class this semester and my students have been great as far as if they are ill they don’t come to class and they don’t return until they have a COVID test, but I have no idea how larger classes are doing or if they have the same thing happening in their classes. When students come back full force in the spring, it is going to require that faculty be educated so they are far more tolerant of student absences. How are we doing in terms of students getting tested for COVID before re-entering the

classroom? How are we getting the word out to students about not coming back to class until they have been tested? What is our campaign?

A: We provide testing constantly every day. We are not hearing from faculty around this issue. That doesn't mean everything is fine. We just aren't hearing from them. If we are contacted in terms of students that may have been exposed, we offer them the opportunity to get tested, and if they are exposed we tell them how long they must stay out of class, etc. It depends on the specifics of the situation. As we go into winter, we know that mask wearing is diminishing the number of transmittable illnesses. We also know we could have a slight uptick in cases of flu and/or COVID. I'm going to make a note and have this discussion with our wellness team. If you any recommendations or feedback, please send them to me.

Q: My class is great. I think that faculty who haven't been teaching in person are going to need to adjust their thinking about student absences. In the past, I thought every day my students missed was an academic tragedy, but now I don't want my students coming to class if they are ill and don't know how they are ill. I think we need to tell students this so they don't feel obligated to come to class when they are sick.

A: Agreed. The Provost and I will speak about how to get that message out.

Q: At our last meeting there was a discussion about testing and whether it was or wasn't available at the Event Center. Can you comment on this?

A: Yes, students can get tested any time they need testing. It is not open in the same way for faculty and staff as it is for students.

**F. Chief Diversity Officer:** Not present.

**G. CSU Faculty Trustee:** Not present.

**XI. Adjournment:** A motion was made to adjourn the meeting. The motion was seconded. The Senate voted and the meeting was adjourned at 4:40 p.m.