

Executive Committee Minutes
January 11, 2021
via Zoom, 12:00 p.m. to 2:00 p.m.

Present: Curry, Day, Del Casino, Delgadillo, Faas, Frazier, Marachi, Mathur, McKee, Peter, Sasikumar, Sullivan-Green, White, Papazian, Faas

Absent: Wong(Lau)

Guests: Anagnos, McElroy, Scalfani

1. A motion was made to approve the agenda of January 11, 2021. The motion was seconded. The committee voted and the motion passed (13-0-0).
2. Chair Mathur presented a policy recommendation, *Time Limited Amendment of Research Oversight (Final Reading)*. Chair Mathur noted that the Executive Committee was acting on behalf of the full Senate while the Senate is not in session in accordance with Senate Bylaw 4.2.1. Senator Peter presented a motion to approve. The motion was seconded. The Executive Committee voted and the motion passed (14-0-0).
3. From the Chair of the Senate:
Chair Mathur and President Papazian expressed sadness over the recent deaths in the Capitol protests as did the entire committee.
4. Enrollment Presentation by Vice President (VP) Day:
VP Day expressed appreciation to the Executive Committee for all their hard work. We have been in a pretty strong enrollment state. However, VP Day shared some concerns he has about the sustainability of our enrollment and where we are headed. VP Day expressed appreciation for all the conversations that the Executive Committee has had on this subject and any feedback given. Enrollment belongs to all of us and we all need to think about it.

Over the last year, we engaged in an enrollment management process where we tried to pull together some ideas. What we are hoping for today is to talk a little bit about this concept, but also talk about some of the questions and concerns you may have about enrollment. The concept before you came about as a result of the Strategic Management Enrollment process. There are a series of 19 recommendations. Today we will talk about the ideas and your concerns, and what you think we should be looking at in the enrollment management process. We will not go through all 19 of the recommendations, but will touch on a few key points.

VP Day was at UOP when the bottom fell out of Law School Enrollment. It was a very challenging situation. Law School is not as expensive as many of the Ph.D. programs. It was a fairly safe bet and had been successful for a very long time. One day the bottom fell out. Many institutions were trying to figure out if they could even continue to have a law school and some could not. Some schools had to consolidate with other schools, and some had dramatic reductions. It was cataclysmic across most law schools. The elite laws schools still did well but for most it had a dramatic impact. This is why we need to be talking about this right now and work on where we are headed. We need to look at the trends and continue looking at those trends. Things will not stay the same no matter how much we wish they would. Sometimes it is the quiet shifts that do the most damage.

Our spring application period just concluded. Right now, our fall undergraduate applications are down 5.1%. That is not bad compared nationally. Our frosh are down 5.9%, and our transfers are down about 3.5%. Overall our headcount is up for the spring, but our frosh enrollment is down almost 8.5%. This is about 217 students. That is not a small number. Our spring sophomore enrollment is down almost 9.5%, which is 241 students. These are things that we need to be paying attention to,

particularly frosh enrollment. There are two other things VP Day would like everyone to think about. First, we don't currently have a strategic enrollment plan. We have done well in terms of our enrollment, but we don't have a strategic enrollment plan. We have limited recruitment strategy. We do not have the kind of recruitment strategy plans that are going to develop markets and those kind of things. VP Day is concerned that we need to diversify our enrollment across programs. We need to look at if we are spread well across our 145 programs, or do we have large blocks where students are and then other places where students are not. We need to talk about where we have the opportunity to grow. The softening of our frosh enrollment is something that has been happening over the last couple of years. Also, the decline in international students has had a significant impact on our campus, which has one of the largest populations of International students. This then begs the question of how do we make up those numbers? What does this mean for other opportunities for out-of-state enrollment?

We setup four working groups headed by Thalia Anagnos and Sharon Willey talking about academic planning and student success. The four groups included Academic Planning Infrastructure, Improving Retention Rates, Enrollment in Current and New Programs, and Branding and Marketing. We are not going to go through all 19 of the recommendations today, but just a few in each category. The one that is of particular reference to this group is Academic Planning Infrastructure. There may be some opportunity for us to strengthen our current policy and also our practices, and to think about ways to program. Academic strategy and the Academic Plan are incredibly important because it drives how we think about the future of our enrollment and how we use resources.

The second category is Improvement and Retention Rates. We talked about this a little bit. We really need to think about what it means to be an SJSU student and how do we make sure students across the campus have that experience. How do we bring students into the institution? Do we bring them in living in the residence halls, or not living in the residence halls, and how do we do this? We have made improvements, but there is much work to do. We are also not moving our achievement gap. We need to increase the sense of belonging for frosh and transfer students.

The third category is Enrollment in Current and New Programs. We have thousands of students who are eligible to come to SJSU who we do not have space for. That is something we need to think about. We need to consider if there are other ways to increase capacity and where that makes sense for us. We need to consider the scalability of graduate programs, and think about how we can increase the number of graduate students that we have. We think this is a real opportunity. We also need to think about how we can keep undergraduates and bring them into 4+1 programs. This does not mean we would not continue to serve those graduates we currently have. This goes back to the question of enrollment diversification. Just like in your portfolio, you need to have multiple places to move around so that when something shifts, we have ways to back that up.

The fourth category is "Branding and Marketing". We need to really look at our digital communication and how do we communicate with students. Some of you have college students and you are seeing the ways other colleges are communicating with them on a regular and ongoing basis. We have an opportunity to build some capacity in this space for our own communication to recruit, and also to communicate with them once they are here. How do we over time move them from recruitment to application. This is a deliberate process.

The next slides are some projected recommendations including a pandemic recommendation and post pandemic recommendations. What will our percentage of online classes look like versus in-person classes? This is not saying lets have 4,000 additional students in One Washington Square. This is a recommendation around how do we think about a distributed increase in the number of students on the campus.

If anyone has additional areas you think we should be looking at, VP Day would appreciate your input. The role of this committee was to put forth recommendations. This is not the final version. This is just the beginning of the process.

Questions:

C: I'm from India and I get a lot of questions from people who have children who are ready to go to college. I can tell you that America is no longer number one in their planning. There are many opportunities now in India as well as Australia and Canada. Interestingly enough, although cost has been an issue, safety is their concern now with America.

A: Yes, we are considering all of these issues and concerns and thinking through how to address these concerns. I want to emphasize having been to Australia, I have heard the safety issue from parents and it is beginning to show in the numbers. The enrollment in Canada and Australia is increasing. Your point is very well taken.

Q: How do you see doctoral programs, which are very expensive to setup, fitting into the CSU?

A: [Provost] It is important to frame that I don't think we are talking about academically-oriented doctoral programs. Today, 65% of Ph.D. holders in Computer Science go into the private job market. They don't go to the academy. We aren't talking about your classic doctoral programs. We are looking at Ph.D.'s in other areas like Occupational Therapy and Physical Therapy.

[VP Day] My point about the law school is a relative comparison. Certainly, having the support services, particularly as the legal profession changes has become more important. My point is that historically people did not think about law school in the same kind of way as professional preparation where you go out and there is a job waiting for you and so forth.

Q: If you haven't already, take a look at our curricular priorities policy that says when programs need to be created or removed. This may be very helpful. Regarding the First-Year-Experience (FYE), we have a rich history of FYE programs. When Marshall Goodman was Provost that was his one claim to fame. The university invested a lot into it. It took a lot of resources. Seminar rooms were built in Clark Hall. I happen to think it was a big success, but it died do to a lack of support. We were losing money on every section taught because the sections were so small. All we need to do to reactivate the program is to take it out of the moth balls and provide the resources. Regarding the equity gap, one of the RTP reforms we are contemplating is reintroducing civic sense into our RTP documents. It was in the old policy, but did not make it into the new policy. This might be one way to encourage our tenure track faculty to start taking educational equity seriously. As far as the ninth concept of matching capacity to demand, I can think of programs with far less demand, such as animation and illustration, that would bankrupt the university if we met all the demand. These are programs that are in high demand but are also very expensive. We need to increase demand in areas we can afford.

A: [VP Day] I think the idea is that we want to be mindful that we are not completely divorced from demand. I hear what you are saying.

[Thalia Anagnos] We have about 1,000 students we are turning away every year and I think the question is could we do more for the local community since the demand is so high? There is a fine balance to not bankrupt the university as you said, but also meet the demands of the local community.

Q: Graduate programs are very challenging to support for faculty in terms of getting students through them, and COVID-19 just adds to that. I'd recommend talking with other universities that have tried this strategy to see what worked and did not. I'd recommend talking to Director of Doctoral Programs in Educational Leadership in the College of Education. He has been at universities where they have tried to double their doctoral programs and it was an absolute disaster. We don't want to make the same mistakes. Also, which programs are most easily scalable graduate programs?

A: [Thalia Anagnos] I didn't do graduate enrollment, Marc d'Alarcao has been modeling that. We split into five groups and one of them had graduate programs and they had a list of criteria. What I can do is ask Marc to contact you.

[Provost] Having done this at other universities and having looked at the market, many doctoral programs such as Nursing and Occupational Therapy have workload issues and we have to manage that. However, these programs are project-based, so the workload goes differently. There are Nursing Practitioner programs that have 300 to 400 people. These programs can be quite large when they are meeting market demand. The big picture is that as we do some of this stuff, we shift where we are

ranked and against which schools. This also has an impact on undergraduate enrollment. People are looking at you then in the national rankings versus the regional ranking. There are different effects that are sometimes not as measurable as the number of doctoral programs you need to have to move into those categories. They are not as large as you might think.

[Thalia Anagnos] Also, I think part of this from the perspective of curriculum development, is additional graduate programs. We have seen a lot of new graduate programs being developed. There is a tradeoff between growing an existing program, when there is capacity and if it is easily scalable, versus developing a new program. This is a nuance that sometimes people don't think about in terms of growing a program instead of creating a new one.

[Provost] In terms of Ph.D.'s that we don't have right now, they are probably going to be in areas where we have high research capacity and have connections to other doctoral universities if we can't offer those on our own. There is a lot of work to be done in that space, but if you are going to try and become an expert or become a regional center of say, fire research it is very handy to have doctoral students around working in those labs. You are generating different kinds of effects. However, there is no doubt that there will be a differential workload. There would have to be a different way of measuring the workload if say you were carrying four or five doctoral students. They take a lot of work.

C: You mentioned student advising experience and what is working and what is not. It would be very helpful to have an update in the future to the Executive Committee on this. Also, you mentioned "quiet shifts" and I follow quiet shifts in my research on data and the use of the data especially by third party companies that are partnering with universities. One of the quiet shifts that is happening is misuse of predictive analytics to try to strategize which students should be admitted based on their likelihood to succeed and to graduate and things like that. I would urge serious caution, especially since we are concerned about equity issues. Many of these solutions come with language that sounds like they are going to be equity-minded, but they are absolutely racist if you look at the way they are labeling students and are using past historical data from datasets that are based on problematic analyses. Just as a heads-up about it.

A: [VP Day] Let me just say one thing. There are no predictive analytics used in the enrollment process. You are eligible or you are not. I want to be clear on that. However, your point is very well taken, but it is not part of our admission process.

C: Good to know.

Q: Before we dive into doctoral programs, we need to look at the negative consequences. Growing doctoral programs would significantly impact research grants. Many of our grants are based on our status as a minority institution. We could lose that with these doctoral programs.

A: [Provost] It would have to be a very large number to change that. We are not looking at 15% to 30% of our graduate education being doctoral.

C: Not right now, but as we grow that could be a consequence.

A: [President] I've been through this at other institutions. It is an important question. These are all questions that go into the branding. Who knows where this is going to go over time. There is a lot of discussion on this. We are also growing the research in other areas of the support and infrastructure. It all goes hand and glove. These are important questions to ask, because we want to be sure we can continue to grow the support that faculty and students have for their initiatives. That will be part of the work the research development folks engage in. What we don't want to see is that we are doing this and then there is a drop off. We will pay attention to that.

C: I think the key is growth and not subtraction from other programs. We already have a very important structure in Biological Sciences. However, the start-up funds our faculty get for research are nowhere near what you get at CSU East Bay or San Francisco State University. This has been a complaint for the 15 years I've been here. The start-up funds we gave our faculty last year were the same as I got 13 years ago. That is a big issue. One of the things we do well is work with undergraduate students and minority students in putting them into doctoral programs. We have an opportunity to increase the number of minority students. However, if you move money away from us that would cripple us. The key is growth versus redistribution of funding.

A: [President] I think that is right. Nobody is looking to hurt any programs. It is a question of where are the needs? Where can we make a difference? What is the impact? Things shift all the time. The key

is to continue to evolve and develop better supports. The Provost is working with the VPRI on how to continue to enhance the start-up costs. I will say that the start-ups exist in different fields and in some areas may need more, but say \$20,000 in the Humanities or Education field could make a huge difference in terms of the ability of that faculty member to be successful. The key is to try and figure out how to provide support that faculty need across the board and continue to find ways to grow the resources and the impact. I don't see us jumping into a Ph.D. in Biology tomorrow. We are talking about more filling gaps that don't exist, like the Wild Fire Sciences example. That is a gap that doesn't exist and there is a need. One would have to make the case for some of the other sciences. This is a planning document to start these discussions. This is so that we can come up with a strategy which is very much in the process right now. We want it to make sense and to align with our RTP plan and enhance our commitment to equity. Frankly, we are also going to be going out with a comprehensive campaign to try and raise support. There is a lot to think about. As we go forward there will be many more opportunities to ponder this and bring forward questions and recommendations.

Q: I think it is really important to think about enrollment. I've had lots of conversations with Sharon Willey even before the pandemic about trends that were coming. I would like to talk about retention. It is great when we get students here, but we may not be able to keep them. The key point I think is a sense of belonging. Although I'd like to say coming to my class keeps every student coming back to SJSU, but what really increases a sense of belonging is what is happening in terms of the co-curricular experience of our students on the campus. It is also important when addressing eliminating equity gaps that if you look around the campus and you don't see yourself there, or you don't see yourself being supported at the campus level even in terms of walking into an office to get help, those are things that we don't really talk about as much publicly as we should. We talk a lot about the Academic Affairs side since we are all academics and that is where we can really move the needle, but I feel like we need to think about what are those co-curricular experiences that keep our kids connected to the university. If you all think about your own degrees and what keeps you connected to those institutions, mine is based on many of the co-curricular experiences as a Frosh in the dorms. We do need to think about this more deeply in terms of the student experience on our campus. I don't know what strategies have been discussed thus far in terms of improving that sense of belonging as our students walk the campus. The second thing is dollars. When we think about graduate recruitment, my budget as the graduate coordinator in my department was \$0. I would meet with students and try to encourage them to come, but I did not get any release time or funding. I did that for free for essentially five years. We had nothing to entice students except for the quality of our program. In terms of growing our program, graduate recruitment requires investment around the recruiting process. Has this been discussed?

A: [Thalia Anagnos] Marc d'Alarcao has been working closely with the Strategic Communications group and they gave us an amazing presentation a few weeks ago. They are identifying specific programs and have ideas about recruiting and taglines that we haven't used in the past as well as new materials. We have never had a cohesive strategy. The idea is to have a much more cohesive branding of the way we create our materials and who we send them out to. It is coming along and in the next year or two I think you are going to see a lot more coordination with respect to that outreach.

C: That is good news because it was one of the most frustrating experiences. There were no dollars and I felt like I was out there alone, even in terms of the graduate adviser network on the campus. My last comment is about enrollment. To recap, what I think we are talking about in this meeting, in terms of the pandemic and then in terms of where we want to be in 2027, is trying to increase our population by 3,000 to 5,000 students. The way we are thinking about doing that is by accessing different markets or providing space for students trying to get into our programs, but this also might change the nature of the population of students on our campus. One of the things we are very proud of is being a transformative university, we even use it on our tagline. We may be accessing different pockets of students we haven't accessed before, but they aren't necessarily aligned with the transformative aspect of our university. Has there been a discussion about how these 3,000 to 5,000 students might actually change that aspect in terms of maybe getting fewer first generation students in our programs than we have in the past?

A: [Provost] If you are talking about adult learners, they are much higher first generation and tend to be more diverse in addition to having higher eligibility than our campus. We are not the high Pell eligible first generation campus that people talk about compared to Stanislaus or other places, or

Davis even. We already have a more diverse population than some of the other institutions. If the road we choose to go down is the adult learner population, then they certainly would not hinder us in that way. They could bring more diversity to the campus.

[VP Day] I really appreciate this point. It is one we need to be really focused around. I think the development of new markets doesn't necessarily translate into the development of new and different students. Will there be some, perhaps. I'll give you some examples. Fifty percent of our African-American students are coming from Los Angeles. I could name three or four different high schools in Los Angeles that we don't have a strong recruitment base where we could recruit more of the same students we have right now, but we don't have the relationships there. We have gone out to ask for reconsideration of our local admission area to recruit the same students that we are serving now but diversify that in the East Bay and particularly South of where we are. The markets we are talking about look a lot like what we have right now but we are not as developed relative to recruitment strategies to bring those students to our campus. Your point is very well received. I don't think it is about, "Let's become something totally different." I actually think it is about taking advantage of places we are undersubscribed relative to the populations that continue to have us as a Hispanic-serving institution, as an Asian-serving institution, and then increase the number of Black students on the campus for example. However, your point is well taken

C: [Coleeta McElroy] I just wanted to address one of your earlier comments about co-curricular experiences. One of our committees that was under the same umbrella was the, "Undergraduate Student Experience." As part of that strategy, not only did we look at our first-year experience and our transfer experience, but also we looked at how we can work with all of our students. If you look at our numbers, we have a large number of students who are juniors and seniors who have registered for spring because they know they are that close but then we need to look at are they having a great experience here, or are they just rushing to get out of here. We are looking at different programming as to how we can communicate differently with these students to improve their experience here, what programs need to be incorporated, and how do we work with our advising units in order to get that done.

C: I was talking with Zobeida Delgadillo and one of our conversations was about why students leave SJSU early. It really wasn't related to academic reasons. It was because of reasons such as they were struggling to do things like fill out a lease and they didn't know where to go to get the support they needed for off campus housing. This was something I had never even thought of until Zobeida brought it up. It made sense as soon as she said it. They didn't know how to navigate that process. I am concerned about the co-curriculars in terms of students feeling that SJSU is their campus and there are people here they can turn to for assistance and help with whatever they need.

C: That's also where we need to look at our financial literacy programs and what we need to improve in order to provide that for our students. A lot of the students who are first time out of the home may have more knowledge than their parents depending on their background and where they came from. Not only are these students learning but they are going back and teaching their parents, because a lot of the parents are involved in their financials. These are services and programs we need to look at.

C: I just want to say one thing about the parents, I think we need to do education for parents, because I've tried to recruit many students from our undergraduate programs into our master's programs and one of the things they say is that their parents aren't convinced that a master's degree is going to help them in the job market. Even though I can show them evidence it is hard as the professor in the classroom to say, "Don't listen to your parents, it will make a difference." Working with the parents and getting that information about the value of a graduate degree even in those degrees where there are definitely applied reasons for getting a graduate degree. My program is actually one of those degrees because we do go out into fields that require those master's degrees if you want to be in a supervisory or managerial position.

Q: I'm on campus in Clark Hall right now. In getting here this morning, I noticed it is a complete urban wasteland. The money is leaving Silicon Valley. To what extent are we able to predict and take into account the changing economic context of where we are located? How did you factor that in?

A: [VP Day] I think for us, it provides an opportunity. Education allows people to navigate some of those things and we can look at similar urban serving public universities in places where that trend has already happened, or rust-belt institutions that have continued to thrive when they had a balanced strong academic program and market awareness. We still have an opportunity and we are

at a price point that is good and solid. I do think though that we will have to strengthen our outcomes. We are going to have to think about advising. If you come to SJSU what happens? We have to get that narrative out there. That doesn't exactly answer your question, but I think that to the extent that we can prepare to have stronger outcomes and be something people believe is worthwhile investing in, our position is actually quite well. As a rust belt kid in some of the institutions that I studied, they were in a much worse position than we are and they found a way to thrive.

Q: Do we know exactly how many adult learning students we are talking about?

A: [VP Day] There are real numbers of students who want an SJSU degree but can't stop working to get it.

[Provost] The number of students who leave California and get online degrees elsewhere is between 150,000 to 200,000 students. They are actually very diverse. When we did this at Arizona, we thought we would get a very White population, but it turned out that we got more Hispanic students than we did on the main campus, so it actually helped diversity. The market has changed dramatically the last 10 years. There are a lot of places we can increase diversity and we have the pricing ability to do that.

[VP Day] This is a real strategy.

C: The title of the Senate Retreat is "SJSU and the Post-Pandemic Campus," and I'm putting together a panel of students to discuss attracting, supporting, and retaining students at SJSU from the student perspective. The topic of enrollment has some real intersections.

Q: I wonder if anyone here remembers the over 65 program we had at SJSU which was for some reason dropped. I always had one or two seniors in every class and it was wonderful. It diversified the classroom in a different way. As I get older, I am learning about the rampant ageism in our society, another form of bigotry. Bringing more seniors into our classrooms would be wonderful. If they were all learning online it might not work as well for my purposes, but could we diversify who we attract by going to seniors and getting them back in the classrooms? My second question is can we stop using SAT scores in admissions? It seems to me that using them in admissions probably deters the people we are trying to attract.

A: [VP Day] Here is my sense. It is tough to get enough seniors to enroll in large numbers. That doesn't mean we couldn't create pathways. Where I do think we are seeing students engage is in non-degree seeking programs. Some institutions have actually built residence halls to attract seniors for both financial reasons and also to add a different element to the campus. We may or may not be a campus that can do that given our location, but those are the kinds of engagements I have seen around seniors and where they tend to be most interested. As for your second question, there is a real discussion going on right now. The Provost and I have a joint meeting with the Vice Chancellor for Academic and Student Affairs across the CSU system discussing whether or not post pandemic, we should be going back to using standardized test scores. From my meetings, I can tell you most people are not interested in going back to standardized tests. They feel like there are other ways students can get there. I will report back to the Executive Committee on this.

Q: I experience a lot of trouble when trying to help at risk students to stay at SJSU, or to come back to SJSU after being gone for a while. This past year, I helped two students who were trying to come back to SJSU. It is very difficult to navigate the petitions and the requirements, the 7 year rule, and determining who gets to decide if they are let into a class or not. I had to ask a professor, "Who makes the decision to add the student into classes?" He said he did. I asked, "Why?" I didn't think it was his decision to do that, but he did and this created yet another barrier for the student. As for seniors, I believe there is interest there. When I taught at Holy Lake College, we had students that were supported by their corporation that allowed them to attend weekend college courses. I taught late nights and weekends and I had very diverse students there. That has not been my experience at SJSU. All of my over 65 students have been White, but I think it is worthwhile thinking about them. I'd like to make one additional point. About four years ago there were a number of students admitted into the Social Work program and they encountered a lot of problems, because although they were admitted, there were no classes for them to begin to complete their requirements. Those students were very disappointed. They came to SJSU because it had been marketed to them that this was the

place that served the Latino population. They ended up in one of my classes and mentioned the problems and I told them all the names of people to talk to. The point I'm making is that students who come from different backgrounds encountered the kind of issues Chair Mathur raised about the quality of life, how they fit in, whether they are paid attention to, and whether their questions are addressed. One last point I'd like to raise is that I think we really need to think about when we are considering solutions to problems of reduced enrollment, how can we ensure that we are actually meeting the needs of our population in terms of the various ways students can enter the university and are we meeting their expectations. Being first generation and/or a second language speaker doesn't mean they don't know things. They often come from families that are incredibly resourceful in finding ways to survive. I sometimes think when we look at the cost benefits we sound a little bit like we are a business. I don't think of higher education as a business.

A: [VP Faas] We are a \$700 million dollar entity, this is a business. Make no mistake about it. I agree with the direction you are going in, but this is a business.

C: I understand that and that it costs money, but it is a public university and I'm proud of that. That means service to the public in a variety of ways. That is what I was referring to. We need to think about these things and what we should be proud of at the end of the day is continuing to meet the needs of our community. That is what we are about. I think that is important.

[VP Faas] One of the things we are looking at is a different angle on the enrollment side. We look at what is the cost to educate students and those type of things, but what we really look at is the opportunity cost. We have nights and weekends and Fridays where the campus is a ghost town. If we were to attract seniors for classes on those days and nights that would be an opportunity where we are sitting completely idle right now.

C: The range of experiences that seniors can bring to a class is tremendous.

A: [VP Day] There are institutions like us that have moved the needle, and the way they have done that is by shifting process, they have redesigned classes, and they have dramatically shifted advising. It's not magic. They have done things in very different ways. We are going to have to do some of that. We need to get to 37,000 to 40,000 students by keeping some of those students we already have, not just by adding students. We are going to have to really wrestle with some things that are going to challenge all of us in all areas and in the way we do business. If we did a classroom utilization survey right now, I'll bet we could find all kinds of opportunity. It will be about the students and not about us, such as people teaching classes on days and times that are best for those students, and advising being available on alternative days and times that the student is attending classes. We have the resources to get this done. It will be hard but we can get there.

C: [VP Day] I want to acknowledge Thalia Anagnos, Sharon Willey, Coleeta McElroy, and Jennifer Sclafani. Jennifer Sclafani is the incredible staff member who does all the communication that happens with our students in the enrollment process.

C: Sometimes I feel like this university has conflicting initiatives because the idea of using classrooms in the evenings and on the weekends is a great idea, but we are also trying to move the needle on our research enterprise. For faculty it is a very difficult decision about how to utilize their time, and when and where they can get research done. I think it is sometimes a very difficult balance. Sometimes I think we are going in opposing directions. This is confusing for faculty.

C: Many of us do teach at night. I am often scheduled from 7 p.m. to 9:45 p.m. We don't have the resources when we teach. If we do these online programs are students getting a degree from SJSU or SJSU online?

A: [Provost] You have to give them the same degree with the same requirements. If we can't do that then we shouldn't be offering them.

[VP Day] Great question though.

[Provost] There are institutions that have separated the balance but it is a horrible way to go. It takes a lot of the authority out of the hands of the faculty, which is a bad idea. Faculty need to manage the curriculum and what the learning objectives are and so on.

Q: It sounded as though you had met some resistance to online classes and attracting different groups of students. Has there been some kind of formal resistance?

A: [Provost] There is a little active and passive resistance. What I'm not doing right now is going out and hiring a new Vice Provost for Online Learning. We have really let people volunteer in. The

College of Education is running a new program. There is another college right now where people think this is an attempt to move SJSU to a completely online campus. That is as far away from where I want us to be as possible. However, there are some students out there who we could teach if we can reach them. There are also some workload issues. People are nervous given the current economic climate. What I often get is, "We are not quite ready." Okay, but if we keep going there we are not going to build anything that effective. The challenge is with only one or two programs out there, there isn't enough catalog for people to get interested. You really need 10, 12, or 13 programs to go out and market the experience. Those are the kinds of things we are looking for right now. By the way, it is not just SJSU. In the CSU system everything is in our way. It really is having someone in charge of it that can answer the questions. However, I haven't wanted to add another administrative position since we are doing pretty good financially right now and I don't want to invest in another position; so we are letting this evolve organically a little bit. I hope people turn the corner. I just want to remind everyone that the 25 to 45 year old population would love to come sit in your classes, but they can't because they are working. This is the economic reality. This is the challenge that this group faces. That is the struggle. If I had my way, everyone would get four years of free college and we'd pay for it as a country. We don't have that so how do we get to people? The resistance has been around whether this is a different degree. Well no, but how do you meet the learning outcomes? The resistance is like you can't do that asynchronously, but yes you can. It is hard and takes work. This is where things breakdown.

C: We don't do enough recruiting. We have a lot of opportunity to bring students here. You mentioned recruiting black students from Los Angeles, but why aren't we recruiting students from other states as well?

A: Yes we need to consider that as well.

5. The meeting adjourned at 2:00 p.m.

These minutes were taken and transcribed by the Senate Administrator, Eva Joice, on January 11, 2021. The minutes were reviewed by Chair Mathur on January 19, 2021. The minutes were approved by the Executive Committee on January 25, 2021.