

**Executive Committee Minutes**  
**November 23, 2020**  
**via Zoom, 12:00 p.m. to 1:30 p.m.**

Present: Curry, Day, Del Casino, Delgadillo, Faas, Frazier, Marachi, Mathur, McKee, Peter, Sasikumar, Sullivan-Green, White, Faas, Wong(Lau)  
Absent: Papazian  
Guests: Edith Kinney, Garrick Percival, Gil Zamora, Thalia Anagnos, Anoop Kaur

1. From the Chair:  
Senate Holiday Party is scheduled for 12/16/2020, 3:00pm-4:30pm. Chair is working with Zayna Tello and Amber Armstrong for this event. We have received substantive number of nominations for the four campus faculty awards and committee chairs been given the nominations and instructions. Many student nominations this year, but need more guidance on how to submit nominations.
2. The Executive Committee approved the consent agenda (Executive Committee Agenda of November 23, 2020, Executive Committee Minutes of November 16, 2020, and the Consent Calendar of November 23, 2020).
3. Taskforce on Community Safety and Policing  
Guests: Patrick Day (co-chair) Edith Kinney (co-chair), Garrick Percival, and Gil Zamora  
Part of this meeting is one of a multitude of engagement meetings with the campus and some off-campus (e.g., governance organizations). Opportunity to share thoughts, and concerns with safety and policing and interplay between these two. Scope is to look at dynamics of UPD and thinking of equity practices of UPD, but also thinking about safety and how people feel safe or not safe. Last meeting the taskforce focused on physical plant and safety, as well as UPD and making recommendations to keep all members of our community safe and treated appropriately. Some key foci included: communication (campus communication, infrastructure), different definitions of safety, relationship between San José Police department and our UPD, challenge of accessing information around policing, UPD staffing levels, UPD time use (as part of an urban university), impact of being part of urban environment, mental health and first responding, and what kind of new innovations can we bring to safety and policing. Good backgrounds of faculty involved with this taskforce.

Mandate is expansive, many issues are linked to broad definition of safety for faculty, students, and staff. Like to hear concerns from members of the executive committee, and how we can better realize safety to engage with different constituencies on campus. Important to think about different responsibilities that we ask of our police and how we organize resources to have less reliance on police. It speaks to deep issues of race and equality which has been a focus on our campus and in the country. Importance also of understanding the context and assisting the UPD to deal with situations as they arise. One main concern taskforce has discovered about policies and regulations is that it is opaque and not transparent to the community, especially in regards to mental health and policing. There are strong intersections with our city, programs and initiatives. Do you experience our campus as a safe space? If yes, why? If no, why not?

C: I don't experience it as particularly as safe, particularly at night. We have lot of non-university people coming through our hallways (at one side of the campus). Concerns with the bathroom, but also wandering through the hallway.

A: Many concerns have come up with bathrooms and homeless individuals. These are also community members who need resources, where is the city?

C: I would teach one night course a week, and there are students in the club rooms who would use paper to keep the doors open.

C: In our building we have an issue with the bathroom/locker room. Homeless people sleeping in there. Students are in club room and UPD is not checking these rooms.

A: Do they have authorization to be in there?

C. Students are staying in there. Students are sleeping in there.

A: What is UPD's job? What are policy issues and what are other things we should be doing?

C: Told students if caught after hours in the club room, no longer welcome there.

C: People have some good experiences with safety. But I have encountered unsafe experiences in the parking garages. I park by the stairs and only come in in the morning. Students who live on-campus have concern about walking across campus, and walking home after late hours library (pre-pandemic). Building community relationships is important to students. Demographic of students who don't feel safe with UPD. There is a conversation with students across campuses about changing UPDs. Is that a conversation happening here at SJSU? Any initiatives with these kinds of student concerns?

A: That is a lot to unpack. The taskforce has read articles on these issues and have surfaced these conversations (e.g., not having UPD). We will go to AS and talk with groups. We are the only downtown CSU.

A: We are looking at what would alternatives to public safety look like. How do we focus on public safety? Our location is important in how we best achieve these rules. If you have specific situations, please email those before we meet. Also noting DACA concerns with UPD.

A: If you have specific recommendations, please send via email.

C: Think about way students use in campus in reality. Students spend a lot of time between classes to collaborative work, and think about how spaces are available (e.g., homework, very late at night). Have a non-emergency number for UPD.

C: Do we have a non-emergency number? This is one of the issues of communications.

C: Reiterate issues with students. Club rooms and students are invited there, because they don't want to be alone. Have personally received poor assistance from UPD. In Clark Hall doors propped open, not always students, sometimes it is faculty and staff too. Clark, used for testing, testing guards harass our students, go into students' purses. Please think about the consequences about the loss of tutoring and overnight study space in the library. How can students have spaces to do group projects?

A: From whom are we feeling unsafe? Other students? Other groups?

C: It is both. Sometimes campus people, and sometimes it is not.

C: At Board of Trustees, demilitarization of UPD by students across the campuses. Many issues to surface. Please send additional information/concerns to Edith.

#### 4. Discussion of Credit/No Credit and Withdrawals

Guests: Anoop Kaur, Thalia Anagnos

The senate and IS&A have received a referral about moving to Credit/No Credit (CR/NC) this semester.

Questions: Should we extend CR/NC for this academic year? Should this be an executive committee action or one that comes from IS&A? If we choose to not do CR/NC, is there a better alternative? How do we communicate best to the senate and with the campus?

Students: We believe that to expand on the creative and intellectual horizons of students and to fulfill the university mission of instruction, during this time of COVID-19, that it would be thoughtful to consider the extension of CR/NC to support student success. We believe that CR/NC creates flexibility and supports students during this pandemic. It is late in the semester, but we also need to recognize the conditions of this semester, wildfires, election, back in purple tier and disruption in courses and changes in syllabi across courses as a result. These conditions are different from last semester. There have been many students who have been reaching out. We appreciate flexibility with withdrawals and retroactive withdrawals, but also would appreciate support with CR/NC as well so that we can continue to put needs of students first.

C: Can you give an idea of how many students have reached out and are the clustered in certain colleges or majors, upper-division, lower-division?

A: The most common experience is with students who have other responsibilities. For example, student parents. Student demographics of what they can afford. Don't know exact number of across those categories. It does come with communicating with students that we are not advisors, but noting their concerns to bring forward.

C: Concern with not disqualifying students this semester, we have spent a lot of time to catch students early to ensure that we get them on the road to success. We have a number of students who are doing worse this semester, but were not disqualified so we were not able to identify and provide

support or gentle guidance.

C: Students are still adjusting to different impacts, personally don't think that we should punish them. Impacts have continued into this semester, financial pressures, family pressures. It is not that grades aren't a priority, they are. But it is difficult to prioritize with all of these continuing impacts, there are real-world issues that are affecting how they are doing in their classes.

C: How do you feel instead of CR/NC, being more liberal with withdrawal and retroactive withdrawal? NC is considered a repeat enrollee, with a W they can enroll as a first-time enrollee. Will that give students maximum flexibility?

C: Yes, that has been a road bump. For W that is harder for students, that is rock-bottom. CR/NC is still in the grey area. Both of those solutions are for different students, different populations. W is for students who have not been able to complete that work, whereas CR/NC is alleviating grade stress for students and giving option to complete work with grade that they are submitting.

C: From an academic affairs perspective, we have some data analysis for what happened last spring. Good to understand that process. CR/NC process is complex. Data will help answer on whether CR/NC is helping students.

C: Data that we found on our campus has been corroborated with CSU, LA with the same situation. We had 12059 undergraduate grade change requests, 6400 were unique students. 45% of those requests hurt (reduced) the students' GPA. They would have gotten an A or B, better than a credit. Another 15% would have had no impact on their GPA. 40% their GPA went up, but may have hurt themselves. For example, earned a D which is a NC, but they aren't making progress to degree. Earned a D in a prerequisite course, but now need to repeat the course. Only 23% had Fs or WUs who changed to CR/NC. 690 people changed back to grades, after they initially changed to CR/NC. This is one of the big concerns, Ds count toward the major. If not counting Ds, then it will prevent students from progressing.

C: Looking at other campuses only San Diego State has gone back to what they have done in the spring. Fullerton, if your course is CR/NC you can make a later decision. East Bay went to ABC/NC, and gave the option to go back. All of them gave a deadline of the end of the semester. Another key point is the system memo, they did not suspend EO1037 for this semester. Don't disagree that there are students who are earning B, who would like CR. There was probably stress reason, but there was not an uplift in student success.

C: CSU,LA chose not to go to CR/NC this fall, because it was creating inequities on their campus. Students who chose CR/NC, didn't get enough advising to understand the implications of CR/NC.

C: So, because EO1037 was not suspended, there could be consequences for students this semester that did not exist last semester.

C: Yes. Pomona for example, CR/NC maximum is determined by major and they have held to that. On our campus, we have a policy that says no major credits can be CR/NC. Depends on how we want to move the needle. The W option is a good option, extenuating circumstances applies. It doesn't hurt GPA, there is a value there. We can better advise students with this option.

C: Students are feeling pressure, we have two weeks left in the semester. Would giving students the option now actually help them in this last two weeks?

C: It would help some students, CR/NC would help them in their current situation. Also going back to the data where some went back to a letter grade. It shows that some students are better able to adapt than other students. Holding everyone to that standard, is unreasonable. CR/NC gives them the option, and this year has been very difficult.

C: This referral is for fall and spring?

C: Correct, perhaps as long as we remain virtual. Stanislaus State has extended until Summer 2021. We would like to do this as well.

C: Of all the ones that we can find, we only found SDSU and we have to be careful to note that it is not helping students academically based on the data we collected on our campus.

C: Case for making CR/NC is that this semester is different. Last semester big switch in the middle of this semester, this semester we started out virtual. However, now we are hearing from students that things are changing in the middle, could you clarify what is happening? If faculty are changing things, do we have documentation of this? Can we track what those changes are?

C: This is more to do with the course schedules. Due to the wildfires, lower network capabilities of faculty, exams and assignments got postponed. Also, elements of participation not communicated through the syllabus (happening over Zoom), have to be on the camera, need to be present during

presentations and make sure make a comment in the chat otherwise won't get the participation for the period (and that requirement is not on the syllabus).

C: Question about timeline for changes. What is possible if we wait until December 7<sup>th</sup>? We want flexibility for students, especially for Ws. But I am concerned that the executive committee not leap past the senate this time around.

C: We don't know where the president will fall on this, not convinced that going CR/NC will be the option that is preferred. Middle-ground would be W options. We would have to go after the semester and that would go into the winter break and would be very chaotic. Stanislaus State made the full option, but they may not be in compliance with the system.

C: What about withdrawal option? Sense of the Senate to allow W through final exams.

C: Yes, that can be done. Extend extenuating circumstances as far we can.

C: Concern is that students don't have enough information about use of withdrawals. Students are told that they will have to pay back financial aid if they ask for a W. This will require a lot of clear communication with students. Also, a concern is that for some students they will get it, for other students things are getting more chaotic by the day. To go back to the statistics, appreciate it. We have to understand, what did mean for those students to reverse their decision? Did they have access to advisors through the process? Did they get guidance from a mentor or advisor? Really concerned about the 45% who hurt themselves. Students may not know what the impact is of the decisions they are making. What are the interventions possible? We need to think about the students. We have students whose families who have come down with COVID and others who have become the main breadwinners. May be a small number, at the end of the day we need to listen to their situation. Give a sense of dignity to our students, have difficulty in reaching out. Those students who are reaching out need to say it is ok.

C: If we change to CR/NC, no way to effectively physically advise those students before the end of the semester. There are many other ways we can do to support students. It will be really hard to rush and do this, we don't students to hurt themselves long-term because they don't have the right advice. Even with the right advice, hard to get them to the right space.

C: Continued concern about the timeline, if should we thinking about further than spring 2021.

Economic hardships are likely to be happening for 2-3 years. We need to think about longer term, change in CR/NC not just tying it to COVID, but need to have a more substantive plan of supports for students.

C: If we are going to CR/NC long-term, need to let all of the departments weigh in. We are talking about changing the curriculum, the way prerequisites are looked at in the curriculum. There are campuses where departments are saying we are not taking CR/NC, this will affect accreditation. We need to consult more strongly with departments if we make any decisions for long-term.

C: These are not normal times, can be disheartening for students, because we don't have anything for them.

C: Support the students in the request and encourage a lens of equity and the disparate impact on our underserved communities. The work requirements, family responsibilities, if we are changing CR/NC, there should be additional safety nets for students in place. Complex situation and we are in unprecedented times.

C: We need a fundamental restructuring in advising, and more attention to the frontline services we are providing to students. We need to have a bigger conversation on our campus, what do grades really do? The students who were most affected last spring, we are not reaching them effectively and we need to own that. And this goes into our equity gaps, we are not serving our students. CR/NC is not addressing that, but there are other things that we can do so that we can assist our students in graduating. CR/NC does not solve things, and it may hinder our students who are thinking about graduate school. Need to be cautious.

C: We appreciate other measures, flexible withdrawals. But CR/NC addresses a population of students, where grades are not their priority. Not having a grade that truly reflects their academic work. Many competitive medical schools are accepting CR/NC, lesser schools not accepting CR/NC. We want to bring this forward in the most democratic way to the senate, we were hoping IS&A would bring this to the floor.

C: Do we think IS&A is the best place to bring forward a policy recommendation on CR/NC? Is there agreement in allowing students to do a retroactive withdrawal to replace WUs and Fs about to happen? Can we come up with a way, to wipe them out with a regular W?

C: That is a consideration, but concern when there is a dispute with a grade. Faculty need to change it, there is issue with grades being assigned by faculty, are we stepping on academic freedom?

C: No more than last spring. We need to consider economic repercussions for our students, and be flexible for WUs.

C: It is difficult for students to tell us that they are struggling financially. It is difficult for students to share their experiences right now. Certain students have to explain more because of economic dependence, it is about self-esteem about ability to access information. There are students who don't know where to begin, they have different kinds of knowledge.

C: What's happening to people is systemic all of these issues that people are facing. We need to look at systemic solutions, structure and policies that will one-off take care of things. My own family is privileged. There are people who are struggling, it seems to be what students are going through are differential financial impacts. But it is impacting different student populations differently. I don't think we are thinking of solutions that are addressing the right issues. We are concerned with students at the margins and those margins are significant. Doing nothing is not a good option. Those who are feeling ok this semester, may not be next semester. Expressing same frustration heard around this room, feeling bad that any student has to share their experience with the executive committee to bring that forward. Important that we consider this systemically. What we do has to have structure to it, not just solving the problem short-term, but long-term. As an example, we need good advising. We don't have the right services reaching the right students, we need to look at the bigger issue how we do things systemically as well. We are facing this situation for the next few years, we do need to do something.

C: Should we consider things like Ws from Fall 2020 will not be included in maximum limit for Ws, extend the W deadline to last day of classes or beyond (like January 2nd), advocating for extreme flexibility for retroactive Ws? To make sure that students are giving maximum flexibility with at least withdrawals. Concerns with withdrawals.

C: WUs don't want to be flexible, get rid of them. Change WUs or Fs to W. Problem there is no good guidance about WU for faculty.

C: There is policy around WUs, we would need to suspend that policy.

C: The bigger concern is do we want to do that? Would this be included in this one policy? Is that what we want to do in IS&A?

C: Under the current practices and policies, any student can petition for a W and we can push the deadline to the very end of the semester that they can withdraw. Anyone with a C, D, F, WU can petition for it. And we can make this petition very flexible.

C: They would have to be notified of financial aid implications. The chancellor's office memo also does not allow us to go over the W caps.

C: Two types of W, WA and WB. WA has 12 unit cap. WB is unlimited (extenuating circumstances). We could make it a January deadline when grades are posted. Flexibility there to allow for students to ensure GPAs are protected.

C: IS&A will work on these issues with this knowledge, hoping that working with Ws will provide some relief. Subgroup could work with Thalia, Marian, and Amy to ensure that policy or resolution language is correct.

C: What can we do if IS&A does not vote on CR/NC?

C: We can do Sense of the Senate resolution to focus on liberalizing Ws and other aspects of grading changes.

C: Are there ramifications for DQ if we change the policy? There may be significant problems for continued probation and disqualification suspension. Concerns taking it to the committee without suspension of EO 1037. Students making decisions without fully understanding the implications, FAQ last time it took a significant time to create.

C: Hard to get individual advising for students, it's really challenging right now. We don't know how to access the students who are struggling and how to do outreach with the students who need it.

C: IS&A will discuss these issues in committee. The chair can report back out to the Executive Committee. Subgroup of individuals will meet before the November 30<sup>th</sup> meeting to get more clarity over the details of implementation. Important to have students in the center of our decision-making, all trying to do our best at this time.

5. The meeting adjourned at 1:48 p.m.

These minutes were taken by AVC Marachi on November 23, 2020. They were transcribed and approved by Senate Chair Ravisha Mathur on November 27, 2020. The minutes were reviewed by Chair Mathur on November 27, 2020. The minutes were approved by the Executive Committee on November 30, 2020.