

Executive Committee Minutes
November 30, 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, Papazian, Wong(Lau)

Absent: Faas

1. From the Chair:

Chair Mathur announced that we have a packed agenda for the Senate meeting of December 7, 2020. We will have 9 to 10 resolutions coming forward as well as two reports. There will be a report from the Athletics Board and another report from the Committee on Professional, Productive, and Ethical Expectations in Work Relations by Co-Chairs Kathy Wong(Lau) and Vice Chair of the Senate, Alison McKee.

The President will host the Annual Senate Holiday Reception on December 16, 2020 from 3 p.m. to 4:30 p.m. Chair Mathur is working with the President's Office on this virtual celebration.

There will be two additional Executive Committee meetings added for January 2021. Chair Mathur worked with the Executive Assistants for the President, Provost, and VPs to ensure the dates work for everyone's calendar. The meetings will be on January 11, 2021 from 12 p.m. to 2 p.m. and on January 25, 2021 from 12 p.m. to 1:30 p.m. The meeting on January 11, 2021 will be dedicated to enrollment and presented by VP Day.

2. The Executive Committee approved the consent agenda (Executive Committee Agenda of November 30, 2020, Executive Committee Minutes of November 16, 2020, and the Consent Calendar of November 30, 2020) (14-0-0).

3. From the President:

The president commented that she hoped everyone had a great Thanksgiving at home and didn't travel too far. The new COVID guidelines from the county came down very quickly including the requirement to self-quarantine for 14 days if you travel more than 150 miles from the county. County health officials have been extremely complimentary to SJSU about how we handled the health and safety protocols in terms of the university and the athletics programs. They said SJSU had been exemplary. They have been involved in this with us all along and they were incredibly appreciative of our efforts. We have built a good relationship of trust with the county health officials primarily due to the work of many individuals across the campus including Barbara Fu, our health folks, and all of you. We are a big institution and it makes a difference that we are trying to do everything to get it right.

We spent some time yesterday and this morning working through the adjustments we will have to make on campus as a result of the new guidelines. We will continue to put out communication in regards to this. Many of our students returned yesterday and got in before the 150 miles quarantine went into effect. We have a pretty aggressive testing protocol for our returning students setup for this week. We had over 600 students setup appointments to be tested for COVID. This allowed our students to go home, but ensures they don't bring COVID back with them.

We are continuing forward on the research side. Mohammad and his team are working closely with faculty and others as part of the Adapt Plan. There is a lot of control on that in terms of density and space. They will make whatever adjustments need to be made to continue to be safe and also allow faculty to continue their research. In terms of face-to-face research, there are already some labs moving virtual but some are continuing, because we do have good protocols already in place. Many careful reviews have been done. The new criteria isn't really closing places. It is decreasing the density to 25%. The other piece is around athletics. The 49ers are going to Arizona. We don't know for how long. We are working on some closer to home solutions that will align with county guidelines, but still allow the programs to continue to move forward. We don't have the details ready to announce

yet, but we hope to be able to announce something by tomorrow. This may be playing games at our sister institutions not in our county, but aligned with their public health officials. We have also discussed this with our health officials so they are aware and appreciate we are doing what we can within guidelines. That is the strategy we are using.

Questions:

Q: Can you clarify what “aligns” means for out of our county?

A: Different counties have different guidelines so it means if we were to go out of county, we would be sure to follow whatever criteria the county has set. For instance, if we were to go more than 150 miles, then we would have to quarantine for two weeks upon return.

Q: The Stanford Football team is going to move out of state, but the controversy that has erupted is whether their equity guidelines apply to all their sports. They haven’t announced any similar plans for their women’s teams in Volleyball and similar sports to continue, only their football team. I’m not sure what our women’s sports are for fall, but are the arrangements we make for our football team going to be similar for all sports?

A: There may be different solutions, but there isn’t much going on right now. Most of our sports were moved to spring. Gender equity is always a question we ask. Where it will come into play is maybe for women’s basketball and we wouldn’t do something for men’s basketball that we didn’t do for women’s basketball. The strategies will look different. We don’t have the equivalent of men’s football for women to be frank. The only women’s sport that may have started is women’s gymnastics, but I’m not sure exactly where they are. The idea is to work with all the teams and to do what makes sense and is right for each of them. Most of our sports will resume in the spring. The only sport this fall was men’s football. We have to look at indoor vs. outdoor sports. I appreciate the question a lot and we will be looking at this closely.

One of the conversations we have been having with the senior leadership at the Chancellor’s Office and the Vice Chancellor and the Presidents is about the next eight weeks and really the start of the fall semester. A lot of the schools, like Cal Poly, start early in January. There is an expectation that things will continue to be challenging through January. Where they go from there is hard to say, we aren’t sure yet. This is what we are hearing from the Epidemiologist. There was some talk about encouraging folks to be more online at the start of the semester through January. The good news for us is that we are already doing this and the start of the semester isn’t until January 27, 2021. We are well positioned to start the spring.

At the last trustees meeting, the trustees passed a pretty robust budget request trying to rollback Graduation 2025 budget dollars that were lost in the last budget. They tried to build that back in and that is going to be really important. As far as the surplus information we are hearing about at the state level, who knows. There is still going to be tremendous pressure on the state budget and we will be watching that. We don’t really have the guidance on this yet.

Questions:

Q: There was some discussion that the state was going to give us some additional money to see us through and I’m just wondering if you have heard any update about that?

A: No. Nobody knows. We may request. For example, one request was to add \$16 million worth of line items for Ethnic Studies implementation given that it is a legislative mandate. That is the evaluated cost. We’ll see. We really won’t know anything until the governor proposes his budget in January 2021.

4. The Executive Committee moved into Confidential Session to discuss SJSU CSU Faculty Trustee Nominations.
5. Stanford University has suspended final exams for the entire year due to COVID. There was a concern that they needed to reduce stress on students. There was also a concern that online exams are faulty and unreliable. There were a variety of arguments for why this should be done. SJSU has a

policy that requires culminating experience, but we are wondering if this should be suspended so faculty could do without final exams if they chose to do so.

C: The Stanford move is interesting. I don't necessarily believe in final exams, but I abide by policy. I have chosen to make my final exam a culminating experience, but it is low stakes to reduce stress and is a legitimate activity for the class. I would be in favor of this, but faculty have already built this into their syllabi, so I wonder how this would be handled.

A: I would think the suspension would have to allow final exams as an option.

C: There could be potential accreditation issues, especially in capstone courses. This is a much larger pedagogical question. Do we think high stakes exams have any value in higher education? Giant exams do nothing to advance student work. This pertains to the concern students have about online proctoring. High stakes exams demand some type of proctoring for accountability. When you change the nature of the game, you can get around those kinds of approaches in support of what the students are asking for. This would also probably be very expensive though. It is worth the conversation, but it is a much bigger conversation than just this semester.

C: This is an interesting question, but it is just too late to deal with for fall. We could consider for spring. We do have a policy that says students are required to have culminating experience and it doesn't have to be exams, but it needs to be comprehensive. Maybe we can take steps through the Center for Faculty Development to encourage alternatives to high stakes exams, different types of assessment, specifications grading, and different things like that. As it stands, our faculty have not been trained to do things like that and to ask them to make that adjustment now for fall is too late and even for spring that would require more training. We have a grant from the California Learning Lab that's dealing with specifications grading, but it is going to be small scale and the training isn't starting until summer. People may be aware of it, but they don't know how to do it. It is kind of a unique process.

C: Agree it is too late in the game. There could be a huge outcry from faculty if they couldn't do final exams.

C: Could we look more seriously at this for spring. Unless a vaccine is out, spring is not going to return to normal. I agree there is a major philosophical issue with exams in general. However, we aren't talking about in general. We are talking about during COVID. The stressors are higher and the nature of the exams we give have been altered by this pandemic. It will continue to be so for spring. I would like to see some investigation into ways to introduce flexibility into high stress events for spring semester even if we can't get it in for fall semester.

C: Thank you for bringing this up. There are lots of students that need that final exam to bump their grades up, but there are a lot of students just passing a class because they've been hit with so many burdens related to the pandemic, whether it be financial, mental, or physical. I think looking at this possibly for spring would alleviate some stress for students just because of the different impacts of the pandemic.

C: Final exams don't need to be high stakes. We aren't doing away with assessment. Assessment is still extremely important. There are other ways students can demonstrate what they've learned in the course. It doesn't have to be on the final day. However, it does require planning ahead. I don't think fall is possible, but if we were to try for spring I would encourage that we start planning as early as possible.

C: You don't have to have the culminating experience be high stakes. It does require planning in advance, but that was one of the things I learned in the teach online seminar. It was a different way of looking at it. I agree it is too late for fall though.

C: Two quick points about the spring. If we do encourage faculty to think about non-final exam culminating experience. It would be great if we could do before the end of December, because a lot of

faculty begin writing their syllabus in December. Also, it would be great if the Center for Faculty Development could put together a module on non-final exam modes of assessment as a self-based course in December or January.

Recap by the Chair:

What I am hearing around the room is that there is some support for thinking about alternative ways to assess students in this current environment, but also moving away from high stakes testing in higher education. However, it is too late in the semester to make a move that would cause significant disruption to faculty and staff. We should put this on the list of things to consider early in spring if not earlier.

C: I can even imagine a Sense of the Senate Resolution urging faculty to design their course to reduce high stakes final exams at least for the spring semester due to the stresses of COVID and citing as examples the number of other universities that have abolished final exams altogether. This should have been discussed in September. We shouldn't make the same mistake next semester.

C: At Western Michigan, we began discussing this way in advance and went to less high stakes testing. It ended up stressing out students even more. Faculty designed their courses around a number of group projects and such during finals week. Students ended up having all these projects at the same time during that week for each class. There must be a thorough discussion and then discussions at the department level so we don't overwhelm students.

C: Our policy does say the culminating experience must be during the final exam period.

C: In our next Senate Executive Committee meeting we should start to think about what the Senate needs to consider for Spring 2021. We have a list of two so far. This way we can start planning early to allow for changes and planning.

6. From the Administrators:

a. From the Vice President of Student Affairs (VPSA):

First, here is an update on our COVID testing protocols. Students leaving housing were tested before they went home and we are requiring students to be tested upon their return outside the residence halls on Tuesday and Wednesday. Whatever is found out in these tests will result in us activating our ongoing protocols. Just so everyone understands, we have quarantine spaces setup and protocols if students need to go into quarantine on campus. We are likely to see a number of folks that test positive. That is to be expected. It is important for us to find out and get those students the help they need. This is step one. When we go into spring, we will go into a similar process that will occur upon reentry into the residence halls. We will ask students to sequester until they find the results of their test out. To be clear, students who are quarantined are not sitting in a room at the end of the hall by themselves. We have a process to get them the support they need. There are about 800 students living in the residence halls right now. What that means is that it allows for students to have their own individual rooms primarily. There were some adjustments, because our student athletes are now required to live in the residence halls, but generally students have their own rooms. This also allows us to have additional quarantine space. These are required tests for students. There are 381 students who live in our residence halls who live 150 miles or more away from the county. That is as meaningful or meaningless as you make it. It doesn't mean a student went home or didn't go home with another student who lived more than 150 miles away. Nevertheless, all students will be tested.

Questions:

Q: Are student paying the single room rate or their previous rate?

A: They are paying their original room rate.

Q: Do you have information on the insurance students have such as how many are on their parents' insurance, and how many are Californians, and so on?

A: We don't require students to have insurance. In another space I could tell you why that is, but we don't require it. However, we do provide services.

C: So just to clarify, as a university we do not collect any data on student's insurance?

A: Correct, we do not.

Q: Is it possible to make it a question on some type of intake form that is optional just so we can have some idea?

A: I'll have to talk to my boss. There is some sensitivity around doing this and dealing with the insurance of our students in the CSU, so we don't do it. I think this might be something that would have to be approved at the Chancellor's Office level.

A: This is a question we have asked numerous times and there are various complications. It remains something that is of interest to us because we all want our students to be in a position where they can have the best support they need. We will continue to look into it.

C: Before my children went to Santa Cruz and Berkeley, we had to prove they had insurance or buy into their insurance plan.

A: We are not the UC. That is the simplest answer I can give you. The CSU serves different students and this is something managed by the Chancellor's Office. We think there is a lot of logic to looking at this seriously, but there are lots of things that happen in the UC that don't happen here. We'll take that up again. There haven't been any recent conversations about it.

Q: I've had several students ask me where they can get medical assistance on campus. They are students who don't live in housing. I looked around the county to find assistance for some of these students. When the Health Center became the Wellness Center it stopped providing health services. The interesting part is that students don't know where to go either. I believe the last time I looked at the fee structure, part of the student fees went to the Wellness Center. What are these fees paying for?

A: Based on the numbers, there are a lot of students who do know about the Wellness Center. We've remained open at least three days a week. We are having visits to come in and see a general health practitioner, we are doing counseling and psychological services by telehealth, and we are doing telehealth for after-hours services. This is not based on the student living on campus. If they come in with their tower ID card they can get into the student wellness center. This is part of why it would be great to know if people had insurance, because if we setup a network could go to a clinic in their local neighborhood and show their tower card and get local assistance. Students can absolutely access services. If you ever need to you can refer a student to VP Day and he will ensure they get in there right away and get taken care of.

Q: You said that testing was required for students. Is there any resistance from students that don't want to be tested?

A: Not yet, but there will be some folks. The high number of students registering makes me think students are nervous. However, our students get it. When it comes to business items like this they get it. Also, you can't turn on the television right now without seeing something about COVID. There will be some pushback, particularly in the spring if things start to look a bit less dim. However, we have ways to deal with that. Right now we haven't had much pushback. Keep in mind, our student athletes have been doing this three times a week.

Q: Are our student athletes who are tested three times a week all tested or are they spot tested?

A: It depends. In football they are all tested because it is part of the Mountain West protocol. They have an agreement with Quest and Quest comes in and does it. For some of the teams that are only in the early stages it is spot testing. This is what we did with the football team when they first came back. For Basketball it is all of them, because now they are moving into competition. The stages and winter and spring teams in the early stages are handled a little bit differently. In the spring, we will do the testing to begin with and then spot test students. Student athletes will continue to test as per protocol for their own conferences, but we will spot test the rest of the student community throughout the spring.

b. From the Provost:

The faculty panel we have going with Native-American Indian Studies already has 130 people sign-up to listen. We are going to be hiring a senior scholar in that space for the first time.

VP Day and the Provost will be looking at the budget because we need to generate another \$4 million to meet our goal. We are looking at what services we may have to forego or limit in spring. We wanted to do a deeper investment in advising, but we're not sure we will be able to do that. The goal is still \$92 million. The spring will be tighter than we had hoped.

c. **From the Chief Diversity Officer (CDO):**

We have released the information for the Campus Climate Survey findings report and the slideshow from the Town Hall meetings. The report is about 500 pages long. Only about 30 slides were used at the Town Hall meetings. There are about 220 slides in total. There wasn't time to see all the findings. Those are all available for SJSU identified people to log in and view. We also have the recordings from the two Town Hall meetings for people to review. The CDO encouraged everyone to view the materials and read the report. There are details that are very "sobering." It is also very insightful about how people view the campus. We will also be announcing over the break, the procedures for people to request data from the reports. We own the data set. For those requests in which we find the population within a data set you are requesting as being too small, to preserve confidentiality, we may end up giving out summary information. All of that will be determined through a request process for the data. There will be some forums setup near the end of January where people can give feedback regarding the findings. Information will go out about these during the break.

An invitation for people to self-nominate or nominate someone for the Committee on Diversity, Equity, and Inclusion has went out and will be open through December 21, 2020. It is a committee that will be doing some heavy lifting around the findings. There will be 32 members. We are trying to make it so there are ample opportunity for different representatives across campus. There are seven students. There are more students than many other committees. The committee will be appointed in the spring. There will be two co-chairs—one faculty and one staff member.

d. **From the CSU Statewide Senate:**

We are having midterm committee meetings on December 4th. Senator Curry is on the Faculty Affairs Committee and they will be looking at quality of life issues around COVID. Senator Rodan is on the Academic Affairs Committee and they will be involved with the continued discussion around Ethnic Studies. Senator Van Selst is Chair of the GEAC Committee. We will also be having a second emergency meeting of the ASCSU to complete the discussion that we were unable to complete given the Board of Trustees (BOT) meeting and AB 1460. We need to pass a resolution for the Faculty Trustee so he can tell the BOT that we are no longer in support of the GE lower division recommendation.

There was an interesting piece of the BOT meeting about how overly burdened and intrusive General Education is in the CSU and how we have way too many GE courses.

C: Watching that BOT meeting, I was reminded of just how uninformed some of our trustees are and why they shouldn't be involved with the curriculum in the CSU.

e. **From Associated Students:**

AS is planning their winter retreat for some time in January. AS is also interviewing for a Director of Internal Affairs and hopes to have someone appointed by their meeting on December 8, 2020. The Cesar Chavez Community Center has some of their own de-stress events going on through December 14, 2020.

7. From the Policy Committees:

a. **From the Organization and Government Committee (O&G):**

O&G will be bringing an amendment to the standing rules to include the land acknowledgement to the Senate meeting on December 7, 2020.

b. **From the Instruction and Student Affairs Committee (I&SA):**

I&SA is working on the waitlist policy, a Sense of the Senate Resolution for grades and transcript notations for 2020 that will ask for maximum flexibility, and a policy that suspends the DQ portion of S16-16 similar to what we did in Spring 2020. I&SA will be bringing these three to the Senate meeting on December 7, 2020.

Questions:

Q: Will it be possible to track the DQ's in terms of what percentage and what year and so on? I'm thinking about programs with accreditation issues, so they can account for that in their reports.

A: They are tracking these students. AARS and the Student Success Centers are doing outreach. They track this by college and by department.

c. **From the Professional Standards Committee (PS):**

The PS Committee will be bringing four resolutions to the December 7, 2020 Senate meeting. Two of the resolutions are updates to two of the three RTP policies with regard to the College of Professional and Global Education (CPGE) name. We already fixed this issue in one of the three RTP policies.

Two other policies are first readings related to joint appointments. One is an amendment to the appointments policy that would define what a joint appointment is. The other is an amendment to the procedures policy that would define how RTP committees will deal with joint appointments.

PS is cancelling today's meeting because we have setup lots of subcommittee meetings for January. There will be subcommittees on revising the lecturer policy, making RTP more friendly for people of color, and others for that matter, by broadening our definition of scholarship and reemphasizing our service to students, and one on creating a Sense of the Senate Resolution endorsing the University of Chicago Board of Academic Freedom Statement from 2014. The University of Chicago Board of Academic Freedom Statement from 2014 has been endorsed by more than 100 universities across the nation and we think we should join them.

Questions:

Q: Has Professor Brent, Chair of the Board of Academic Freedom and Professional Standards, been in contact with you regarding the time, place, and manner presidential directive recently?

A: No. At the beginning of the semester we had some exchange, but not recently. I know the Board of Academic Freedom was providing some feedback on the time, place, and manners presidential directive. Should I be in contact with him?

A: Yes, I think so. They have come up with something I think Professional Standards should take a look at.

A: I will ask him.

d. **From the Curriculum and Research Committee (C&R):**

C&R will be bringing two policies to the Senate on December 7, 2020. The first policy amends our General Education (GE) policy to incorporate Area F and shorten Area D by three units and will be a final reading. The second policy is a new policy on Accessibility in Curricular Materials. We have worked on this policy for two years. The materials are not ready for a final reading, but we need to get feedback in its current form. It could be a little controversial. We will probably include some form of a white paper to give context. In addition, C&R continues to work on curriculum.

Comments from the Chair:

We have been working with the Provost and Ethnic Studies faculty regarding the GE policy coming forward. Specifically, there is a message going out campus-wide regarding the GE policy as far as where we are and the progress we have made going forward.

Questions:

Q: We won't be voting on or looking at the actual criteria, but the learning objectives and questions will be decided at a future event, is that correct?

A: Yes, but I think that the majority of those questions will be answered by the Executive Order. It is my understanding we could add to the learning outcomes, but there are five of them already being proposed. Once the Executive Order comes out that will help guide us.

Q: Can SJSU be more strict than the Executive Order?

A: Yes.

C: The current guidelines can be an overlay with only areas C and D.

8. The meeting adjourned at 1:38 p.m.

These minutes were taken and transcribed by the Senate Administrator, Eva Joice, on November 30-December 1, 2020. The minutes were reviewed by Chair Mathur on December 2, 2020. The minutes were approved by the Executive Committee on January 25, 2021.

