

**Executive Committee Minutes**  
**April 12, 2021**  
**via Zoom, 12:00 p.m. to 1:30 p.m.**

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

Absent: None

1. From the Chair:

The virtual Faculty Service Recognition Event is this week. The week kicks off with videos with the 15 year honorees today and ends on Thursday with the live event. They will also be honoring last year's honorees. Please attend if you can.

The Honors Convocation is next week and you will be receiving an email about it. This event will be livestreamed on Friday April 23 at 4pm.

We are in a holding pattern with our website and have been since March 23, 2021. It has been a process. Many department chairs are having a lot of problems with Basecamp Barkley and the confusing messages they have received from them.

Q: How will we get the materials for Monday's Senate?

A: We will post on the website, but the Senate Administrator will have to repost anything posted for the meeting after the website is migrated over. We will also send out the packet via email.

Please send your resolutions for Monday's (April 19, 2021) Senate meeting to the Senate Administrator by Wednesday, April 14, 2021.

There will be a presentation at the Senate Meeting from the ULB and also an update from University Advancement. All other reports will be done in writing including Student Fairness grievances, Academic Integrity, and Exceptional Admissions.

2. The Executive Committee Agenda was approved (Executive Committee Agenda of 4-12-21, and Executive Committee Minutes of April 5, 2021)(15-0-0).

3. Updates from the Policy Committees:

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

I&SA will bring back the corrected amendment to the Advance Registration policy.

I&SA has also been working on the syllabus, website, and catalog. We need to make sure these are up-to-date particularly around the student support services and also everything in the catalog affected by policy changes.

I&SA will probably not be able to finish the grade forgiveness policy this semester and will finish it next semester.

- b. From the Professional Standards Committee (PS):  
The PS Committee hopes to have three resolutions for the Senate at the April 19, 2021 meeting. The Lecturer Policy has been back and forth with yet more changes. There are some changes we weren't willing to make. We will see if there are changes on the floor of the Senate. We are putting the final touches on the Sense of the Senate Resolution on RTP equity reform. We also hope to have a Sense of the Senate Resolution endorsing the Chicago Academic Freedom Statement for the Senate meeting.

We will probably spend our last two meetings going through department guidelines. We do have one issue. The policy we passed to change the name in all policies where it references either the Provost or Faculty Affairs is now mute because there is no longer a Faculty Affairs Office. It is now Faculty Success. We are not quite sure what to do with this. Perhaps we should say all of them should be designated "Provost or designee".

Questions:

C: [Provost] It might not be a bad idea.

C: For me, it would be really important to continue to have it be Faculty Affairs and not the Provost. Hopefully, in the future we have another Faculty Affairs Office. This office is essential for faculty. It is the place that faculty go to get expert advice regarding faculty.

A: [Provost] That's what Faculty Success is.

C: Yes and No.

A: [Provost] It is to me and I'm the one telling them what their jobs are.

C: It isn't to me.

C: One of my concerns with the University of Chicago Statement is that my office has received some requests to setup a fund to bring in anti-equity speakers. The argument is that by not funding the other side we are shutting down debate. My office simply isn't going to do this. My concern is that letters like the University of Chicago Statement have been misused to say universities have an obligation to provide balance, debate, and must present the other side. Please consider this. This can create a problem.

A: That has always been the problem with all forms of Academic Freedom. Channel Islands did endorse it so there is another CSU campus that has endorsed it. There are over 100 institutions that have endorsed it all over the U.S. However, you are right. I've heard some of the same things. That is why we need people to know a lot more about Academic Freedom.

Q: Would you consider advocating in the Sense of the Senate Resolution for the Senate to host an Academic Freedom Forum? We already do have a resolution that requires an Academic Freedom Forum each year, but this seems like a good time to enforce that.

A: The Board of Academic Freedom did endorse this statement last Fall. It might be good to inject some energy into that organization and get it to do what it should be doing. Yes, as we return to campus it would be a great time to talk about this.

C: Two retreats ago the Chair of the Board of Academic Freedom presented at the retreat. As the incoming Senate Chair, I'd be happy to work on that.

- c. From the Curriculum and Research Committee (C&R):  
We will be bringing two policy recommendations to the Senate on April 19, 2021. The first will be on Areas D and F of the GE Guidelines, and the other recommendation is to adopt new Program Learning Outcomes. These will be coming forward as first readings.
- d. From the Organization and Government Committee (O&G):  
O&G will be bringing two resolutions to the Senate on April 19, 2021. The first resolution will formalize the addition of two staff members to the university library dean search committee. The second resolution changes the membership of the Program Planning Committee.

Questions:

Q: Related to the second resolution, will that be coming as a Senate Management Resolution or a Policy Recommendation.

A: Senate Management Resolution. [Note: Upon further review it was discovered that the original document that established the committee was a policy and therefore any amendments to it must be policy amendments.]

4. From the President:

The biggest thing on our minds right now is the repopulation plan. It is somewhat of a moving target taking into consideration state guidelines, vaccination availability, county health. We still really don't know what August will look like. We are in the midst of all of this. We want to consider the academic program, but also must look at things like air circulation, office space. There are a lot of challenges. These next couple of weeks we will be making some preliminary decisions that we will have to stick with. Inevitably there is no solution that will satisfy everyone. I think we have a good sense of a reasonable timeline. We also must think about when we come back what events can be in person? What about theatrical and student events? How will we make those decisions? Fall will be a transition semester.

There is movement nationally from campuses towards requiring vaccines. Even the UC is considering it. However, we will see where that goes. If we can't require it, what does protecting our faculty, students, and staff look like? This is the other piece of it.

We had a series of meetings with legislative folks. We are lucky to have an extraordinary delegation. We talked about our priorities for the students and the campus. We are pushing for the infrastructure bill.

Questions:

C: I know many chairs are talking about this. Is there anything in the way of pay raises for our office administrative personnel? Most of our admins have been working round the clock for over a year and they deserve it. They don't get paid enough as it is.

C: I would like to echo the previous comment about raises for our admins. Also, I would like to bring up that many of the admins have expressed real interest in having more flexibility on the job such as being able to work from home all or part of the time. They have proven they can do this successfully.

A: Thank you both.

## 5. Special Report on the Fall 2020 Faculty Survey

Dr. Magdalena Barrera and Dr. Deanna Fassett presented the results of the Fall 2020 Faculty Survey. The Fall 2020 Faculty Survey is meant to be a counterpart to the Spring 2020 Student Success Survey. The team who put together the questions included representatives from across Academic Affairs and staff from the Office of Diversity, Equity, and Inclusion.

The questions focused on faculty experiences during the pandemic including the transition to online teaching and included key questions such as caregiving responsibilities of faculty during the pandemic. We collected responses from November 2020 through January 2021. We had a response rate of 37% or 714 faculty members. The respondents matched the faculty population of SJSU as a whole. In the faculty population women make up 53%, and in the survey population women made up 54%. As far as ethnicities, the survey population pretty much matched the SJSU population, except for an underrepresentation of the Asian population by 7%. We used some different ethnic identifiers than in the faculty population so that may account for some of the difference.

The first set of questions had to do with well-being and access to resources. Interestingly enough, about 24% of faculty reported doing very well. However, 20% reported only doing slightly well or not well at all. We see this as being two ends of the spectrum. Faculty are either doing very well or not well at all. Forty percent of faculty reported that working from home was going very or extremely well. Eighteen percent reported it was not going well. Almost all faculty reported having access to the computer equipment and the access that they need. However, slightly fewer had the physical space to do their work. Also, only 80% had a quiet environment to support their work.

A range of 37% to 48% were not aware of sites such as Teach Anywhere, Teaching and Learning, and Discover SJSU. This shows there is an opportunity for an information campaign. They primarily use e-Campus, IT, and Center for Faculty Development (CFD) programs. The offices and programs that faculty were least aware of included online Counseling Services, Employee Assistance Program (EAP), equipment loan programs, and Coronavirus programs.

Cami Johnson did a qualitative analysis of our data and found that faculty rank is the greatest predictor of well-being. This ranked higher than gender, race, or ethnicity. Tenure-track faculty reported the lowest level of well-being. Even though lecturers may have greater economic instabilities, they tend to have more family in the area. Whereas, tenure-track faculty may be new to the area and not have the same support systems around them such as for child care. This is a very interesting finding moving forward.

Fifty-six percent of faculty reported having at least one care-giving responsibility. Half of those folks had no paid or unpaid help with caregiving. Seventy-nine percent of faculty with school-age children reported that their children were attending school online in Fall 2020. Forty-five percent of faculty reported that their children's online school activities and forty-nine percent of faculty reported that their children's social and emotional well-being were negatively impacting their work activities.

In terms of communication from the university, most faculty reported high satisfaction with communications from department chairs and directors, colleagues, and e-campus. Faculty reported less satisfaction with the bookstore, university personnel, and university administration.

Some of the factors that affected effectiveness in this survey included caregiving responsibilities (49%), mental health and wellness (55%), and lack of contact with colleagues (64%). More than one in five faculty reported being extremely worried about the lasting impacts of COVID-19 on their careers. Lecturers were very worried about job security due to budget cuts and low enrollment. Both tenure and tenure/track respondents reported concerns about their Research, Scholarship, and Creative Activity (RSCA) being stalled and that this would affect their career. There were further concerns about the ripple effects of the pandemic on their ability to reach full professor down the road. Both lecturers and tenure/tenure-track faculty reported concerns about negative SOTES from students who are also struggling and how that would affect them down the road. Faculty stated they did not want to be penalized for having to pivot to a teaching method that is completely the opposite from how they normally teach their classes. Faculty asked how were they going to get evaluators to understand the real impacts of COVID-19?

Forty-seven percent of faculty were teaching synchronously online. Eighteen percent were teaching asynchronously, and twenty-seven percent were teaching bichronously.

Faculty report the greatest satisfaction with Zoom session security. Faculty communication with students is robust. Faculty were the least satisfied with their ability to preserve and nurture Academic Integrity.

Fifty-nine percent of faculty preferred a single teaching modality. Forty percent of faculty preferred a mix. We could imagine hybrid instruction continuing post pandemic in a more robust way. Some of the challenges encountered by faculty include a lack of connection with their students, difficulty engaging their students, and struggling to read the room. There were also some issues with cheating in remote and online classes.

There were some positive aspects to the pandemic. Faculty were able to work from home. They did not have to commute. Also, they did not have to search for parking. There were also some educational benefits such as being able to put a name with a student's face and being able to record the class and make it available to students. Faculty reported personal growth in using technology to meet the needs of students.

For the summer cohort, more than half had never taught an online class before. Faculty who participated in the summer cohort felt more prepared and used more technology such as online breakout rooms and online discussion boards.

Some recommendations that have come out of this survey include working groups to address BIPOC faculty concerns about workload and Retention-Tenure-Promotion (RTP). Doing an audit of faculty service commitments with a focus on equity. Continue offering tenure-track extensions for tenure-track faculty, which is already in the works. Also, continuing to look at how we support faculty after the pandemic given the long-term effects of COVID-19. We need to engage chairs and deans in communication campaigns. Faculty

pay more attention to communication from the chairs and deans. We will offer a faculty development program that builds on last summer's program and offers best practices for student success. We also need to look at long term what resources do we need to create and for whom. Finally, what additional information do we need to collect on behalf of faculty.

Questions:

C: A lot of the time I had to go to the Senate to get information that should have been given to the department chairs to share with the faculty. Also, the administration should tell chairs how to appropriately share that information with the faculty. This communication could be done much more appropriately.

A: Thanks for the observations. Deanna and I are working on integrating a Canvas course that has tools and best practices for department chairs.

Q: To what extent is this unusual because of COVID as opposed to being what happens in academia normally as far as the challenges faced by tenure-track faculty? Also, I believe this campus has done a terrible job of supporting working parents. There is inattention to scheduling issues for parents and no childcare on campus, how can the campus do a better job of supporting faculty and staff moving forward?

A: Our campus is in a moment of transition, and this is a good time to start looking at new ways of doing things. This is especially true of things that have been emphasized even more during COVID-19, such as childcare issues and flexible schedules.

C: The highest rank of the faculty who have attended the employee connection meetings has been the Assistant Faculty. These are the faculty who have just moved into the area and haven't had a chance to make connections.

C: I've had my chair come to me because of my role on the Senate for information and there is often conflicting information that goes out. I think the idea of improved communication is great and a Canvas repository of tools and resources is also useful, but we do still primarily communicate through email. However, the Canvas course on RTP has been very useful to me and I've went back to that course many times.

C: It may also have been that there was a subset of faculty who were so overwhelmed that they did not respond to the survey. They may be struggling. Please keep that in mind.

A: Absolutely. It was really interesting because there were some folks who expressed a lot of cynicism about what was going to be done with the results.

C: There is a lot of ambiguity around the category of service for our tenure-track faculty. The tenure-track faculty are being asked to provide more and more service to students while they themselves are going through the pandemic, but this is service that is not recognized by university administration. I did not see many questions around service on the survey. And faculty were not talking about service in terms of committees and faculty coordination as a problem. Also, we need some guidelines for how to teach in the Zoom environment and what you can and cannot do. Things such as how to talk to students about appropriate Zoom backgrounds, can you require students to be on camera (no), some basic guidelines about teaching in Zoom

A: Agree, that is something we can definitely work on.

Q: When will this go out to the full campus?

A: The report should be wrapped up in a week and then it will be put on the Institutional Research website very soon.

6. University Updates:

a. CSU Statewide Senate:

There are three resolutions before the CSU Statewide Senate related to what things will look like after COVID and the long-term effects.

Much of our work has been focused on implementing the Ethnic Studies Graduation requirement. We have also been moving into discussions about the community colleges and courses that could be used according to the articulation agreement and so forth. There are a few concerns about how they are addressing this. For instance, we are being told that community college faculty are being told to take one graduate class in Ethnic Studies to qualify them as experts.

There are budget and legislative support issues that the ASCSU are also considering.

b. Vice President of Administration and Finance (VPAF):

One of the issues we are facing is parking. When we all return, we will be facing more people driving to campus than ever. People will not want to ride the trains or buses. We did just open up another 1,500 parking spaces at South Campus. We are looking at some open air trams to get people from South Campus to Campus quickly. We are working with the city to see if they can help with some spots. Everything we have been pushing as being environmentally friendly, people are not going to want to do because of COVID.

Question:

Q: Not everyone will be returning in the fall, as far as we can tell there will still be online classes right?

A: According to the Governor, things could get accelerated. I think our students want to be back on campus, and they need to be back on campus. There will be some faculty still teaching remotely. However, if we have to be 3 feet apart, and not 6 feet apart, in Fall then we will need the parking.

Q: I'd like to hear more about the tram?

A: We are looking at having trams with open sides that are covered. They would run down 7<sup>th</sup> up 10<sup>th</sup> to 11<sup>th</sup> Street and make a loop with South Campus.

Q: Would you consider extending the loop to include the Caltrain Station?

A: It's possible. If we have 2,300 people parking down on South Campus, we have to take care of that first. The city does have the Rapid Transit 500 that goes from Diridon to campus. We are looking at that and trying to balance it.

Q: The 4<sup>th</sup> Street parking above Flames offers discounts to students.

A: The problem with the 4<sup>th</sup> Street garage above Flames is the city refuses to sell spots on Wednesdays. They have rotary on Wednesdays for an hour a day. Therefore, you

can't sell weekly passes. There are about 200 people who attend the rotary meetings. It is the largest attended meeting in downtown San José.

A: We met with some folks who are trying to get one fee whether you are on Bart, or VTA. That is complicated because there are 28 transportation agencies in downtown. That's ridiculous. Other cities have figured it out. We will figure it out.

Q: I'm a bus user and public transportation user and I think it is one of the best investments a city can make. Many other countries have really good public transportation systems, especially France. With the change in the federal administration, might there be greater investment in public transportation for the future?

A: Everyone will say they want to be more sustainable, but people have a real hard time getting out of their cars. What you do then is raise the rates for parking on and near campus. We aren't able to do that right now. It is difficult to change people's mindset about driving. Associated Students does a great job getting us bus passes, other transportation to campus. We are looking at how to get people from Morgan Hill and Gilroy to campus. Right now you are on a bus crawling up 101. The express bus only runs about 1 ½ hours in the morning. We defeat ourselves when we don't have enough people using public transportation.

C: There are many people who can't afford to live near campus due to the cost of living near campus.

C: I drove to campus last week and I was amazed at how much traffic there was and that is with many people still working from home. I think when faculty and staff start coming back to campus they may migrate back to public transportation just because of the traffic.

A: I would get on Bart in a heartbeat. I live in Fremont. However, it is cheaper for me to park on campus, than have to pay \$6 each way to campus. You have to have affordable transportation.

C: As you mentioned \$12 a day for our students is impossibly expensive. We need to do a better job of this.

7. The meeting adjourned at 1:44 p.m.

These minutes were taken by the Senate Administrator, Eva Joice, on April 12, 2021 and transcribed on April 23, 2021. The minutes were reviewed and edited by Chair Mathur on April 23, 2021. The minutes were approved by the Executive Committee on April 26, 2021.