

AGENDA

Academic Senate – Executive Committee

April 13, 2020 12:00- 1:30 pm, Via Zoom:

<https://sjsu.zoom.us/j/848498304?pwd=WEFOalZnQVFIVHFFQWN1YVhZN2NQUT09>

Note: Password to meeting sent via email and invite.

1. Approval of meeting minutes of April 1, 2020.
2. Approval of meeting minutes of April 6, 2020.
3. Consent Calendar
Candidate statement, Strategic Planning Steering Committee (faculty-at-large, uncontested)
Link to current committee membership:
https://www.sjsu.edu/senate/comm_info/committees/index.html - SPSC
4. President's Update
5. Sense of the Senate Resolution: Endorsing Senate Executive Committee Action on University Policy S20-4, *Optional Exclusion of Student Opinion of Teaching Effectiveness Surveys (SOTEs) Administered During Spring 2020*
6. Sense of the Senate Resolution: Endorsing Senate Executive Committee Action on University Policy S20-7, *Temporary Modification to University Policies F18-5, Grading Policy, and S16-16, Probation and Disqualification due to Special Circumstances of COVID-19*
7. Enrollment next AY
 - a. Admitted Spartan Day/Week + Outreach efforts
 - b. Impacts on Fall 2020 enrollments
8. Fall 2020, course instruction, supports for faculty, students, and staff
9. Online Programming and Degree Completion
10. University updates
 - a. Provost and Senior Vice President
 - b. Statewide Senate
 - c. VP Administration and Finance
 - d. Associated Students President
 - e. VP Student Affairs
 - f. Chief Diversity Officer
11. Policy committee updates
 - a. Instruction & Student Affairs
 - b. Professional Standards
 - c. Curriculum & Research
 - d. Organization & Government

Executive Committee Minutes
April 13, 2020
via Zoom, 12:00 p.m. to 1:30 p.m.

Present: Curry, Faas, Frazier, Marachi, Mathur, McKee, Peter, Shifflett, Sullivan-Green, White, Day, Parent, Del Casino, Wong(Lau)

Absent: Papazian

1. The Executive Committee minutes of April 1, 2020 and April 13, 2020 were approved (14-0-0).
2. There was no dissent to the consent calendar of April 13, 2020.
3. The Executive Committee discussed and approved sending ***Sense of the Senate Resolution, Endorsing Senate Executive Committee Action on University Policy S20-4, Optional Exclusion of Student Opinion of Teaching Effectiveness Surveys (SOTEs) Administered During Spring 2020 (Final Reading)*** to the Senate (14-0-0).
4. The Executive Committee discussed and approved sending ***Sense of the Senate Resolution, Endorsing Senate Executive Committee Action on University Policy S20-7, Temporary Modification to University Policies F18-5, Grading Policy, and S16-16, Probation and Disqualification due to Special Circumstances of COVID-19 (Final Reading)*** to the Senate (14-0-0).
5. The Executive Committee discussed Sense of the Senate Resolutions from among the other CSU campuses condemning all forms of negative rhetoric regarding Asian-Americans. The Executive Committee decided to create a Sense of the Senate Resolution condemning all forms of racism during COVID-19 that specifically target Asian-Americans. Past Chair Frazier and CDO Wong(Lau) will work on a resolution as a google doc for the Executive Committee and Senate to be sent via email for approval.
6. The Executive Committee discussed enrollment. We look at enrollment every single day. Admitted Spartans Day would normally bring 10,000 to 11,000 people onto the campus. It is a big day, and people are excited. It would normally have been scheduled for this past weekend, but we had to move it due to the holiday. It is now scheduled for April 18, 2020, but it will be a weeklong online event. We will be spreading out everything and doing something different each day. Colleges will have the opportunity to interact with their students. One day might have tours of the campus, while the next day will have advising and next steps for enrollment. Normally, after Admitted Spartans Day our enrollment goes up. It is likely to be different this year. We will be monitoring enrollment every day through Fall 2020.

Questions:

Q: Is there any provision by the CSU system or by us to allow admissions deep into the summer when people will have more information?

A: We have the flexibility to move the intent to enroll deadline if we need to. The Provost and President have talked about waiting until after Admitted Spartans Day to see where we are. We believe students are waiting to see where they are going to be, but we believe there will be increasing flexibility by the CSU system and we believe we are well positioned. However, it is going to be difficult for all institutions.

Q: You said there would be virtual tours, will they be led by Orientation leaders and students or will it just be a do it yourself voice automation?

A: It will be led by students, but it may not be the Orientation leaders.

Q: To what extent will there be an emphasis on financial aid? I assume many students are struggling with families that have lost jobs.

A: There is always a significant emphasis on financial aid. Before Admitted Spartans Day, we have been working on how we will distribute the money from the CARE package, crisis fund, and financial aid. We need to get information out to students on the funds available, and I've been talking with the financial aid folks on the way we approach financial aid. Enrollment is up in the air right now since people don't know where they are going to be. They don't know where their lives will be. We need to adjust our financial aid model to include whatever the student is going to need. Lots of people are just not ready to make a decision on going to school right now.

Q: Do students have to enroll in Admitted Spartans Day?

A: Yes.

Q: You have 11,000 people signed up?

A: I forgot to bring the numbers, but I will find that information and share with the Executive Committee.

Q: What do we know about stop outs? Are our current students asking about stopping out for COVID reasons or financial aid reasons?

A: The number is only up a little since last spring, but so far this hasn't been significant. We are watching it. The credit/no credit policy was significant. Once we start talking about the other options that will support students, we believe our students will feel more confident about SJSU.

Q: My nephew is graduating high school in May and will be attending the University of Illinois. He will have to go online. He expressed extreme disappointment that he won't get to be on the campus and have that experience. Can you talk about the lack of campus experience students are having with online classes and how we are addressing this in our outreach?

A: There is no easy way to do this. However, our emphasis is on one-on-one time. We have to humanize this. That is why videos will be so important. The challenge and opportunity is that everybody is affected this same way. Lots of people are going to be disappointed across the country. Part of what we are talking about is whether this may be an opportunity for us. Maybe some people will decide they want to stay local since they can't attend a campus in person elsewhere. However, there is no magic to this solution. What could be more of an issue for us is the financial ability of students to pay for their education.

We are up 4.2% for Frosh. We are down 10.8% for transfers. That means last year at this point we were at 1133, and this year we are at 1181 in terms of Frosh. For transfer students, last year we were at 1964, and this year we are at 1752. Now the transfer number is coming down, but only a little. These are domestic transfer students. We aren't sure what that means. It could be people are just unsure and don't know what to do. We are down 21.4% for international transfers. That is a drop from 154 last year to 121 this year. That is significant. We are up on international Frosh 14.3%, but the end result is fairly negligible from 19 last year to 24 this year. This is not a huge surprise. What we are hearing from our community college partners is that many international students have gone home. They figure if they have to go to class online, they don't need to be here to do it.

Questions:

C: Enrollment is up in some colleges. It is not the same across colleges in the university. We need to talk more about this and figure out how to best support colleges and majors that aren't doing as well.

Q: When you talk about enrollment management being up and healthier in some colleges than others, can you drill down on that a little bit?

A: Yes, part of it is if we look across all of our colleges and we see a major struggling, we need to have a conversation with the dean, chair, admissions staff, etc. to see where we need to support that major. Maybe we need to step up our advertising, or maybe change our content. We all need to come together in how we are going to address this. In addition, admissions personnel need to be reporting back to the colleges when they have a shift in enrollment in a major. We need to open these lines of communication. We need to be meeting week-to-week throughout the year so we all understand the decisions we make that may affect the whole university and make adjustments as needed.

C: Some decisions about enrollment predate the crisis. Some colleges thought they were overprescribed in relation to where they were and there was an intentionality towards reducing enrollment and now we find ourselves in a crisis with potential admissions numbers dropping and people going uh oh! So, there is some about face going on. There are some other things that play into this as well that are complicated. There is definitely a difference in colleges with an enrollment strategy. You see it in the numbers.

Q: Are we still able to talk about three-year budget planning?

A: It is even more important right now. Right now we are going to need a three-year plan.

C: We have to plan for two-years minimum. We can't come out of this in one year. It has to be multiple years. The third year could be kind of hard, but the second year will be probably more important than this coming year.

Q: Is there a way the Presidents and the Chancellor can talk about moving to a three-year budget model, and also to have a reserve?

A: At the state level, if we had had a three-year model prior to this pandemic, they would have thrown it all out.

Q: Have you considered whether some of the reduction in the transfers could be a result of students delaying their decision to come to SJSU because it is projected to be all online and it would be cheaper to go to community college and if that is true, can we partner with the community colleges to learn why this is happening?

A: Yes to everything. We are in touch with our community colleges regularly. We do think people are waiting to see what is going to happen and what SJSU is going to look like a few months down the road. We are watching it every single day. We do think people are just wondering. We need to find out if we can help people find a way to come to SJSU financially. Right now many people are just trying to figure out how to hang onto their jobs.

Q: The last time we had a reduction in enrollment, a decision was made that classes had to have a minimal enrollment to run. Are we going to have these caps on classes? If students are waiting to make a decision to enroll, are we going to wait on cancelling classes?

A: SFR probably has to go up. If we under enroll, but want to keep making investments in new faculty, does enrollment have to change? Yes, one option is to cut everything under 15, and another option is to increase a class of 42 to say 44. You have to take the ability to graduate, SFR, and all these other pieces into account. The idea is here is a set amount of dollars and here are the number of students you need to teach, so how are you going to teach them?

C: When you have that conversation with the deans, you might want to have the deans look carefully at the size of their departments. In my college, we have the only undergraduate

department and the fact that we have large general education classes allows the other departments to have the smaller supervision courses, which are important for the credential programs. However, if you say to increase the SFR, that load will fall on my department more specifically as opposed to other departments. There has to be some discussion about what that would mean to those departments.

C: Yes and no. It really depends on whether there are accreditation issues on a supervision course that is one thing. Resources should flow to the increasing SFR departments as opposed to the other ones. In order to do some of these things, we have to think about other ways to go. It could be TAs, and other ways to support the larger classes you haven't thought about. Perhaps using hourly graduate students. Also, there are whole colleges that run large. The entire Business college runs large, so it scales at all levels. It is going to be messy in that regard.

C: A few things we are talking about fairly soon. Right now we are holding our intent to enroll deadline and we have one for Frosh and one for Transfer students on May 1st. We are also looking at the question of fees right now. We are looking at reducing housing deposits and parking fees. We are also looking at the billing cycle and what makes sense. Can we delay the billing cycle, and can we give people more time to pay?

Q: Can you speak to undergraduate and graduate enrollment differences for students? In my department we have been asked to admit graduate students on a rolling basis.

A: We are talking about a few different strategies for graduates. I do think rolling admission is one of them. Lots of professional masters programs go to eight-week cycles. They can admit a lot more often. There is the potential to do things like that. It is going to put pressure on graduate students. Another reason rolling admissions may not be equal is that people will find themselves without a market to jump into and will enroll at the last second. I suspect the numbers will pick up this summer as more people decide to go back to school.

Q: Have the deadlines been extended for graduate student acceptance?

A: We have extended the deadline once. It varies by department. A couple departments had February deadlines. Others are still open. It depends on how flexible the faculty want to be and whether you have people willing to do the work over the summer or not to evaluate the applications. You could have a much larger class.

A: We believe the graduate market will give us an opportunity, but it will be very competitive. Programs are going to have to pay attention to the marketplace in terms of relative involvement and in terms of delivery. Competition will increase. Lots of people will be interested in coming back for graduate degrees, but we need to look at our delivery.

C: 100% agree. Graduate students 60 to 70 miles away will be looking for online graduate programs and we don't have a lot of them, say in the Arts and Sciences. There are market potentials. Colleges can come together to pilot some degrees, but you have to think about modality.

Q: In the federal government funding is debt relief possible? Especially if we are going to have difficulty meeting our financial obligations in the infrastructure projects we have going.

A: If you are talking about the Cares Act, there is a lot of flexibility. There is direct aid for students, and then we need to think of how we can best help students with the additional dollars for institutional support. We will be looking at this very carefully.

Q: I was talking about money from the federal government to help SJSU pay for things like all the building we have been doing, etc.

A: We haven't made those decisions yet.

A: We don't yet have the federal guidelines on institutional support, but we do know the amount going directly to students through Pell grants and financial aid. There are additional dollars for institutional support, but we don't yet have the guidance on those. We are expecting to get that guidance this week. The money will come out in phases. The first phase will go directly to students and the last phase will be institutional support.

7. President's Update:

We are still looking at the Cares Act and what kind of direction they are giving us. The President will be speaking with the Chancellor's Office and the Presidents to see what kind of direction the federal government is giving us. They are looking at the details. The good news is the dollars really do support institutions like ours. Those institutions that are Pell eligible with full-time students. Out of the \$14 billion, California is getting \$1.7 billion. Most of that is to either the community colleges or the CSU. Each of us gets about \$500,000, and then about \$250,000 goes to the UC, and a little bit for some of the private colleges. We are very pleased about that piece.

In a conversation the President just had today with a colleague that is a Provost in a very large community college in another part of the country, she said they were already starting to see students move from the AA to the AAS degree prior to the start of this pandemic. Students are trying to get out more quickly with a technically focused degree. For a long time this went in the other direction. There may be a larger conversation we need to have about the 4-year degree. This is a factor.

Other institutions have created baccalaureate degrees that were neither BA or BS, but Baccalaureates of Applied Science (BAS). Basically, because the BA doesn't have a lot of general education, you create a pathway from Applied Associates to a Bachelor's degree. It does a lot of the general education and then core upper division. The CSU system doesn't have anything like it right now, but it is available. This is common in STEM fields. This trend was already in place before the pandemic. This virus issue is creating a disruption of factors that were already there, but we didn't have to face. This virus is forcing conversations on where we go from here. How do we protect what we value, but do it with the movement of the economy? The question is how can we position ourselves to be leaders in this world we find ourselves in. This is something for all of us to think about. This is not going to go away. We won't be able to go back to where we were. We cannot cut our way out of this. We need to have a meaningful conversation about this over time. We have to invest strategically and position ourselves to be leaders.

The President and her cabinet are dealing with Commencement. They are working with the deans and associate deans on how to recognize students in the short term. The President couldn't guarantee students an August Commencement, but they are working on ways to recognize students in the short term.

Questions:

C: A member commented that last week the member had participated in over 20 zoom meetings, and heard some rhetoric that is disturbing where people are referring to this as the "COVID opportunity." This can be very hurtful to people that have had loved ones that have died or are seriously affected by this virus. For example, one of our Senate chairs has Coronavirus. Please encourage your colleagues not to use this rhetoric.

Q: It appears the newest recommendation from the *National Council for the American Worker* is to develop a private sector-led national campaign to raise awareness of and permit multiple pathways to well-paying jobs by private institutions, do you have any thoughts about how public institutions can reclaim the narratives and really stay in this conversation and not just allow this to become a private-sector led movement?

A: Part of the problem is the perception that we have been so traditional in our thinking, that we haven't responded to the needs of industry. This isn't entirely true. There is a perception that

technology is changing too quickly and industry needs to hire people, but there aren't enough students coming out of our institutions. We will probably never be able to impact a certain amount of that, but we need to understand where we bring value and decide how we want to do it in a way that is true to our values. What we worry about in an ad campaign like that is that students that would benefit from our degrees go down a pathway that only goes so far. This creates even more inequity. We need to ensure we are being as articulate as we can about why what we are doing matters. You can be traditional and still be flexible. If industry wasn't feeling that they are not getting everything they need, they wouldn't be aligning with them and that is the reality.

8. Update from the Provost:

We have some ideas for a general studies degree and we are starting to think about Fall. We have to be able to figure out how to have smaller classes that ensure social distancing and other issues like labs. We have to figure out what we are going to do if we push enrollment and are going to have to have more freshmen writing and math classes. We will have to put together training.

Questions:

Q: Would it be worthwhile for the Executive Committee to schedule something in May or June to have a sustained conversation about this?

A: That would be fine, but we have to plan for this month. We need to talk about what the Fall might look like.

Q: Perhaps a subset of this group could meet?

A: I think that programs need to think about how they can have enough of their classes online to meet the needs of students that don't want to return to campus because they are afraid. We have to be clear with students what the Fall will look like and we need to start now. A subset of this group is fine, but we will be starting this week.

Q: Can you send out information to students about the 100W? There is excellent information online for students about how to self-place, but can you send information to students?

A: Yes. There is information going out to students on Wednesday.

Q: Can we be sure it goes out to advisers?

A: Yes.

9. Policy Committee Updates:

a. Organization & Government: Update provided by Bethany Shifflett

In addition to the updates to bylaws and S13-9 mentioned at the last Executive Committee meeting, O&G may have a Senate Management Resolution and a Policy Recommendation related to rescinding dated items that were focused on modifications to bylaws and standing rules. O&G will next begin discussion on the topic of SERB looking at evaluations beyond SOTES - this was a suggestion raised in a previous Senate meeting.

b. Instruction & Student Affairs: Update provided by Laura Sullivan-Green

ISA completed their work on the Instructor Drop Policy. It will be brought to the senate next week for a final read. We will be working in our subcommittees for the rest of the semester, though I don't think anything will come to the senate.

- c. Curriculum & Research: Update provided by Brandon White
C&R will be working today on GE but also on what CR/NC this semester will do because GE guidelines indicate that students must have a 2.0 on R,S,V. If they get a C- in one of those three and then take CR for potentially one or two, this causes a problem. C&R will discuss waiving that since it is in guidelines, it will not require full senate action.
- d. Professional Standards: Update provided by Kenneth Peter
 - 1) Professional Standards is considering feedback received on its draft report on RTP implementation.
 - 2) Professional Standards is resuming work on the Lecturer's policy..

10. The meeting adjourned at 1:30 p.m.

These minutes were taken by the Senate Administrator Eva Joice on April 13, 2020. The minutes were transcribed by Senate Administrator Eva Joice on April 14, 2020. The minutes were reviewed by Chair Mathur on April 15, 2020. The minutes were approved by the Executive Committee on April 27, 2020.