

SENATE MANAGEMENT RESOLUTION

Update to the Standing Rules of the Academic Senate

Rationale

In Spring 2020 the Academic Senate temporarily suspended Item 17 section g of the Standing Rules due to the global COVID-19 pandemic. This part of the Standing Rules predetermines modality for all Senate meetings; mandates in-person meetings; prohibits remote meetings for any full Senate or Executive Committee meetings; and limits remote meeting attendance of policy committees and all other Senate committees to only “rare” circumstances, while simultaneously placing the burden of any accommodation on the individual requesting it.

As they are currently written, the Senate’s Standing Rules provide little flexibility on the modality of its meetings. Further, by withholding any decision-making about meeting modality from the Senators who actually participate in them, the Standing Rules run counter to shared governance, where decision-making ought to be collaborative, consultative, and distributed¹.

Meeting modality impacts access and participation in complex ways, and each type will necessarily pose affordances as well as constraints. Rather than predetermining the modality of all its meetings into the indefinite future, the Senate would benefit from a more flexible, adaptable, and inclusive approach, one which gives Senators a voice and vote in deciding what meeting modality will best serve them in the unique circumstances of their times.

Now, as we enter more fully into post-pandemic operations, we have an opportune moment to adapt the Senate’s approach to meeting modality in a way that will better empower its current and future members. In this spirit, we therefore recommend that Item 17 Section g of the Standing Rules be updated and that the updates contained herein be adopted once passed by the Senate.

¹ See [SS-S15-6](#), a sense of the Senate resolution titled “Endorsing the Statement on Shared Governance at San José State University.”

Senate Management Resolution

Recommended Updates to Senate Standing Rules

Item 17 **Committee** Meetings and Minutes, Section g **Remote** Attendance

1) **Full Academic Senate:**

The modality of the full Academic Senate meetings (i.e., meetings convening the entire membership of the Academic Senate) shall be decided by the Senate's current members through ranked choice voting on these three modalities: in person; online; and hybrid, defined here as a simultaneous combination of modalities, whereby some members attend in person while some members attend synchronously online. The ranked choice vote shall be conducted sometime shortly after the first meeting of the new Academic Senate year in May, using an electronic survey instrument. The outcome of members' votes shall be determined as per the guidelines for ranked choice vote tabulation².

Additionally, the Senate should enable all interested members of the SJSU community to follow the proceedings of full Academic Senate meetings in real time. This access can be provided through a sufficient number of physical seats in the meeting room and also by telephone or internet enabled audio or video conferencing or other technological means, with the understanding that observer attendance may require pre-registration and/or some other form of RSVP.

2) **Executive Committee of the Senate:**

The modality of the Executive Committee of the Senate shall be decided by that committee's current members through ranked choice voting on these three modalities: in person; online; and hybrid, defined here as a simultaneous combination of modalities, whereby some members attend in person while some members attend synchronously online. The ranked choice vote shall be conducted using an electronic survey instrument sometime after the first meeting of the new Academic Senate year in May, and shall be timed to adequately capture the votes of the new cohort. The outcome of cohort members' votes shall be determined as per the guidelines for ranked choice vote tabulation.

² See the RCV Tabulator provided by the Ranked Choice Voting Resource Center at <https://www.rcvresources.org/rctab>

3) **Senate** Policy Committees:

The modality of each Senate Policy Committee shall be decided by each committee's current members through ranked choice voting on these three modalities: in person; online; and hybrid, defined here as a simultaneous combination of modalities, whereby some members attend in person while some members attend synchronously online. The ranked choice vote shall be conducted using an electronic survey instrument sometime after the first meeting of the new Academic Senate year in May, and shall be timed to adequately capture the votes of the new cohort. The outcome of cohort members' votes shall be determined as per the guidelines for ranked choice vote tabulation.

4) **Other Senate** Committees:

The modality of other Senate Committees shall be decided by each committee's current members through ranked choice voting on these three modalities: in person; online; and hybrid, defined here as a simultaneous combination of modalities, whereby some members attend in person while some members attend synchronously online. The ranked choice vote shall be conducted using an electronic survey instrument sometime after the first meeting of the new Academic Senate year in May, and shall be timed to adequately capture the votes of the new cohort. The outcome of cohort members' votes shall be determined as per the guidelines for ranked choice vote tabulation.

Approved: November 28, 2022

Vote: 10-0-0

Present: Andreopoulos, Baur, Han, Hart, Herrlin, Higgins, Jochim, Muñoz-Muñoz, Tan, Tian

Absent: Lee

Financial impact:

Regardless of modality, the Senate will continue to require equipment (laptops, projectors, displays, microphones, cameras, etc.), and technologies (reliable Internet access; software/platforms for synchronous document creation, such as Google Docs; software/platforms for presentations, such as Google Slides or PowerPoint) to successfully run its meetings.

Ideally, the University will also invest in a hybrid meeting space for full Senate meetings. As the campus considers the new Campus Master Plan, it should consider the technological needs to support hybrid modalities for instruction and meetings.

Workload impact:

Regardless of modality, the work of organizing, running, and actively participating in Senate meetings is considerable. For all of this important work, the Senate as a whole as well as individual Senators have always needed and will continue to need ongoing training, resources, and support to run their meetings.

If this SMR is adopted, there may be an impact on the workload of running Senate meetings. As experienced during the pandemic, when SJSU's Academic Senate switched to online-only meetings via Zoom, transitional periods can increase workload as members familiarize themselves with and develop their competencies in new processes, tools, and protocols. This happens to some extent regardless of meeting modality, as members take on different roles and responsibilities in the Senate, and it also happens when newer and/or additional tools or technologies are introduced and integrated into meetings.

Depending on the size and complexity of the meeting, we anticipate that the Senate will benefit from having multiple people involved in running its meetings, especially when it comes to scheduling; tracking attendance; facilitating discussion, debate, and deliberation; managing the speaker's list; voting; troubleshooting; and note-taking. While this is the case regardless of modality, it is especially true when it comes to transitioning from one modality to another, and to meetings into which newer and/or additional tools or technologies are introduced and integrated.

Technological resources (e.g., voting software, attendance, transcription of recordings) should also be considered as a means of alleviating workload impact on Senate personnel.

In short, while the labor required to successfully run the Senate's meetings may ebb and flow depending on members' experiences, circumstances, and conditions, it will never be eliminated.

Finally, the electronic survey instrument will need to be developed and updated as appropriate. It will need to be run once per academic year; the resulting ranked choice votes will need to be tabulated.

Examples of successful hybrid meetings at SJSU

Summary (in table format)

Unit	Locations	Meeting activities	Attendance	Equipment	Support	Rationale
Center for Faculty Development (CFD) & eCampus	IRC 202, Student Union, WSQ 205, BBC 32, ENG 285/287, SSC 500, MLK 225 (YUH 124)	Presentations; small & large group discussions; Q&A; cloud document creation; reflection activities	30-65 in the room 20-30 via Zoom	laptops, OWL, microphones, connectors, wifi, cloud-based slides and docs (Google Drive), smart phones, earbuds or headsets	multiple members run the meetings, with additional support by tech teams depending on the room	<p>Inclusivity for faculty who are 100% remote and for faculty (such as lecturers) who have heavy teaching loads and less flexibility with time.</p> <p>Increase opportunities for professional development.</p> <p>Support faculty who are doing caregiving (e.g., elder or childcare).</p> <p>Facilitate recording and transcription of events, captioning and accessibility</p> <p>Can be an effective modality for some learners' needs, speaker's strengths, planned activities, and contextual factors.</p>
Institutional Research and Strategic Analytics	Provost's Conference Room (Clark Hall 412)	Presentations; discussion; Q&A; deliberation; decision making; document drafting; voting	10 to 40 in the room 5 to 30 via Zoom	laptop, projector, 1 pull-down screen, OWL camera	one trained staff person	<p>Facilitates access for those who are off campus.</p> <p>Accommodate people who want to meet in person and those can only join via Zoom.</p> <p>Increase attendance for meetings that traditionally have fewer participants.</p>

Unit	Locations	Meeting activities	Attendance	Equipment	Support	Rationale
						Considering varying teaching and on/off campus schedules, a hybrid modality creates more equitable opportunities for participation and ensures all voices can be heard.
COMM Dept	MLK 225	Presentations, speeches, sharing of still images and recorded music	17 in the room 17 on Zoom	laptop, projector, 1 pull-down screen, podium, microphone	Two student assistants assigned by library; two departmental members facilitating in the room, plus one facilitating on Zoom	Accommodate participants who, given ongoing pandemic concerns, would be reluctant or unable to attend in person.
COMM Graduate Committee	HGH, Marie Carr conference room	Presentations; discussion; Q&A; deliberation; decision making; document drafting; voting	up to 10 in the room no limit via Zoom	laptops, wifi	none	Everyone is already familiar with Zoom. Accessible Enables visibility without having to use additional equipment Provides captions regardless of who is speaking (in-person vs. online).
Student Union AV & Event Services Department	Student Union	presentations Q&A, discussion	50-100 in the room 5-20 via Zoom	OWL or Logitech conference camera with mic; laptop; Google Drive; switcher; projector with speakers; adaptors; cables	Audio, lighting, & video techs; camera & zoom tech, setup and tear down crew.	It allows those who are still hesitant in being around a lot of people the option to attend events at the comfort of their devices. It gives attendees who are not comfortable with being back in-person yet an opportunity to still be part of the event.

Examples of successful hybrid meetings at SJSU (full answers)

Center for Faculty Development and eCampus

Submitted by

Dr. Deanna Fassett, Assistant Vice Provost for Faculty Development

Location

Various. IRC 202 is not yet fully renovated, and can only accommodate approximately 36 in the room.

For larger meetings such as Jump Start Common Convenings, we've tried a number of spaces on campus, including Student Union, WSQ 205, BBC 32, ENG 285/287, SSC 500, and MLK 225.

Facilitated by

MLK is the best at co-synchronous meetings that we've found. Their IT support sets up two cameras (one aimed at the speaker and the other aimed at the audience) and answers questions about the in-room features. For a meeting like that, I facilitate the interaction in the room, and it's wise to have someone keeping an eye on the Zoom.

BBC 32 is similarly "turnkey."

ENG 285/287 has had a lot of tech issues, including most recently a faulty projection system. I'm not sure where they are on resolving those issues. When things are working there, they work well enough.

For rooms like ENG 285/287, SSC 500, and the Student Union, we bring our homegrown remote kit, which includes a laptop, OWL camera, slide advancer, microphone, and collection of various connectors. Two staff members arrive in advance of the meeting--one typically handles catering and room arrangement and the other sets up the OWL, tests the tech, opens the Zoom and projects the slides.

For meetings where I have guest speakers, I'm the one keeping an eye on the Zoom. When I'm the presenter, I ask someone to keep an eye on the Zoom (this could be any number of people--e.g., faculty member who assumes responsibility, another colleague who has an interest in the Jump Start topic of the day, a staff member, or a student who has very clear instructions.)

Type of communication in the meetings

Presentations by speakers both in person and via zoom; small and large group discussions; Q&A; cloud document creation/annotation (e.g., Jamboard, Docs, Slides, Poll Everywhere), individual reflection activities.

Attendance

This varies depending on Jump Start vs, say, LEAD (chairs & directors), but it's usually about half in the room and half in the Zoom.

For our most recent Jump Start convening, we were about 30 in the room and 20 in Zoom.

For the hybrid course prep marathon we ran in WSQ 205 in August, we had 65 or so in the room and another 15-30 in the Zoom. That room is tiered, which is kind of tough for small group conversations, but for a lecture-style seating arrangement, it's set up well and includes a broad array of "turnkey" hyflex features, including lecture capture and additional monitors.

Duration

Varies. Fall Jump Start convenings are 75 minutes; LEAD meetings are 2 hours; the course prep marathon runs from 9 am to 2 pm.

Equipment/technology

I've alluded to some of this above, but we try really hard to get rooms that are already pretty shiny (MLK 225, WSQ 205, BBC 32).

When we can't get those rooms, then we use an OWL camera to supplement the presenter's laptop.

Rather than worrying about connectivity issues, we log in to Zoom and Google slides or Powerpoint ahead of the meeting on a CFD laptop (similar to how COMM used to support hyflex faculty meetings). Participants/Presenters in Zoom are able to share slides that way, and we can hear them via the room's speaker system (or, in a pinch, the OWL, but that's only if things have gone sideways).

Presenters in the room use the CFD presenter laptop, and we also supplement with a microphone for better audio quality. Participants in the room may also choose to log in via Zoom, which is what we did when the projector died in ENG 285/287 a few weeks back. This allowed the "roomies" to see the slides we were sharing in Zoom.

A good camera pointed at the speaker (e.g., similar in quality to what's on an iPad Pro), a microphone and a laptop are essential.

Someone needs to be able to pass through the SSO for wifi, cloud docs/slides, and Zoom access.

A camera pointed at the audience is nice.

I'm less and less impressed with the OWL for large convenings, and I'm instead more interested in two cameras aimed appropriately.

If you're changing rooms a lot as we've done, it's wise to have a slide advancer and a pile of connectors (e.g., USB-C, HDMI).

If someone felt stressed out about looking at all the Zoom boxes (chat, video, participants, whatever), they make nice, lightweight portable monitors that sit next to or attach to your laptop. I haven't needed them, but we do have one in CFD just in case.

I also make sure to carry my phone and a set of noise canceling earphones in case I need to interact directly with Zoomies. The Apple air pods (I don't have the pro--I think they're 2nd gen) do a great job of noise canceling. I'm able to talk with Zoomies in a room full of people working in groups and they can hear me pretty well.

Tech support

We needed more in the beginning while we were figuring out how the different rooms worked and how it looked for roomies and Zoomies. If we're in MLK or BBC, we love the help we've received there.

Generally our analyst arrives early and works with that person to set everything up, and then I join closer to the meeting start time.

A lot of things are easier if you assemble a kit and use a checklist (e.g., turn on live transcription, check to make sure we're recording, check to make sure everyone's on mute, check audio quality with the Zoomies who arrive early).

Rationale

We have faculty colleagues who are 100% remote, and I don't want to exclude them from professional development opportunities. That's why you still see a lot of CFD + eCampus events in Zoom or on demand. When we do host synchronous online meetings, we're careful to make them low-stakes and very interactive. A few other reasons:

- (1) I want to make it easy for lecturer faculty to join our offerings, and they're spread thin enough as it is. This is a small thing I can do to make sure they're not excluded from opportunities for professional development.
- (2) I don't want people to feel as though they have to choose between taking care of themselves and others (e.g., staying home when they're sick, being able to engage in elder or child care) and learning more about how to do their work well, in ways that support them.
- (3) It facilitates recording and transcription of events, and, as AI captioning improves, I expect accessibility will be easier to manage in the Zoom than in the room.

And (4) personally I think it's important to choose the most effective modality depending on the learners' needs, the speaker's strengths, the planned activities, and a host of contextual factors. I didn't start out with online and hybrid modes as a strength, but I

understand that these can be a lifeline for adult learners, and I have worked carefully to increase my confidence and competence in using them.

Academic Innovation & Institutional Effectiveness

Submitted by

Sarah Schraeder, Research Associate/Program Coordinator

Note that Sarah facilitates all Program Planning Committee meetings (a committee of 20 members), External Review Exit meetings, and Action Plan meetings as hybrid meetings in the following way.

Additionally, Sarah and her team facilitated all forums for the Accreditation Review Team visit in April 2022 in hybrid modality with the assistance of the IMS team.

Location

Provost's Conference Room ([Clark Hall 412](#)) (note that the meeting registration form has a question about needing the OWL)

Facilitated by

1 person who facilitates the Zoom interactions, and 1 person who facilitates the in-room interactions.

Type of communication in the meetings

Presentations by speakers, both in person and via zoom; discussion; Q&A; deliberation; decision-making; document drafting; and voting

Attendance

from 10 to 40 in the room; from 5 to 30 via Zoom

Duration

from 45 to 1.5 hours

Equipment/technology

Each Zoom participant joins on their own device.

In the room there is a projector and 1 pull-down screen and a laptop which is connected to the projector.

The Zoom attendees' images are projected on the screen, and when they speak their voices are projected into the room via the [OWL intelligent 360° camera, mic, and speaker](#).

Speakers in the room can sit at their seats, and can be seen and heard by the Zoom participants via the in-room laptop's built-in camera.

Tech support

One trained staff person

Rationale

Facilitates access for those interested in joining meetings even though they are off campus.

It's a great way to accommodate those who are really interested in meeting in person as well as those who are only able to join via Zoom. We've found this expands attendance for meetings we'd traditionally see far fewer participants join.

Considering the varying faculty teaching and on/off campus schedules offering a hybrid modality creates more equitable opportunities for participation and allows us to ensure all voices can be heard.

Department of Communication Studies

Submitted by

Dr. Andrew Wood, COMM Department Chair
Nikki Mirza, COMM Department Administrative Analyst

Location

MLK 225

Facilitated by

Three departmental members, one of whom joined via Zoom and facilitated all Zoom interactions, and two of whom joined in person and facilitated the in-room interactions.

Type of communication in the meeting

Presentations, speeches, and testimonials, both planned and spontaneous; sharing of still images and recorded music.

Attendance

17 in the room; 17 on Zoom

Duration

about one hour

Equipment/technology

Each Zoom participant joined on their own device. In the room there was a projector and pull-down screen, a podium with a microphone, and a laptop which was connected to the projector. The Zoom attendees' images were projected on the screen, and when they spoke their voices were projected into the room via the projector's speaker system. Speakers in the room came to the podium to speak, and could be seen and heard by the Zoom participants via the in-room laptop's built in camera.

Tech support

The library assigned two Student Assistants to help with tech support

Rationale

We organized this memorial service as a hybrid event to accommodate participants who, given ongoing pandemic concerns, would otherwise be reluctant or unable to attend in person.

Department of Communication Studies Graduate Committee

Submitted by

Dr. Marie Haverfield, COMM Graduate Committee Chair

Location

HGH conference room, the Marie Carr Room

Facilitated by

1 person, committee chair who facilitates both the Zoom interactions, and the in-room interactions.

Type of communication in the meetings

Presentations by speakers, both in person and via zoom; discussions; Q&A; deliberations; policy drafting; voting.

Attendance

No more than 10 in the room, and no limit via Zoom

Duration

I would not necessarily put a range here. I think the duration would be consistent with any other meeting type.

Equipment/technology

Each Zoom participant joins on their own device. In the room each participant has a laptop in front of them, with the Zoom meeting open; their cameras are switched on, but only the meeting host (committee chair) has their microphone switched on (other in-room participants are on mute). The Zoom attendees have their cameras on and their mics muted except when they are speaking; and when they are speaking their voices are projected into the room via the chair's laptop.

If the meeting is held in a larger room, in-person participants may need to coordinate muting or move towards the unmuted computer in order for the Zoom participants to hear clearly.

Tech support

None.

Rationale

Everyone is already familiar with Zoom, accessible, enables visibility without having to use additional equipment, and provides captions regardless of who is speaking (in-person vs. online).

Student Union AV & Event Services Department**Submitted by**

Erick J. Campos, AV Production Manager Student Union, Inc.
Donna L. Teutimez, Event Services Manager, Student Union, Inc.
Khristine Lugo, Event Planner, Division of University Advancement

Location

Student Union

Facilitated by

Usually around 2 -3 (1 usually a technician, the others are the event host) individuals facilitating zoom, and around 2- 4 facilitating in-room.

Type of communication in the meetings

1. usually a guest speaker in-person with attendees present in-room with others via zoom submitting Q&A through the chat or unmuting during discussion.
2. In-person discussion with guest speakers joining in via zoom.

Attendance

In person attendance 50 - 100, via zoom 5 - 20

Duration

From 1hr - 4hrs

Equipment/technology

Depending on the venue and the need determines the equipment. A small meeting room can use an OWL or Logitech conference cam with a conference mic easily.

When trying to build a virtual production with slides and logos a switcher is required with Projector, microphones and adaptors needed.

Ballroom setups will need a higher end camera to catch the distance and would require more labor to setup, operate, and cables to run.

With resources being low, having multiple venues at once needing equipment prevents consistent results.

Tech support

Ballroom setups: Would need audio tech, a lighting tech, a video tech running the switcher, a camera operator, and a zoom tech/runner. Usually will need a setup crew to prep and a tear down crew to reset the room.

Meeting Room size: a set up tech and camera tech. Depending on how much is needed. Usually can have a technician come by and check periodically if using an OWL or Logitech conference cam/mic

Rationale

Hybrid events: it allows those who are still hesitant in being around a lot of people (due to covid) the option to attend events at the comfort of their devices.

It gives attendees who are not comfortable with being back in-person yet an opportunity to still be part of the event