

2021-2022 Academic Senate Minutes
March 21, 2022

I. The meeting was called to order at 2:00 p.m. and roll call was taken by the Senate Administrator. Forty-eight Senators were present.

Ex Officio: Present: Van Selst, Curry, Rodan, Kaur Absent: None	CHHS Representatives: Present: Sen, Smith, Schultz-Krohn, Baur Absent: None
Administrative Representatives: Present: Perez, Wong(Lau), Faas Absent: Del Casino, Day	COB Representatives: Present: Rao, Tian Absent: None
Deans / AVPs: Present: Ehrman, d’Alarcao, Shillington, Lattimer Absent: None	COED Representatives: Present: Mathur, Muñoz-Muñoz Absent: None
Students: Present: Chuang, Cramer, Kumar Sandoval-Rios, Allen Absent: Walker	ENGR Representatives: Present: Saldamli Absent: Kao
Alumni Representative: Absent: Walters	H&A Representatives: Present: Khan, Frazier, Riley, Han, Massey, Kataoka Absent: None
Emeritus Representative: Present: Jochim	COS Representatives: Present: French, White, Switz, Andreopoulos Absent: None
Honorary Representative: Present: Peter, Lessow-Hurley Absent: Buzanski	COSR Representatives: Present: Hart, Sasikumar, Wilson, Raman, Haverfield Absent: None
General Unit Representatives: Present: Monday, Yang, Higgins, Masegian, Lee Absent: None	

II. Land Acknowledgement: Senator Jochim presented the land acknowledgment. The land acknowledgment is a formal statement that recognizes the history and legacy of colonialism that has impacted our Indigenous peoples, their traditional territories, and their practices. It is a simple and powerful way of showing respect and a step towards correcting the stories and practices that have erased our Indigenous people’s history and culture and it is a step towards inviting and honoring the truth.

III. Approval of Academic Senate Minutes–
 The Senate Minutes of February 28, 2022 were approved as amended (41-0-3).

IV. Communications and Questions –
A. From the Chair of the Senate:

Acting Chair Sasikumar commented on the tragic war in the Ukraine. We have also had a tragedy in our own SJSU community with the passing of Brian Bates on March 6, 2022. The Senate observed a moment of silence for Brian Bates.

The Senate leadership has learned in the past week of some grievances that have been filed due to potential violations of grading policies. The I&SA Committee will be taking up the issues.

Next week is spring break and Acting Chair Sasikumar encouraged everyone to take the week off.

B. From the President:

Interim President Perez joined the meeting from Long Beach where he is at the Chancellor's Office getting ready to join the Board of Trustees (BOT) meeting in person.

Our COVID positivity rates have remained low. We haven't seen any cluster of infections on campus since the beginning of the pandemic.

The budget process is playing out how it normally does this time of year where a proposal is made by the governor and then the negotiations begin. The negotiations are going on now with our delegates trying to increase the funding that we get.

A few weeks ago, Acting Chair Sasikumar joined us at our Tower Foundation retreat. This reinforced the role the Academic Senate plays for the foundation board and what we are all here for.

Interim President Perez expressed his appreciation for the conversation the Senate had at the last meeting regarding the Excused Absence Policy and the eventual passing of the policy. It was heartening to hear how faculty appreciated the difficulties our students are having. It reflects highly on all Senators and on the university.

SJSU Cares had 297 requests for assistance last fall. About 40% were related to COVID-19. Many requests were about food, housing, or financial insecurity issues. There were 42 emergency grants to students that averaged a little over \$1,000. There were 176 days offered and utilized in emergency housing, and some were referred to the Bill Wilson Center partnership. There were over 10,000 visits to the Spartan Food Pantry with 82.5 thousand pounds of food, including over 33 thousand pounds of fresh produce. We do a lot of important work here, but as the Senate acknowledged last month there are other things besides academics that compete for our students' attention and ability to be successful. The president is very happy and excited to be part of a university that takes this seriously.

Interim President Perez attended a celebration of life ceremony for Don Gerth who used to be President of Sacramento State and Dominguez Hills. In 2003 Don wrote a book called "*The People's University*," which is a definitive history of the CSU. The president had the pleasure of working with Don for several years. There was about 3 ½ to 4 hours of a celebration of life with people talking about Don at the ceremony, and what you heard was that he started every day by coming to work trying to help the university support its students and their success. He was a true scholar. He also spent 19 years developing a strong relationship of shared governance with the Senate at Sacramento State University. There was a very healthy respect between the president and the Senate. Several former Senate Chairs came and spoke on his behalf. It reminded Interim President Perez why we come to work every day and that we need to focus on those things that are positive, because things can be difficult. We've lost several people recently including Brian Bates, Lawrence Fan, and we've lost a former student who was a police officer, and there have been other tragic losses as well. Interim President Perez just sent out an email saying we can do great things with this university. The only way we can continue to do that is with teamwork. Interim President Perez commented that what he has seen at SJSU thus far is teamwork and he is very pleased and appreciative of how the Senate goes about its work.

Questions:

Q: When you are down in Long Beach perhaps you could suggest they give a copy of Don's book to every incoming president?

A: It is a tremendous idea. Thank you.

Q: Appreciate the shout out about the Excused Absences Policy. This policy came out of a committee that I chair and a huge amount of work went into it. I have a question on another topic. The grievance that Acting Chair Sasikumar commented about was from a student that had done work for a class but couldn't get credit for the work that semester, and then another faculty member was asked to input that grade for the student in a subsequent semester. That is in opposition to our current grading policy that says the faculty member themselves will enter the grading information for their student. Also, it came to light that there are sometimes good reasons to do this, to benefit students that have done the work for their class but weren't able to get credit for it. Many people have come forward and said that this does not happen as infrequently as you might think. My question for you is how do you feel about enforcing such policies and also do you have any ideas going forward for policy revisions in situations like this?

A: There are certain policies like federal and state law that we must enforce. We are going to enforce our policies as well. If we don't think they are good policies, then we need to get together and talk about what the issues are how it might be changed with the goal of maximizing student success and the

excellent academic experiences students are getting, while keeping our mission in mind.

Q: There was recent discussion at the ASCSU about open presidential searches, and I'm curious as to where you stand on this issue?

A: That's a great question. I've experienced presidents brought into a campus both ways with open and closed searches. When we brought in a president on the campus from a closed search and there was a weird feeling on campus. We had no idea who even the candidates were prior to knowing who the president was going to be. We got a really, really good president as a result of it. However, we got a really good president the other way as well. It changes the pool from which you get to choose. There is a level of familiarity and understanding on the campus when you get to see open forums. However, there will be a number of candidates that will not apply for a public search.

Q: Since we have a policy for retroactive enrollment, why wouldn't that be the solution to this problem of a student having been enrolled in a previous semester and then not getting a grade because they were not properly enrolled in a class? It seems to me a simple solution is being overlooked. What would you say?

A: Simply money. It costs \$200 to do a retroactive withdrawal and, in most cases, students said they couldn't afford it.

A: I believe there is more to this story than is immediately available.

C: I was on the faculty hearing committee for this case. It seems this is something that happens frequently, but it happens with good intentions to help a student graduate. What was strange in this case is that the student wasn't enrolled in either class. The student contacted the professor in December and then didn't contact the professor again until May and assumed she/he could get the grade through a late add.

V. Executive Committee Report:

A. Minutes of the Executive Committee:

Executive Committee Minutes of February 14, 2022 – No questions.

Executive Committee Minutes of February 21, 2022 – No questions.

B. Consent Calendar:

There was no dissent to the Senate Consent Calendar of March 21, 2022.

Senate Administrator Eva Joice reported the 2022-2023 Senate General Election Results.

C. Executive Committee Action Items:

The Senate approved the Elections Calendar for 2023 (38-0-2).

The Senate approved the Senate Calendar for 2022-2023 (38-0-2).

Senator Mathur made a motion to suspend the rules to present a ***Sense of the Senate Resolution from the floor of the Senate, Honoring and Thanking Senate Administrator, Eva Joice, for her twenty years of service to the Senate as the Senate Administrator (Final Reading)***. The motion was seconded and approved (39-0-2). **The Senate voted and resolution was approved by acclamation.**

VI. Unfinished Business:

Senator Hart presented ***AS 1828, Policy Recommendation, Amendment A to University Policy F08-4, Sabbatical Policy (Final Reading)***. **The Senate voted and AS 1828 passed as written (35-0-5).**

VII. Policy Committee and University Library Board Action Items (In rotation)

A. Instruction and Student Affairs Committee (I&SA):

Senator Frazier presented a motion to switch the order of his two resolutions and present AS 1831 first. **The Senate voted and the Frazier motion passed unanimously.**

Senator Frazier presented ***AS 1831, Policy Recommendation, Adding, Dropping, and Withdrawing from Courses, "W Symbol Refunds (First Reading)***.

The last day for students to drop a class is day 9 of instruction. The last day to add a class is day 16 of instruction. This policy would make the add and drop deadline the same. The idea for having two separate dates in 2005 was that if the last day to drop was day 9, then the student had 7 days to shop around for a new class. This is no longer a problem according to our Registrar and other administrators on the committee. Everyone on the committee agrees this is a good idea for students to keep them from getting a "W."

Questions:

Q: Would the committee consider a split and reduce that to 2 days between the drop and the add deadlines? I do think there is virtue in having these dates separate and so if there is an argument against that, I think a stronger representation of why that is appropriate would be good in the final reading.

A: Thank you.

Q: I very much like the moving of the drop deadline later. I think the current drop deadline is a disaster for our students and impacts all kinds of people's opportunity for success. My question is that given that some campuses, for instance Stanford, have a drop deadline that is the day before the final, why can't we do the same? Before this comes back to the Senate for a final reading, I'd just like to have some discussion of why the drop deadline can't be immediately before the final exam. I understand

that refunds may not be able to be provided after census, but that seems like a separate question from whether we penalize students from dropping a class.

A: It's a CSU rule that no campus may have drop deadlines past the census date.

C: This is what our students need and there's absolutely no excuse for having a drop deadline so early that the student has to decide whether or not they drop before they have a major assignment graded and returned to them and before they know whether they're in over their head in that particular class. The current policy seems to be designed to distribute scarlet letters. In this case, the letter of "W" kind of gives everybody a demerit on their record. I was a student at Stanford and yes, you could write drop on our final exam, and be dropped from the course for different situations, but I guess that's a privilege of a moneyed institution, but we don't have to be as onerous as we are currently. We should become as flexible as possible.

Q: Would the committee consider a better title for this policy? I found this title very confusing.

A: If you've got some language you can provide that would be great.

Q: Line 136 says that the "W" will not be counted in the student's GPA. I wonder if a new line could be added that the "WU" does factor into one's GPA.

A: Yes, we will consider that. It is old language and for the most part we really didn't spend a lot of time talking about that particular clause.

Q: I'm a little hesitant about having the add and drop date on the same day, because if a student has to work they now have to do two things on the same day. Otherwise, I feel like it might end up being an eBay auction situation where you're sitting there at 11:45 p.m. waiting for someone to drop a class so you can have that spot, and it would put a lot of stress on folks. Would the committee consider this?

A: Okay, thank you. I have made a note of this.

Chair Frazier announced he would love feedback by email from everyone and encouraged Senators not to wait to suggest changes until the final reading on the floor of the Senate. Please give I&SA your concerns now, so the committee can address them.

B. Professional Standards Committee (PS):

Senator Schultz-Krohn presented ***AS 1829, Policy Recommendation, Amendment G to University Policy S15-8, Retention, Tenure and Promotion for Regular Faculty Employees: Criteria and Standards: To include within the category of Scholarly/Artistic/***

Professional Achievement, activities that specifically enhance inclusion, educational equity and achievement in the surrounding and broader communities (Final Reading).

The Senate voted and AS 1829 passed as written (36-0-4).

C. Curriculum and Research Committee (C&R):

Senator White presented ***AS 1807, Policy Recommendation, Adoption of Guidelines for General Education (GE), American Institutions (AI), and the Graduation Writing Assessment Requirement (GWAR) (Final Reading).***

The Senate discussed concerns and discontent from several Senators that the guidelines did not reflect the recommendations for Area F that were presented by the Area F GRP, and that the Senate had promised the Area F GRP that the Senate would be aligned with their recommendations for Area F. The revised guidelines appear to have significant changes that the Area F GRP does not support. Chair White brought the concerns of the Area F GRP back to C&R and the C&R Committee reviewed them extensively. In the end, the C&R Committee voted against some of the Area F changes that the Area F GRP supported. The recommendations that C&R rejected or were supported by the Area F GRP include reducing the number of students that were in their upper division sections of Area F from 40 to 35. C&R Committee members found that this recommendation went against a memo from their dean wanting the sections at a higher number of students. What C&R voted on was to have enrollment at 40 students per section. The second area of disagreement had to do with the Area F GRP wanting to maintain a passing grade at a C- or better for their courses. C&R voted on this and it was discussed that no other GE area, other than the 'golden four,' have a C- requirement. All other GE areas have a D- as passing. C&R voted on removing that language and allowing a D- as the passing grade for an Area F course.

Senator Van Selst presented a motion to extend the Senate meeting by 15 minutes. The motion was seconded. **There were no objections by the Senate and the motion passed to extend the meeting by 15 minutes.**

Senator Van Selst presented an amendment that was friendly to the body to the second Resolved clause to delete the word "final" from line 31 and on line 34 before "the Academic Senate" add "these recommendations shall be presented on the consent calendar to the Academic Senate" and then to delete the sentence that follows, "The Academic Senate shall be notified of any such changes." The amendment was adopted.

Senator White presented a motion to extend the meeting for an additional 10 minutes. The motion was seconded. The Senate unanimously approved the motion to extend the meeting for 10 minutes.

Senator Riley presented a motion to return to committee with instructions to integrate some of the feedback from the Ethnic Studies advisory group or to provide a rationale to the Senate for why these recommendations are being rejected. Senator Riley withdrew her motion.

Senator Van Selst called the question on debate. The motion was seconded. The Senate voted and the motion failed (15-13-2). To call the question on debate requires a 2/3 vote of the Senate.

Senator Mathur presented a motion to refer back to committee with instructions and to return to the Senate at the April 18, 2022 Senate meeting. The motion was seconded. The Senate voted and the motion passed (22-6-1).

D. Organization and Government Committee (O&G):

VIII. Special Committee Reports:

A. University Library Board Report by Ben Anderson and Dean Michael Meth, Time Certain: 3:00 p.m.

Dr. Anderson gave the University Library Board Report (ULB). The last report to the Senate by the ULB was on April 19, 2021. The last two years have required the library to continue to adjust and adapt to the COVID-19 pandemic. While COVID has been a huge factor, the library has continued to provide outstanding services to SJSU and the community. This annual update is going to focus on what has happened since the last report.

Dr. Anderson recognized the tireless work of the entire ULB and the work of Sylvia Ruiz, Executive Assistant to the Dean.

Dr. Anderson introduced Dean Michael Meth. Dean Meth thanked the Senate for inviting him to help give this report to the Senate.

Dr. Meth announced he had about 20 slides and only 7 minutes so he would only be highlighting from the slides, but that Senators could follow the hyperlinks on each slide for more information.

The first slide speaks to the budget. As you will see there are operating expenses and a base budget this year of about \$300,000. Salaries and wages are about \$5 million and the acquisitions budget is about \$3 million.

Dean Meth mentioned that the library is continuing to build our collections. The new collections are hyperlinked on the library webpage.

Open access is an important part of collections development strategy. In particular, Dean Meth highlighted the consortial development at the top.

Along with colleagues in the CSU, Dean Meth successfully negotiated a renewal of the Elsevier contract and the open access pilot. The open access pilot allows all of our SJSU authors to publish in an Elsevier journal in open access without paying. Dean Meth also re-signed a Cambridge deal and an IGI Global deal which will provide open access to a limited number of previously-published articles and book chapters by SJSU authors.

There are two new initiatives Dean Meth pointed out. The first initiative is our textbooks that the library makes available as e-books and the library is also working on affordable learning materials. In the 2021-year, Dean Meth estimates that the library saved students \$420,000 by licensing our textbooks for classroom use. From 2012-2021, Dean Meth estimates the library saved students \$2.5 million. If you have materials you would like licensed for your classroom, let the library know and they can help.

The library is also using a tool called, "Leganto." Leganto is a course reading list tool that allows the library to upload common persistent links that are verified into the Canvas shelf and thereby your students can get access to all titles with one click. The adoption of Leganto is still slow. In 2021, the library had 129 courses use the tool and in the Fall they had 118 courses. Even with these low enrollments we can see the reading list use which is over 10,000 for the fall, so we know students are making use of this tool when it is included.

The library consistently fills over 10,000 requests a year for articles that we don't have that we get from other institutions using the Interlibrary Loan Service. There was a decline in interlibrary loan books during 2020 and 2021 during the peak of COVID when we weren't handling physical books as much.

Staffing is a continuous challenge for the library. They have been successful in 2021 in hiring some positions, including hiring Dean Meth. A critical component of the library's strategy for success is creating learning and staffing employment opportunities for students. The library is starting to rebuild these opportunities as they begin to reopen.

Library service continued virtually throughout the pandemic and now the library is returning to in person service as well. Tutoring is available virtually and will also be available in person. This will be a hybrid service. The library has developed an artificial intelligence (AI) chatbot for when they are not available, that is groundbreaking and they are very excited about it. There is 24/7 coverage on the chat.

Dean Meth pointed out the electronic resource usage. There were several months where we exceeded over 200,000 acts of access to our journals, so our collections remain highly relevant and highly used. The library is very proud of this.

Reference services are the services where the library spends more time speaking to individuals about their research needs. This could be faculty, staff, and/or students. You will see most notably on the next slide that live chat made up 45%, and since we returned in person in fall was back to 37%. You can see that both services are very popular.

Lastly, the library provides email service which is a significant number when you look at the library's overall hours of staffing. The library is also back in the classroom and you can see a little bit of the breakdown on the next slide. Dean Meth pointed out that with library instruction they reach about 7,500 students and they would like to see this number go up.

There are several library guides and these are curated tools and you can see the numbers on access. The plagiarism guide is by far the most accessed at 235,000 hits. The library's InfoPower was accessed 117,000 times. Library Information Science and Sets are down at 58,000 hits. It is astounding how many times these lib guides are accessed.

The library website access was described by Dean Meth. Even with the physical building closed, the library still had 1.2 million visits to the website. Interestingly, Dean Meth referred to e-books earlier as part of the library's affordable learning solutions and e-books were the most popularly searched during that time at 28,000. This was followed by student computing services. This is a service where the library loans laptops and other technology. This is followed by the live chat. When the library reopened the numbers shifted. There were 900,000 hits to the website in the fall. There were also 96,000 hits to the page for study rooms in the library, which shows you how popular they are. There were also 21,000 hits to library hours and student computing services. Employment opportunities received about 60,000 hits.

Dean Meth provided a list of the library's exhibits. The next exhibit opens on April 1st. It is an exhibit called the Festival of Lanterns by Bobbi Makani. The previous exhibit that just wrapped up was Women's Work; unravelling the history of quilts and slavery. This exhibit was the library's first in person event since reopening. Dean Meth also encouraged Senators to visit the Black Spartans Exhibit next week. The library also hosts many events including the Spartan Speaker series and just hosted Dr. Kristen Rebmann last week.

The library also has an active grant and award activity. One of the grants the library has received is the NEH Challenge Grant in which the library is working with the College of Humanities and Arts on establishing a digital humanity center. On the slide below the NEH Challenge Grant you can see our Digital Inclusion Hotspot Program where we got a grant to loan out hotspots to students, on a semester basis, so students with unstable internet

access can have stable access. The library is very proud of these two programs.

There are challenges the library is facing. Staffing vacancies, recruitment, and retention are major challenges. Funding for collections remains under pressure especially as we come out of the pandemic. Some of the vendors are dropping some of the leeway they had given the library during the pandemic. The library will have to address this.

Next year the library will celebrate its 20th anniversary. They are evolving their space to meet the needs of the community and also partnering with SJPL to further explore that. The library is also working on evolving their services. The library is exploring in spaces such as virtual reality, augmented reality, prototyping, and maker spaces.

To wrap up, the library successfully reopened in August 2021. The library is still going through the process of reopening and trying to figure out what they are opening, and when they are opening, and how to work with our partners, etc. The library successfully shifted from primarily deploying their services, resources, and digital to this hybrid model we are in right now with physical and virtual modalities. The library has resumed adding to the collections and will continue to build in physical and digital formats. Also, the library is bringing students back in the library, and back in as employees of the library.

Dean Meth turned the presentation over to Dr. Anderson, Chair of the ULB. The ULB has started a project working with Dean Meth to try and identify users that are under-using library resources with the goal of finding out the reasons why. This is still in the preliminary design stage, but Dr. Anderson is looking forward to continuing to work on this project. If Senators have questions, Dr. Anderson would love to hear them.

Questions:

Q: Thank you for the report. Can you tell us about the status of the unit 3 library faculty? How many do we have in the library and are their numbers going up or down? Also, it has always struck me as curious that unit 3 faculty are located throughout the university in various departments where they get to recommend their department chair, any thought about getting all of your faculty into a department of some sort where they get to recommend their department chair, at least to you?

A: Based on the numbers I have seen, and I've only been here 6 months, my understanding is that the FTE count for the library have pretty much held steady. Where we are seeing a variation is between full-time tenure/tenure-track and part time. We are currently recruiting for four positions on the full-time tenure/tenure-track side. We are trying to work through the math on what that actually means right now. Some of the positions are replacements. That's as much as I know right now. I'm not sure what time period you are

speaking about. The funding model that I'm familiarizing myself with is related to enrollment so our numbers have held pretty steady in that regard. When it comes to the question of department/chair, I'm getting up to speed on that question as well. There is a taskforce in the library that is reviewing what a chair would look like. We are working with advice from senior tenured faculty in the library to see how it could be shaped but no specific timeline. These things are complicated. I understand this has been a longstanding conversation.

Q: I'm pleased to hear you have been having this conversation. Many people aren't aware of how many faculty work in the library. Can you give us a ballpark number?

A: Our Associate Dean, Emily Chan responded. There are 8 probationary and 8 tenure/tenure-track with 5 approved lines.

Q: Thank you, that is very good. I just wanted the Senate to know there were somewhere around 20 unit 3 faculty in the library.

A: The library team has a little over 70 individuals making up various FTE although the majority are full time, so a little over 1/3rd of the library team are on the faculty side.

Q: After what Emily just posted in the chat, it appears we are now looking at about 30 unit 3 faculty. That is good enough for me. Thank you.

A: Welcome.

Q: This morning I had a conversation with a couple of part-time librarians and they are afraid their hours may be cut in June. If you just said there are vacancies and you are having trouble filling them, then how do you reconcile these facts?

A: The short answer is the library has a fixed budget for faculty hiring. We have 12-month appointments. What happens is that at times people, for a variety of reasons, leave the university and we try to fill those positions to provide continuity. In most cases what that means is we are trying to repost at an equivalent level to the person that just left. To fill some of these openings part-time temporary librarians were hired. With the lecturers contract coming up for renewal, we are working with the Provost to try and figure out what we can do and to ensure we are making the right decision here. We are trying to understand the math of the FTE budget.

- B.** Campus Master Plan Report by Traci Ferdolage, Senior Associate Vice President, Facilities Development & Operations and Jane Lin, Founding Partner/Architect, Urban Field Studio (Campus Master Plan Consultant, Time Certain: 3:30 p.m.)

Traci Ferdolage thanked the Senate allowing her and Jane Lin to present the Campus Master Plan to the Senate. Traci turned the presentation over to Jane Lin.

Jane explained that the Campus Master Plan is based on the SJSU Strategic Plan, Transformation 2030, and it focuses on the space needs for three campuses: Main Campus, South Campus, and Moss Landing Marine Laboratories. We are planning for those physical changes in all three places. It covers land use, buildings, the public realm, mobility, and infrastructure. It also establishes the underlying logic for the university's major capital outlay program. There is a lot of information at this end. Jane encourages everyone to go to the project website <http://www.sjsu.edu/campusmasterplan>. The framework report can be downloaded from there.

The framework report contains some very interesting information in chapters 4 and 5 about the future plans. If you are not going to read anything else at all, please read these two chapters. This will show you what we have in mind. There is a way to leave feedback on the site and you can do this through May 27, 2022. If you have any ideas please send them.

On April 11, 2022 at 11 a.m. we will have a zoom town hall meeting on the Campus Master Plan. There will also be some in person meetings including a Sustainability Workshop and a Campus Life Workshop and both of these will be held in the Student Union in room 4 and you are welcome to come to these. Senators are welcome to come to this.

To give you a sense of where we are in this project, this is a 3-year project. We are in the middle in phase 2. We are working on the framework and showing it to everyone so we can get feedback to prepare a draft of the Campus Master Plan. This draft helps inform our Environmental Impact Report (EIR) and you will get another chance to look at the draft before it is finalized for the final Campus Master Plan, and both the Campus Master Plan and EIR are expected to be presented to the Board of Trustees (BOT) in 2023.

The last time we came to the Senate in the Fall, we presented collages of what the possibilities could be. This takes it a little further and shows what the scale of change would be that is considered in the Campus Master Plan. We know that not all of this will happen all at once. This is really a 20-year horizon timeline and perhaps even more ambitious than what they have been. In order to understand what is possible, this is just how we approached it to plan out where redevelopment might happen and especially how it might look around E. San Fernando. This will give you an idea of all the possibilities and not just those that are planned in the first steps. We have this as one of our graphics of the three-dimensional model that also includes some of the really important features like the open space. The open space framework really is a big part of this. We are considering a lot of built square footage, but part of that is the shape of the ground floor and the shape of the buildings is really to enhance our open space network to make it more cohesive on campus. That is something that is spelled out in much more detail in the framework reported

so we hope you go there and see some of our ideas in just a little bit more detail.

The slide shows what we imagine in 20 years and shows where the Science Building goes away and you get a much better view of Tower Hall and the Tower lawn. The lawn would come out and be framed by a remodel of Washington Square Hall and possibly a new building next to the library. This is something that would be the ceremonial entrance to the university and would be somewhere you can take your photos at graduation and all those things that make it feel as if you've arrived at SJSU. This is one of the renderings we are presenting in the framework report.

The next slide shows 9th Street and E. San Fernando. On the left is the FD&O building and on the right is the Industrial Studies Building with the 10th Street Garage on the left behind us. In 20 years from now the intersection might look something like shown here which is along the scale of downtown San José. There could be new academic buildings with lobbies and more opportunities for social gatherings and people to meet.

The next slide is a bird's-eye view of Joe West and where the Campus Village is. If this were to change at 7th and San Salvador, we could imagine much more student housing and a much more welcoming entrance point on 7th street. This would bring much more housing that is needed on campus. Also, there could be an opportunity possibly in the future for parking garages to transition to academic space and that could complement our new academic buildings.

Just to give you an update on South campus, there is the parking garage and the Spartan Athletics Center that is coming pretty soon and is under construction right now. There are opportunities to further enhance this area. Buildings could be consolidated and the entrance could be a lot more open. These are some of the ideas of what could be done to utilize the space better for the different functions that are needed by the university there.

A lot of people don't know much about the Moss Landing Marine Laboratories, but there are a couple key ideas about what is included in the Campus Master Plan. We are very excited to work very closely with those of you at Moss Landing to make sure the ideas for the campus are addressed. Most of the ideas have to do with improving the academic facilities there. There are quite a few very unique facilities there. There is a property right next to the main lab that is an excellent location for academic programming and facilities. There is a unique facility that is a sea water pump and there is also a Del Mar wharf and dock for research boats. These are all important to marine research and all sorts of aquatic things. There are improvements to be made over the next 20 years to make that facility an even stronger research destination.

In a real quick overview, that's what is included. You are encouraged to go to the Campus Master Plan website to see more. There is a lot more included in the framework report.

Questions:

Q: What is the role of the Campus Planning Board in the Campus Master Plan? One thing we talked about in the past was making sure we had the resources available to purchase properties that might become available near campus unexpectedly, are we doing this?

A: With respect to the master planning process, certainly if there are properties that might become available that we want to plan for, we would put that in our Campus Master Plan. It is very unique with the campus being located right in the middle of the urban core. This is a little bit of a different scene than say Cal Poly San Luis Obispo. Just because we adopt a Campus Master Plan that may not include an expansion of campus land over time, there is still a process within the CSU down the road should we identify that land that would allow the campus to move through that and that is the minor Master Plan revision process. Any type of purchase of additional property would go through that process. Just because we aren't showing that right now does not preclude us from taking advantage of those opportunities as they come available down the road. Going back to your first question about the Campus Planning Board and their role with the advisory committee, it's not atypical for a campus master plan to have an advisory committee setup in association with them as well as an executive advisory committee. We have done a lot of work behind the scenes up until this year getting ready to launch this process. The campus master planning team recently did go in front of the Campus Planning Board to present these concepts. We certainly recognize our engagement with the Campus Planning Board from this point forward as well as our engagement with the rest of the campus. We are at that point where we have learned a lot of the background information and now we are manifesting the vision and this feedback loop is now very important.

Q: Could there be an allocation of space near classrooms for students to be able to collaborate while working in groups during classes? The only space available right now is the library and it can be very far away from some classrooms.

A: Know that we are thinking about that. We know that there are students here today that have both online and in person classes and the use of our facilities is changing. As we move forward and we think about a master plan that assesses how much space is needed today and into the future, we are really talking about planning those big building blocks. What feeds into that is the ongoing renovation of the campus and the interior of those buildings, and certainly the conversations that we're having today about creating these types of spaces. The type of space assignment that you mentioned is a very important conversation that needs to not just go into the master plan, but also

feed back into our capital plan and our re-envisioning of say when we're doing a whole floor renovation how do we do it? How do we manifest a remodel that actually supports the new way that students will likely interact with campus and rethink how to organize and program space? That is actually a big part of the framework report too. There is a concept of interdisciplinary hubs that is pretty pivotal in that and hopefully it will bring those support spaces closer to the classroom and make the total experience richer.

Q: The design looks really beautiful, but I'm wondering how safety issues are really going to be addressed given the openness of the campus moving forward? My second question is what type of spaces will be available for people to build community, such as for faculty and staff, or faculty and student interactions?

A: We are entering a phase of planning where we spend time with the police chief and get his feedback. We are also asking how we can blend more with downtown and still keep people safe.

A: What we've found over the past few years is that if we remove shrubs and take out blind corners, we remove hiding spaces. Typically, the problem areas, even with the library areas, are in blind spots and hidden corners. This is why we are opening up the campus to remove those type of areas. Also, what we've gotten from the community is that years ago SJSU put up walls. We want to be both open and welcoming to the community, but also make it safe for all of us.

A: As for your second question, we need to create water cooler space in buildings where people feel comfortable getting together and having that dynamic conversation that suddenly reveals a partnership or interest in the shared learning experience. As we think through our interior space, that type of value becomes important. You may not see that manifest itself in the map of our master plan, but you will see that manifest itself in the narrative that comes up in the talks about our use of space and our design principles around the use of interior space.

Q: Will there be any large smart conference rooms such as could become an ideal permanent space for Academic Senate meetings of 70 plus people, including convenient hybrid in-person/online meetings? You may or may not know that before the pandemic, the Academic Senate was meeting in Engineering 285/287. This was not an ideal location for the meetings.

A: The manifestation of the physical campus that you have seen has been based on some high-level projections of our space needs over the next 20 years and the master plan. We are looking at what the enrollment growth will be not just for a college, but down to the individual disciplines within a college. That in and of itself is going to help us start to better understand what the space in a building is going to need to be, and that will help identify what type of space we offer within a building and help will help inform our internal plans. I'm not trying to sound evasive. It's just that when we do master planning for a campus we focus first on the big outside blocks and then move on to what

our interior spaces will be. That means we need to understand the interior space and where our interior spaces are heading, not just in terms of student growth, but also the types of space needed. Your feedback in this area is very important to us as we start analyzing that.

A: Speaking about the trends, you were really onto something when asking about the technology in the classrooms allowing for hybrid. That is absolutely one of the trends, but there are other trends as well including teaching studios, where you basically pre-record whole lessons and have all your audiences attend remotely. There is also the trend for more spaces for students to use when they are attending classes both remotely and in person on the same day. We are trying to ensure our buildings are flexible enough to accommodate how these trends might change.

Q: It appears a lot of thought has gone into hybrid spaces for instruction, but what we are asking is if there is going to be hybrid conference space and has any thought been put into this?

A: The answer is no. A lot of these spaces will be able to be used for multi-purposes. We need to have the ability to have adaptable spaces for multiple types of delivery. We just need to explore what that will look like.

Q: Are there going to be any spaces for our student success centers and commuter spaces?

A: Absolutely. That has been at the forefront of our discussions.

IX. New Business: None

X. State of the University Announcements:

A. Vice President for Administration and Finance (VPAF): Moved to the next meeting.

B. Vice President of Student Affairs (VPSA): Moved to the next meeting.

C. Chief Diversity Officer: Moved to the next meeting.

D. CSU Faculty Trustee: Moved to the next meeting.

E. Statewide Academic Senators: Moved to the next meeting.

F. Provost: Moved to the next meeting.

G. Associated Students President (AS): Moved to the next meeting.

XI. Adjournment: The meeting adjourned at 5:27 p.m.