

## MINUTES

Regular Meeting of the Santa Cruz Division  
Friday, November 20, 2020 at 2:30 p.m.  
Location: Online via Zoom

### Meeting

A regular meeting of the Santa Cruz Division of the Academic Senate was held Friday, November 20th, online via Zoom. Chair David Brundage called the meeting to order at 2:30pm, with Professor Jorge Hankamer as Parliamentarian. In response to the updated remote format, Chair Brundage asked the body for approval that standard items in the call be voted on by Zoom poll. The body did not object to a motion that all legislation, referenda regarding bylaws, or resolutions from the floor would be voted by electronic ballot, distributed by email following the meeting. This change from regular practice was intended to ensure votes be cast only by those with voting privileges.

### 1. Approval of Draft Minutes

- a. There were no corrections to the meeting minutes of May 15, 2020. The Minutes were approved by Zoom poll, the results of which unanimous.

Chair Brundage recognized Professor, Computer Science and Engineering, Ethan Miller who advised the voting mechanism was not showing momentarily. The voting pop-up was delayed due to technical difficulties, but ran without issue thereafter.

### 2. Announcements

- a. **Chair David Brundage**

The Senate Chair thanked all in attendance for their work to keep our university going during these extremely difficult times. In particular Chair Brundage stated his gratitude for those serving as Committee Chairs, Committee Members, and those in the Senate Office. Chair Brundage asked that questions be held until after the Chancellor and CPEVC had concluded their remarks.

- b. **Chancellor Cynthia Larive**

The Chancellor thanked the Senate for this opportunity to provide updates on important campus issues. The Chancellor was hopeful that all are safe as COVID-19 is surging. The Chancellor addressed Winter Curtailment. After consultation from the Senate, Staff Advisory Board, Chancellor's Cabinet and the thoughtful petition signed by more than 300 staff members, it was decided that campus will only observe the traditional 3-day curtailment, instead of the proposed 6 days. Consultation made it clear that staff valued the flexibility to choose their days. The proposed Office of President Curtailment has not yet been finalized and the Chancellor expects the campus may hear more news in the next week.

The Chancellor thanked Staff Human Resources for the updated Redeployment Policy, which will help prevent layoffs. Employees that have seen a reduction in workload due to COVID-19 will be matched to an appropriate reassignment position by Staff HR. Only after turning down two reassignment positions, will an employee receive a temporary layoff. This further protects employees that have seen workload reduced due to COVID-19.

In response to a request from the Division of Student Affairs, both a self-study and external review of the Student Conduct Review Process will be conducted. The campus community has voiced concerns about the Student Conduct Review Process as well. The Dean of Students, Garrett Naiman and Associate Dean of Students Brian Arao will oversee this review. The Chancellor is committed to improvement of this process. The Chancellor announced that the Co-Chairs for the Campus Safety Community Advisory Board are

Interim Provost Márcia Ochoa, Feminist Studies Department & Critical Race and Ethnic Studies and Title IX Coordinator/Associate Vice Chancellor of Equity and Equal Protection Isabel Dees. The board has been expanded to include more students, faculty and staff. It is important to acknowledge the dialogue at the spring Senate meeting which that helped to facilitate this change. The Chancellor looks forward to rethinking community safety. Interim Campus Police Chief Mary Garcia will participate as an ex-officio member of the board. A search committee for a new Campus Police Chief will be created shortly. The Chancellor provided an update regarding the Long Range Development Plan. Both the draft LRDP and the accompanying draft Environmental Impact Report are tentatively scheduled to be released for public comment at the end of the year. There will be a 59 day public comment period. All comments become part of final EIR. The Chancellor noted that a Santa Cruz County judge has upheld the environmental review for Student Housing West. The Chancellor overserved that housing in our region continues to be a challenge. The judge determined that the project's findings under the California Environmental Quality Act (CEQA) were not properly adopted by the UC Board of Regents, the judge has ordered the Board to set aside the project approval. The campus can then return to the Board for approval of an on-campus housing project. Student Housing West is planned to include additional student housing and a childcare facility.

c. **Campus Provost & Executive Vice Chancellor Lori Kletzer**

The CPEVC offered her gratitude for the work by we do together to advance our mission. The CPEVC acknowledge the disruption and damage caused by recent wildfires. The UCSC community came together in remarkable ways to support one another. The CPEVC also acknowledge the efforts of those who continue to care for family at home. The CPEVC advised we can no longer use the word “balance” in regards to work life and home life.

The CPEVC celebrated recent successes such as the passing of Proposition 14, funding Stem Cell Biology research. NASA has awarded a five year, five million dollar fund for an inter-disciplinary consortium, to be led by UCSC. Professor of Astronomy & Astrophysics Natalie Batalha, will lead the consortium. The campus has been awarded two HSI Grants (totaling six million). This work is the result of years of underlying work. The CPEVC acknowledged the work of our HSI leadership committee: Jennifer Baszile Interim Vice-Chancellor Student Affairs & Success, Nandini Bhattacharya Associate Director, CITL & Lecturer, Mathematics, Catherine Cooper Emerita Professor, Psychology, Rebecca Covarrubias Associate Professor, Psychology, Charis Herzon Director, HSI Initiatives, Aaron Jones Interim Director, EOP, Juan Poblete Professor, Literature, Sara Radoff Director, STARS, Asia Valdivia Project Manager, SAEI, Lydia Iyeczohua Zendejas Project Director, HSI Grants. Campus will join a consortium of R1 HSIs, to create robust set of pathways into the professorate for Latinx students. Chair Arredondo of Latin American and Latino Studies will join the planning committee for the consortium.

The CPEVC noted recent changes have been made to the academic personnel process, in light of COVID-19. There is a joint memo from CPEVC and the CAP Chair that lists options for reviews this year. The memo noted that assistant professors may apply for a one year time off of the tenure clock for COVID related reasons. Faculty may defer their review period. Research productivity expectations for standard merit will be treated flexibly in 2021. Expectations for greater than normal merit reviews will remain the same. The challenges of remote teaching and awareness of the grade and teaching strike will be noted in reviews. Efforts to innovate will be recognized positively. Continued disruptions could impact the years ahead and guidance will be provided. Consultation for COVID-19 modified active service is out for review.

The CPEVC gave an update on COVID-19 testing on campus. All students on campus or students that live in university housing, have mandatory COVID testing twice a week. Staff tests are voluntary. Our Molecular Diagnostic Lab completed 13,267 tests for staff and students since July. For the broader community they have completed 21,459 tests as of this week.

The administration has identified four areas to investigate more fully this year, in hopes to advance our goals. Areas to be discussed are: the creation of online degree programs, how to grow summer enrollment, consideration of the formal budget process, consideration of moving to a semester-based program. The discussions will be used a preliminary investigation of the opportunities and risk of each project. This work will produce a project charter which will allow broader consultation. The conversation about possibly switching to a semester program will not begin until January.

The CPEVC provided a brief enrollment update: based on the third week census, total enrollment is down by about 1.7%. This year we enrolled larger entering class of California resident undergraduates and met our transfer target number. Enrollment of nonresident undergraduates is down 16.5 %, new graduate enrollment is down 20%, nonresident tuition is down 33% (largely due to international students), and our professional masters enrollment is up 62%. Our continuation program in graduate studies is complicated. Undergraduate retention continues to be a challenge. Students graduating in three years is up slightly.

Campus is searching for a Dean of the Arts and a Vice Provost and Dean of Graduate Studies. A national search will be conducted for both.

The CPEVC provided a budget update, confirming divisions are close to submitting their plans to meet targets. Compliance with state funding guidelines will be an important element.

To conclude her remarks the CPEVC gave a shout out to the Humanities Institute which will be partnering with Bookshop Santa Cruz and Marcus Bookstores in Oakland to offer a special online event with award-winning author and journalist Ta-Nehisi Coates on Friday, November 20th, at 6 p.m.

*Question Period:*

Chair Brundage thanked the Chancellor and CPEVC and opened the floor to questions:

Associate Professor, Linguistics and former CFW Chair, Grant McGuire asked for more information on the initiative to increase online courses and degree programs. There is a concern that online learning is harder. Can you give some reassurance that about this?

CPEVC Kletzer replied that the discovery process that will evolve from these initiatives, will provide a place for those concerns to be a part of the discussion. CPEVC Kletzer advised online courses are different from remote learning. They are not same pedagogical approach. This initiative is not intended to close the door on the richness of the issues you mentioned. The pandemic is not a natural experiment on distance learning. I personally believe there is an element of expanded access that comes from online courses. This is not a hidden agenda to take advantage of current moment. Online courses can provide access to those who coming to residential campus is not an option.

Professor, Department Chair, Psychology, Phil Hammock asked the Chancellor to clarify more about Student Housing West, are both projects going forward?

Chancellor Larive advised that the proposals go back to the regents for approval. The project has two components but before we go back to regents for approval, we need to look at finances. We have not made a final decision what we will bring to UC Regents but it must comply with previous EIR.

Associate Professor, Latin American & Latino Studies, and current CAAD Chair, Sylvanna M. Falcón asked, regarding CSCAB, how much autonomy will we have from Systemwide? If the board and administration approves changes will we be blocked by UCOP?

Chancellor Larive advised we will have a fair amount of autonomy. Berkeley is also working to address this issue. Some requirements are systemwide and those may also come under discussion. There has been really great engagement from president Drake. Things that are a matter of law are much harder to change but things that are a matter of policy more flexible. We have room to move.

Associate Professor Feminist Studies, Critical Race and Ethnic Studies, Interim Oakes Provost, Márcia Ochoa was enthusiastic about doing work on the advisory board and clarified the pronunciation of their name.

Professor Ocean Sciences Christina Ravelo noted that the changes to the personnel review process would also apply to other challenging circumstances. Has the experience of COVID changed how we think more broadly about assessing and evaluation faculty achievement? How can we make a more equitable approach to evaluating faculty achievement?

CPEVC Kletzer replied what we should do, beyond the pandemic, is look at how we understand the nature of and implication of inequity. I urgently see these things as needed during a pandemic. We should in fact take this into our future work.

### 3. **Report of the Representative to the Assembly (none)**

### 4. **Special Orders: Annual Reports**

#### CONSENT CALENDAR:

- a. Committee on Academic Freedom (AS/SCP/1971)
- b. Committee on Admissions and Financial Aid (AS/SCP/1972)
- c. Committee on Affirmative Action and Diversity (AS/SCP/1989)
- d. Committee on Career Advising (AS/SCP/1973)
- e. Committee on Courses of Instruction (AS/SCP/1974)
- f. Committee on Development and Fundraising (AS/SCP/1975)
- g. Committee on Educational Policy (AS/SCP/1976)
- h. Committee on Emeriti Relations (AS/SCP/1977)
- i. Committee on Faculty Welfare (AS/SCP/1978)
- j. Committee on Information Technology (AS/SCP/1979)
- k. Committee on International Education (AS/SCP/1980)
- l. Committee on Library and Scholarly Communication (AS/SCP/1981)
- m. Committee on Planning and Budget (AS/SCP/1982)
- n. Committee on Privilege and Tenure (AS/SCP/1983)
- o. Committee on Research (AS/SCP/1984)
- p. Committee on Rules, Jurisdiction and Elections (AS/SCP/1985)
- q. Committee on Teaching (AS/SCP/1986)
- r. Graduate Council (AS/SCP/1987)

The chair asked if there were any questions, there were none. The reports were approved by acclamation.

### 5. **Reports of Special Committees** (none)

### 6. **Reports of Standing Committees**

- a. Committee on Educational Policy: Academic Literacy Curriculum (ALC) Report (AS/SCP/1988)

*Question Period:*

The Chair advised there was no planned presentation and opened the floor to comments and questions on the ALC Report.

Associate Professor Feminist Studies, Critical Race and Ethnic Studies, Interim Oakes Provost, Márcia Ochoa commented that Provosts work closely with the ALC. The ALC helps shape CORE courses. If you have questions about how your students write in your classes this is a good time discuss.

Chair Brundage noted there were no further questions.

b. COT Oral Report on Student Evaluations of Teaching – BLUE (AS/SCP/1990)

COT Chair Callanan gave a presentation on the changes to the Student Experience of Teaching Surveys. COT has had an ongoing project, working closely with Associate Vice Provost for Teaching and Learning (AVPTL) Greene and CITL to establish a more “developmental” campus teaching culture. The goals of these changes are to increase recognition of improvement and innovation in teaching. COT would like an increased focus on ongoing self-assessment, not just evaluation. COT would like to build on our rapid shift to remote instruction. SETS have replaced the Student Evaluation Surveys. COT has designed new items to focus on specific student experiences. These changes are motivated by research which shows that questions about overall experience are prone to bias. Students are not the final evaluators of teaching but their voice is very valuable. The SETS will include new questions that are less subjective. The “Overall Effectiveness” question was replaced. The SETS have been revised to reflect current remote environment, for example removing questions about in class time. The platform BLUE (used at Berkeley and highly recommended) will be the new platform for SETS. BLUE has a lot of potential for use in self-evaluation and customization. This platform is being implemented now. COT will work with CITL on ways to introduce to faculty to the potential features in future. BLUE autogenerates teaching tables. COT has worked with CAP on items which are used during personnel reviews. For this year the SETS question that will be used is “The instructor communicated clearly and explained concepts effectively.” In future more items will be included. Moving forward COT is looking beyond SETS and what other forms of assessing teaching effectiveness can be used. Currently syllabi, personal statements, peer review can be used. COT is working to determine best practices for assessing teaching. There is a low student response rate to SETS. COT is working to help faculty encourage more students to complete the survey. Students respond well if faculty communicate that taking the survey helps future students. COT is planning to work with the SUA in messaging students about the value of SETS.

*Question Period:*

Chair Brundage opened the floor to questions:

Professor, Computer Science and Engineering, Ethan Miller asked why not require the completion of SETS in order to receive grades? Faculty would obviously not see the results until after grades are posted.

COT Chair Callanan replied that this is done at some institutions; however, there is some evidence that it affects the comments students make when students feel forced, it impacts the answers they give. Perhaps AVPTL Greene can speak to this.

Associate Vice Provost for Teaching and Learning Jody Greene thanked the COT Chair for her presentation. AVPTL Greene noted that making SETS mandatory would make an already unreliable instrument more unreliable. It also seems ethically and bureaucratically problematic.

Professor of Physics, Director of SCIPP Jason Nielsen commends COT for looking at new choices instead of the “Overall effectiveness” question. Professor Nielsen did note concern that the use of “communication” as the primary feature may have negative impact on faculty who speak English as second language.

COT Chair Callanan agreed that using this single item is problematic. For this reason, COT will be adding other items in future, to give more balanced information. The COT Chair added that remote instruction may also make “communicate” a problematic item to focus on.

CAF Undergraduate Representative Ross Piscitello advised that making SETS mandatory is perhaps the worst thing. Mandatory surveys encourage students to fill them out quickly, without actually thinking about the response. If you want more students to participate in the survey out reach out on social media.

COT Chair Callanan thanked the student representative and added that making time in class to fill the SETS out would be another way to improve the response rate.

Assistant Professor A.M. Darke, Digital Arts and New Media, Critical Race and Ethnic Studies commented that using the chat feature during this Senate Meeting would be beneficial, as quick questions could be posted. Professor Darke inquired as to why are we using SETS at all for personnel reviews if we know that bias negatively impacts faculty from marginalized groups? To encourage students to fill them out faculty can offer credit points. Use of SETS encourages teaching to the survey. Would it make more sense to collect the survey data and then let instructors refer to that data in personal statements? Is it on the table to not use SETS in formal review?

COT Chair Callanan advised that including a personal statement is important and that discussion of SETS is on the table. COT Chair Callanan advised CAP are aware of bias and try to keep this in mind. One thing that does come from SETS, that is hard to get from another source, is communication of students experience of microaggressions etc. COT is looking at research and trying to determine what is best, given that nothing seems perfect.

Chair Brundage replied the chat feature can be turned on and was not something Senate Leadership felt strongly about restricting, and was intended to curtail multiple parallel conversations taking place. Zoom chat was enabled for the body.

VPAA Herbie Lee clarified that systemwide policy requires student feedback be used in personnel reviews. It must be included in the process but it does not **need to be the** primary source of evidence. The VPAA encouraged faculty to submit other sources of **evidence of teaching excellence for** evaluation also.

COT Chair Callanan referred to a comment in chat. Giving credit to the entire class, once the class reaches a threshold is sufficient incentive. There was a question as to where you can find this percentage but the COT Chair was not sure where this feature was.

Chair Brundage thanked the Senate for participation on this rich discussion.

#### **7. Report of the Student Union Assembly Chair**

Chair Brundage invited the SUA President to address the Senate.

SUA President Shivika Sivakumar thanked the Senate Chair, Director, and the body for the invitation to speak. The SUA President Sivakumar is a 3<sup>rd</sup> year Computer Science and Politics double major, serving as Student Union Assembly President and Student Body President. The SUA’s focus is student advocacy. The SUA has a word for this year: community. The SUA president noted that many students have commented on the improved quality of remote instruction from Spring 2020 to Fall 2020. Students appreciate the efforts over the summer to achieve this. There is still a long way to go. A few ideas to improve quality of remote education would be: listen to student feedback, more collaboration with SUA, and increased online tutoring (students report less MSI and LSS tutoring availability during remote instruction). Students are facing a lot: loneliness, socio-economic factors, limitations on access to internet and other technology. SUA President Sivakumar added that there are ways we can all be more

understanding during these difficult times. Students with disabilities are facing additional challenges during remote learning but some benefits also, the SUA Vice President of Academic Affairs will talk more about this. Lastly, with COVID, there is an issue with engagement. How to ensure students know it is important to engage in lectures and homework during these times? The SUA would like to brainstorm with professors perhaps in larger setting, for an example a townhall style discussion, about remote learning. The SUA's goals are: building community, increasing engagement, and providing support to one another. There is a lot going on and we have a long way to go, please reach out to SUA. We look forward to supporting faculty also.

Chair Brundage advised the SUA Vice President of Academic Affairs, David Miller Shevelev would be present on a survey of students regarding disability issues instead of the CLASS Survey noted in the agenda.

The SUA VPAA noted that the present CLASS Survey would not be presented as there were methodical issues when it was conducted but the Senate can still look at pre- COVID data in future. SUA VPAA Miller Shevelev remarked on increased student engagement in Senate committees. Last year there were three student reps on Senate committees. This year seventeen student reps were appointed before the start of instruction. The SUA hopes these reps have been useful and the SUA is proud of the work to appointment them.

The SUA and DRC worked together to survey students regarding their experiences of remote instruction during COVID. The SUA VPAA noted that this presentation relates well to the presentation by COT. Both COT and the SUA are calling for teaching to be looked at as an ever-evolving skill. The survey first reviewed common trends that impact students with disabilities. Practices that have beneficial impact on students with disabilities are: more organized materials, a more standardizing the use of CANVAS and reduction of multiple platforms. Students reported that remote instruction has provided more access to office hours, more flexible pedagogy, and less high stakes assessments, and more midcourse surveys. Students appreciate continued flexibility around Pass /No Pass grading; however, there is a lack of clarity on department specific policies. The SUA calls for recognizing that this is a struggle for students, even 8 months later and asks for continued patience.

The student survey shows that students are struggling with the availability of captioning and internet connectivity. More could be done to provide student's internet access, such as private and public partnerships to address this. Students report that maintaining structure and organization is a challenge without the cues of a physical campus. Some students report being told "you've had time to adapt" in response for their requests for flexibility. The SUA VPAA shared some student testimonials describing their experiences.

The SUA VPAA called for a change in attitude towards Students with disabilities and adding that accessibility helps everyone. Many students report being treated as inconvenient or a burden when requesting accommodations. SUA VPAA noted that nationally 19.4 % of students have disabilities, at what point will students with disabilities become a significant enough portion of the student population that their needs are met? Students are concerned that asking instructors to provide accommodations will result in being blacklisted. At what point will it become the standard expectation that students with disabilities be supported? The SUA ask that the Senate consider how COVID experiences will impact future policies. After returning to the classroom, will recorded lectures continue, will high stakes exams return? Will these students have a place at UC? SUA looks forward to being an engaged partner in this discussion.

*Question period:*

Chair Brundage opened the floor to questions.

Associate Professor Feminist Studies, Critical Race and Ethnic Studies, Interim Oakes Provost, Márcia Ochoa thanked the SUA for their presentation and welcome video that went out in Fall. Professor Ochoa noted the silver lining of COVID is the benefits of remote instruction some students with disabilities report and the way principals of universal design have informed my teaching.

Chair Brundage note that Senate leadership greatly appreciates student engagement and the SUA's participation this year.

#### **8. Report of the Graduate Student Association President**

Chair Brundage invited the GSA President to address the Senate.

Rora (She, They) current GSA President read prepared remarks, providing updates on the 2020-21 GSA. The GSA is enthusiastic about working alongside faculty toward betterment of our campus community during these dark and strange times. Graduate students are still not paid enough to live in Santa Cruz, the GSA plans to support efforts to increase pay and decrease expenses for all graduate students. The GSA is grateful for the ally-ship of faculty in our struggle. Graduate students have been hard hit by COVID: research has been interrupted, teaching altered, side gigs once relied on, have disappeared or become dangerous, our jobs prospects reduced. There has been feedback from existing graduate students that they are deeply concerned they will not have the support needed to complete their degrees. The GSA thanks the administration for the 5-Year Funding Guarantees, extension of normative time, and TA caps. There is a good deal of work to be done. The GSA is in full support of Graduate Council's plan to survey graduate students regarding their experiences during COVID. This information will lead to better decision making as pertains to research, teaching and graduate student needs. The GSA supports individual departments mentorships for graduate students and sees this as a best practice that should be implemented across departments. The GSA plans to support professional development to aid graduate students in their effort to obtain academic and industry employment at a time when opportunities are diminished. The GSA has donated \$10,000 to the UCSC African America Resource and Cultural Center. The GSA is deeply committed to changes to policing on campus. The GSA is vexed by the appointment of an Interim Chief of Police with a record of causing physical and academic harm to a student. The GSA president noted the lack of consultation on this appointment. Regarding the national protest and police violence on our campus, it is up to us all to make sure that what happened in February 2020 never happens again. As a long time student leader, I have never been as afraid as I was in February, begging regents and administration to have the police stand down during peaceful protests. I retain trauma from these instances. Images of faculty standing between students and police will forever be enshrined in our history. Many graduate students found new purpose in becoming faculty themselves in seeing the support of faculty.

#### *Question Period:*

Chair Brundage opened the floor to questions.

Assistant Professor A.M. Darke, Digital Arts and New Media, Critical Race and Ethnic Studies expressed thanks to President Rora and the GSA for bringing up policing on campus. During the protests, I was trying to leave to go to faculty housing. Myself and another faculty member we not able to leave and it was terrifying. The police are violent and racist and terrifying to many of us. Thank you for keeping this top of mind.

Assistant Professor Amanda Smith Literature Department, thanked President Rora for their comments and echoed what Professor Darke said. Acting as faculty liaison, to de-escalate tension, I was followed up to campus by a police officer. I was told that he just wanted to know where I was. Police presence on campus has not created community. We need to address police presence on campus. This needs to be a priority.

GSA President Rora replied that the transition to remote learning as a result of COVID, brought the protests to a close. We have not worked through any of this. I don't know how we address this. Students talk about being traumatized. I fear that we see this again. I hope use this time to try and deal with this. I am scared what happens when we reconvene if we have not grown.

Provost, Kresge College, Associate Professor, Department of Music Ben Leeds Carson reinforced what President Rora has said. He noted the commentary of June 19<sup>th</sup> 2020 with several faculty co-authors <https://www.santacruzsentinel.com/2020/06/19/guest-commentary-ending-police-presence-at-ucsc-is-first-step/>. In case it seems this grievance, is reducible to the broader ideological polemic, I don't think that the conduct of police during COLA actions, met a standard of equal protection under the law. The police action on campus descended below standards normative to other police departments. The police in town treated protestors better than on campus police. We need to think about the way our police force is funded and their roles. It was alarming to see what took place.

The Chair thanked participants in this discussion and advised that policing on campus and systemwide, is an ongoing priority of the Senate Executive Committee.

9. **Petitions of Students (none)**

10. **Unfinished Business (none)**

11. **University and Faculty Welfare (none)**

12. **New Business**

The Senate chair advised this is now the opportunity for new business to be raised from the floor, if any.

Assistant Professor A.M. Darke, Digital Arts and New Media, Critical Race and Ethnic Studies expressed concern over laptop access for students during remote instruction. Is there funding for this? It is a huge disparity.

AVPTL Jody Greene responded that a program called Slug Tech, which was funded last year, provides laptops and equipment to students. AVPTL Greene noted that this year, demand for laptops is less. The far more extensive problem is internet access. Figures show 27% of undergraduate and 40% graduate students have internet access issues. This is harder to solve. Perhaps lobbying municipalities to provide access to help solve this problem. Providing internet "hotspots" does not work for remote instruction. For hardware access there are solutions but the connectivity issue remains.

GSA President Rora added that a lot of students do not know about these resources. The GSA has been working to compile a list of resources and post this in an easily findable location. The GSA President advised, I have been told that these resources would be inadequate if all the student's in need asked for it.

Chair Brundage asked if there were any other comments or concerns. As there were none, the Chair declared the meeting adjourned.

The Meeting was adjourned at 5:00pm.

ATTEST:

Nancy N. Chen, Secretary, 1/29/2021