

C: Told students if caught after hours in the club room, no longer welcome there.

C: People have some good experiences with safety. But I have encountered unsafe experiences in the parking garages. I park by the stairs and only come in in the morning. Students who live on-campus have concern about walking across campus, and walking home after late hours library (pre-pandemic). Building community relationships is important to students. Demographic of students who don't feel safe with UPD. There is a conversation with students across campuses about changing UPDs. Is that a conversation happening here at SJSU? Any initiatives with these kinds of student concerns?

A: That is a lot to unpack. The taskforce has read articles on these issues and have surfaced these conversations (e.g., not having UPD). We will go to AS and talk with groups. We are the only downtown CSU.

A: We are looking at what would alternatives to public safety look like. How do we focus on public safety? Our location is important in how we best achieve these rules. If you have specific situations, please email those before we meet. Also noting DACA concerns with UPD.

A: If you have specific recommendations, please send via email.

C: Think about way students use in campus in reality. Students spend a lot of time between classes to collaborative work, and think about how spaces are available (e.g., homework, very late at night). Have a non-emergency number for UPD.

C: Do we have a non-emergency number? This is one of the issues of communications.

C: Reiterate issues with students. Club rooms and students are invited there, because they don't want to be alone. Have personally received poor assistance from4 (.)2 (l)2 (f)1.9 (y)4 (ou)20 5e from4 (.)2 (4 ()2u38

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support or gentle guidance.

C: Students are still adjusting to different impacts, personally don't think that we should punish them. Impacts have continued into this semester, financial pressures, family pressures. It is not that grades aren't a priority, they are. But it is difficult to prioritize with all of these continuing impacts, there are real-world issues that are affecting how they are doing in their classes.

C: How do you feel instead of CR/NC, being more liberal with withdrawal and retroactive withdrawal? NC is considered a repeat enrollee, with a W they can enroll as a first-time enrollee. Will that give students maximum flexibility?

C: Yes, that has been a road bump. For W that is harder for students, that is rock-bottom. CR/NC is still in the grey area. Both of those solutions are for different students, different populations. W is for students who have not been able to complete that work, whereas CR/NC is alleviating grade stress for students and giving option to complete work with grade that they are submitting.

C: From an academic affairs perspective, we have some data analysis for what happened last spring. Good to understand that process. CR/NC process is complex. Data will help answer on whether CR/NC is helping students.

C: Data that we found on our campus has been corroborated with CSU, LA with the same situation.

We had 12059 undergraduate grade change requests, 6400 were unique students. 45% of those requests hurt (reduced) the students' GPA. They would have gotten an A or B, better than a credit.

Another 15% would have had no impact on their GPA. 40% their GPA went up, but may have hurt themselves. For example, earned a D which is a NC, but they aren't making progress to degree.

Earned a D in a prerequisite course, but now need to repeat the course. Only 23% had Fs or WUs who changed to CR/NC. 690 people changed back to grades, after they initially changed to CR/Nr (eas)4 (e.)2.1 059

presentations and make sure make a comment in the chat otherwise won't get the participation for

C: That is a consideration, but concern when there is a dispute with a grade. Faculty need to change it, there is issue with grades being assigned by faculty, are we stepping on academic freedom?

C: No more than last spring. We need to consider economic repercussions for our students, and be flexible for WUs.

C: It is difficult for students to tell us that they are struggling financially. It is difficult for students to share their experiences right now. Certain students have to explain more because of economic dependence, it is about self-esteem about ability to access information. There are students who don't know where to begin, they have different kinds of knowledge.

C: What's happening to people is systemic all of these issues that people are facing. We need to look at systemic solutions, structure and policies that will one-off take care of things. My own family is

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