San José State University WASC Accreditation Visit

Supplemental Materials
Component 6 Lines of Inquiry

April 13-16, 2015

Contact:

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Responses to Component 6 Lines of Inquiry
San Jose State University, April 2015

Program Review Lines of Inquiry

LOI 6.1   What is the goal of the program planning process?

LOI 6.2   Does SJSU find the process to be effective in addressing resource issues?

LOI 6.3   Could the action plans be more directive in nature?

LOI 6.4   What individual or group follows up on the action plans and how is progress monitored and enforced?

LOI 6.5   How does SJSU plan to sustain the considerable effort of the program planning process?

LOI 6.6   How does SJSU relate program reviews to program accreditations?

Assessment Lines of Inquiry

LOI 6.7   What is the relationship between the program planning action plans and the annual assessments?

LOI 6.8   What is SJSU trying to accomplish with the annual assessments?

LOI 6.9   What are the current efforts to complete the mapping and alignment of PLOs to the ULGs?

LOI 6.10 What are the current efforts to institute direct assessments of PLOs?

LOI 6.11 What progress has been made in the effort to increase the number of majors with capstone courses?*

LOI 6.12 What plans are there for assessment of the objectives of the GE program?

The following documents have been assembled to supplement discussion of these lines of inquiry with the Program Planning Committee, Assessment Facilitators Meeting, Graduate Advisors, and University Council of Chairs and Directors, and the Board of General Studies.

*A meeting with the Undergraduate Studies and the Center for Faculty Development is scheduled for LOI 6.11/LOI 3.6 specifically.

LOI 6.1 Purpose of Program Planning

LOI 6.2 Program Planning and Resource Needs

LOI 6.3 Action Plans Directive

LOI 6.4 Action Plans Enforcement

LOI 6.5 Program Planning Sustainability

LOI 6.6 External Accreditation

LOI 6.7 Program Planning and Assessment

LOI 6.8 Purpose of Assessment

LOI 6.9 and 3.4 PLOs and ULGs

LOI 3.3, 3.4, and 6.9 Graduate and Undergraduate PLO to ULG map

LOI 6.10 Direct Assessment of PLOs

LOI 3.6 and 6.11 Progress of Capstones

LOI 3.6 and 6.11 Capstone Meeting Agenda Oct 24

LOI 3.6 and 6.11 Capstones Invite

LOI 6.12 Assessment of GE

In addition, several hard copy examples of Assessment Reports that were submitted in 2013-2014, and the feedback that programs received are available in the team room. Digital copies have been placed on the USB drive provided to each team member. The following Assessment Reports and feedback on the reports are available:

BS Software Engineering

MS Software Engineering

BS Health Science and Recreation

BA Anthropology

BA/BS Biology

MA/MS Biology

Responses to LOI 6.1

Compiled by Program Planning Committee, March 2015

What is the goal of the program planning process?

Program review and planning assures integrity and accountability of our programs, and promotes continuous institutional improvement.

Responses to LOI 6.2

Prepared by the Program Planning Committee, March 2015

Does SJSU find the process to be effective in addressing resource issues?

The program planning process requires programs to tell their own story. In this story, they may describe the need for additional resources, as well as describe curricular review and improvement. The process is forward-thinking and requires programs to plan for the future.

Programs evaluate themselves and measure their goals to make sure they are in aligned SJSU's overall strategic plan. This plan and evaluation is then submitted to the dean of their respective college for review. Once their self-study plan is approved, programs undergo external evaluation. The reports of the external evaluators and the program self-study are then evaluated by the university program planning committee, which comprises faculty from every college. The committee makes recommendations based upon the information provided. The culminating experience is the creation of an action plan. The action plan is created in consultation with the chair of program planning committee, the dean of respective college, the AVP of graduate and undergraduate programs, and the provost. The action plan meeting serves as a mechanism for programs to work with their respective administrators to obtain the necessary resources needed to meet their program goals.

The action plan portion of the process is very new and it is too soon to determine the effectiveness of the process. However, the program planning committee will be evaluating this overall process in 2015-2016, the third year of action plan implementation. The evaluation will involve the programs who first started the process and will include measures of effectiveness.

Responses to LOI 6.3

Prepared by the Program Planning Committee, March 2015

Could the action plans be more directive in nature?

The action plans were initiated because the old mechanism was less directive and less focused. Each program and action plan is unique based upon program needs. The action plan is still relatively new but we will be assessing it next year to see if it could be more directive or if it is satisfactory.

Responses to LOI 6.4

Prepared by the Program Planning Committee, March 2015

What individual or group follows up on the action plans and how is progress monitored and enforced?

To tie together program planning and the annual assessment process, annual assessment reports now require that programs provide an update on their progress on their action plan. Part C of the annual assessment report explicitly asks programs to "close the loop" with regard to goals set in the action plan and in response to assessment findings.

At the end of the first year of implementation of the action plans, enforcement of consistency with action plans is two-fold. The director of assessment serves on the PPC and reports back to the PPC if problems exist and feedback from assessment facilitators to the programs will note if there is a lack of progress on action plans.

Responses to LOI 6.5

Prepared by the Program Planning Committee, March 2015

How does SJSU plan to sustain the considerable effort of the program planning process?

The CSU requires annual assessment of degree programs, and periodic program review, typically on a 5-year cycle. Our process is designed to meet these requirements. The newly implemented action plan is something recommended on the WASC program review rubric, which is why it was discussed with the previous provost and implemented in AY 13-14.

The annual assessment form might be long compared to others, but Part A needn't be redone every year if the PLOs don't change (and documents them if they do) and Part B is provided by the IEA office. Part C requires departments to do some assessment activity every year in accordance to their assessment schedule, which is very reasonable.

Overall, our infrastructure is very cost-effective. For example, we do not have a permanent Director of Assessment on the staff like most universities. Our Director is a part-time faculty buy-out.

The program planning committee will take this up in academic year 2015/16 to look at the overall process and determine if it is sustainable in its current format or if we need to make adjustments.

Response to LOI 6.6

Prepared by Program Planning Committee, March 2015

How does SJSU relate program reviews to program accreditations?

Program accreditations occur prior to the program review and the accreditation reports are included in the review process and are part of the overall evaluation that is conducted internally.

Response to LOI 6.7
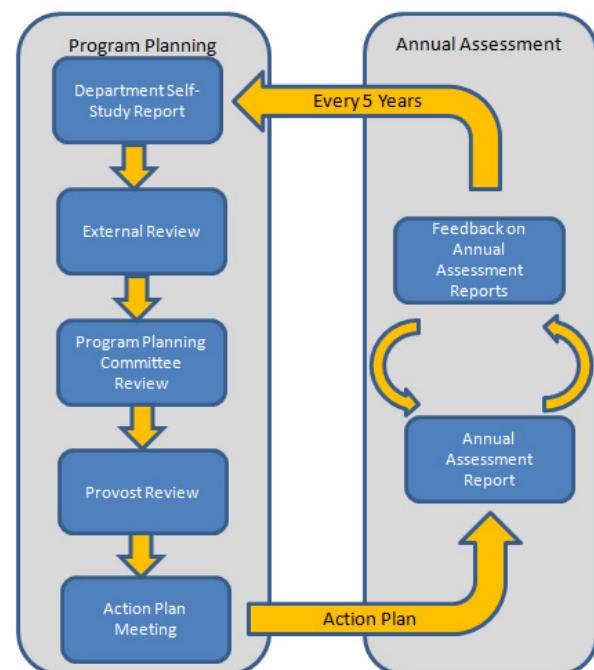## Prepared by Assessment Facilitators, March 2015

What is the relationship between the program planning action plans and the annual assessments?

The two processes are intended to work in hand, with assessment reinforcing the program planning process. For example, in Part C of the the revised annual assessment report form, instituted in 2014, programs provide information Closing the Loop/Recommended Actions. The instructions ask programs to list all ongoing recommended actions for their program, which might arise from the previous program planning cycle, feedback from a previous annual assessment report, or other feedback.

The University Assessment Director also serves as an ex officio member of the Program Planning Committee, and provides written feedback on assessment practices in in the programs using the WASC Program Learning Outcomes Rubric, which is included in the Program Planning Committee's review letter to the Provost.

The ongoing relationship between annual assessment and program planning is also graphically illustrated on the Program Records webpage and was included in SJSU initial self-study for WASC

Information is conveyed to programs through annual workshops on the program planning process for those preparing to undergo program review, and via the faculty assessment facilitators in each college.

Response to LOI 6.8

Prepared by the Assessment Facilitators, March 2015

What is SJSU trying to accomplish with the annual assessments?

Through the annual assessment reports, SJSU is trying to encourage and cultivate a culture of assessment. Through the reports, assessment should become habitual, with focus shifting between assessing PLOs and responding to those assessment findings. To do this, the annual assessment reports institutionalize the process of assessment by requiring programs to reflect and report on their assessment results, usually focusing on one or two PLOs per year. Over the course of a five-year cycle, all PLOs must be assessed and reported. The recent development of a more explicit connection between the program planning and annual assessment processes encourages programs to engage in a continuous cycle of assessment, review, and improvement. In addition, all programs receive written and verbal feedback on their annual assessment reports from their college Assessment Facilitator each year, which further serves to build a robust culture of assessment at SJSU.

Response to LOI 3.4 and 6.9

Prepared by the Assessment Facilitators, March 2015

LOI 3.4 *Program Learning Goals:* How do University Learning Goals connect to Program Learning Outcomes?

LOI 6.9 What are the current efforts to complete the mapping and alignment of PLOs to the ULGs?

All programs were asked to map their PLOs to the new ULGs in the 2013-14 annual assessment report, and 94 percent successfully did so. A table showing the alignment of all Undergraduate PLOs to the ULGs was included in Appendix 3.3. A separate table showing the alignment of all Graduate PLOs to ULGs has been created. Nearly all programs have PLOs aligned to all 5 ULGs, although some only align to 3 or 4 out of the 5 ULGs.

The General Education program Learning Outcomes are aligned to 4 out of the 5 ULGs, with the exception of ULG 1: Specialized Knowledge.

Map of SJSU University Learning Goals to Undergraduate Program Learning Outcomes, Summer 2014

University Learning Goals

	Specialized Knowledge	Broad Integrative Knowledge	Intellectual Skills	Applied Knowledge	Social and Global Responsibilities	Accreditation
Applied Arts and Sciences						
Health Science BS	x	x	x	x	x	
Recreation BS	x	x	x	x	x	CAPRTRP
Hospitality Management BS	x	x	x	x	x	
Advertising BS	x	x	x	x	x	ACEJMC
Journalism BS	x	x	x	x	x	ACEJMC
Public Relations BS	x	x	x	x	x	ACEJMC
Justice Studies BS						
Forensic Science BS						
Kinesiology BS	x	x	x	x	x	
Athletic Training BS	x	x	x	x	x	CAATE
Nutritional Science BS	x	x	x	x	x	IFT, ACEND
Nursing BS	x	x	x	x	x	CCNE
Social Work BA	x	x	x	x	x	CSWE
Business						
Business Administration BS	x	x	x	x	x	AACSB
Education						
CHAD BA	x	x	x	x	x	
CD&S BA	x	x	x	x	x	
Engineering						
Aerospace BS	x	x	x	x	x	ABET
Aviation BS						
Biomedical BS						
Chemical BS	x	x	x	x	x	ABET
Civil BS	x	x	x	x	x	ABET
Computer BS	x	x	x	x	x	ABET
Electrical BS	x	x	x	x	x	ABET
General BS	x	x	x	x	x	
Industrial and Systems BS	x	x	x	x	x	ABET
Materials BS	x	x	x	x	x	ABET
Mechanical BS	x	x	x	x	x	ABET
Software BS	x	x	x	x	x	
Technology BS						ATMAE
Humanities and Arts						
Art/Art History BA	x	x	x	x	x	NASAD
Art/Art History BFA	x	x	x	x	x	NASAD

University Learning Goals

	Specialized Knowledge	Broad Integrative Knowledge	Intellectual Skills	Applied Knowledge	Social and Global Responsibilities	Accreditation
Dance BA	x	x	x	x	x	NASD
Dance BFA	x	x	x	x	x	NASD
Art-Graphic Design BA	x	x	x	x	x	NASAD
Art-Animation/Ill BFA	x	x	x	x	x	NASAD
Graphic Design BFA	x	x	x	x	x	
Industrial Design BS	x	x	x	x	x	NASAD
Interior Design BFA	x	x	x	x	x	
English BA	x	x	x	x	x	
Humanities BA	x	x	x	x	x	
Liberal Studies BA	x	x	x	x	x	
Creative Arts BA	x	x	x	x	x	
Creative Arts Teacher Prep	x	x	x	x	x	
Linguistics BA	x	x	x	x	x	
Music BA	x	x	x	x	x	NASM
Music BM	x	x	x	x	x	NASM
Music BM Teacher Prep	x	x	x	x	x	
Philosophy BA	x	x	x	x	x	
Radio Television Film BA	x	x	x	x	x	
Theatre Arts BA	x	x	x	x	x	NAST
Chinese BA	x	x	x	x	x	
French BA	x	x	x	x	x	
German BA	x	x	x	x	x	
Japanese BA	x	x	x	x	x	
Spanish BA	x	x	x	x	x	
Science						
Biology BA/BS	x	x	x	x	x	
Chemistry BA/BS/BS-Biotech	x	x	x	x		ACS
Computer Science BS	x	x	x	x	x	ABET
Geology BA/BS						
Math BA	x	x	x	x		
Math BA Teacher Prep	x	x	x	x		
Applied Math BS	x	x	x	x		
Meteorology BS	x	x	x	x	x	
Physics BA/BS	x	x	x	x		
Social Sciences						
African American Studies BA						
Anthropology BA	x	x	x	x	x	
Behavioral Science BA	x	x	x	x	x	
Communication Studies BA	x	x	x	x	x	
Economics BA/BS	x	x	x	x	x	

University Learning Goals

	Specialized Knowledge	Broad Integrative Knowledge	Intellectual Skills	Applied Knowledge	Social and Global Responsibilities	Accreditation
Environmental Studies BA/BS	x	x	x	x	x	
Geography BA	x		x		x	
Global Studies BA	x	x	x	x	x	
History BA	x	x	x	x	x	
Political Science BA	x	x	x	x	x	
Psychology BA/BS	x	x	x	x	x	
Sociology BA	x	x	x	x	x	
Social Science BA Teacher Prep	x	x	x	x	x	CCTC
General Education						
Lower-Division GE		x	x	x	x	
Upper-Division GE		x	x	x	x	

Map of SJSU University Learning Goals to Graduate Program Learning Outcomes, Spring 2015

University Learning Goals

	Specialized Knowledge	Broad Integrative Knowledge	Intellectual Skills	Applied Knowledge	Social and Global Responsibilities	Accreditation
Applied Arts and Sciences						
Public Health Masters	x	x	x	x	x	CEPH
Recreation Masters	x		x	x	x	CAPRTRP
Mass Communications MA	x	x	x	x	x	
Justice Studies MS	x	x	x	x	x	
Kinesiology MA	x	x	x	x	x	
Nutritional Science MS	x	x	x	x	x	
Nursing MS	x	x	x	x	x	CCNE
Nursing DNP	Not Available					
Occupational Therapy Masters	x	x	x	x	x	NBCOT
LIS Masters	x	x	x	x	x	ALA
ARA Masters	x	x	x	x	x	
Social Work Masters	x	x	x	x	x	CSWE
Business						
Business Administration MBA	x	x	x	x	x	AACSB
Accountancy MS	x	x	x	x	x	AACSB
Taxation MS	x	x	x	x	x	AACSB
Transportation Management MS	x	x	x	x	x	AACSB
Education						
CHAD MA	x	x	x	x	x	
CD&S MA/Cred	Not Available					ASHA/CCTC
Counselor Ed MA/Cred	x	x	x	x	x	NCATE/CCTC
Educational Leadership MA/Cred	x	x	x	x	x	NCATE/CCTC
Elementary Ed MA/Cred	x	x	x	x	x	NCATE/CCTC
Secondary Ed MA/Cred	x	x	x	x	x	NCATE/CCTC
Special Ed MA/Cred	x	x	x	x	x	NCATE/CCTC
Engineering						
Aerospace MS	x	x	x	x	x	
Biomedical MS	x	x	x	x	x	
Chemical MS	x	x	x	x	x	
Civil MS	x	x	x	x	x	
Computer MS	x	x	x	x	x	
Electrical MS	x	x	x	x	x	
General MS	x	x	x	x	x	
Industrial and Systems MS	x	x	x	x	x	

University Learning Goals

	Specialized Knowledge	Broad Integrative Knowledge	Intellectual Skills	Applied Knowledge	Social and Global Responsibilities	Accreditation
Human Factors MS	x	x	x	x	x	
Materials MS	x	x	x	x	x	
Mechanical MS	x	x	x	x		
Software MS	x	x	x	x	x	
Technology MS	Not Available - Inactive Program					
MBA/MSE		x	x		x	
MSE-Optoelectronics	x			x		
MS EE-Analog	x	x	x			
MS SE-Cloud	x	x	x	x	x	
MS CMPE-System	x		x	x		
Humanities and Arts						
Art History MA	x	x	x	x	x	NASAD
Art History MFA	x	x	x	x	x	
English MA	x	x	x	x	x	
Creative Writing MFA	x	x	x	x	x	
Linguistics MA	x	x	x	x	x	
TESOL MA	x	x	x	x	x	
Music MA	x	x	x	x		NASM
Philosophy MA	x	x	x	x	x	
French MA	x	x	x	x	x	
Spanish MA	x	x	x	x		
Science						
Biology MA/MS	x	x	x	x		
Biology MS-Biotech	x	x	x	x	x	
Chemistry MA/MS	x	x	x	x		
Computer Science MS	x	x	x	x	x	
Geology MS	x		x	x		
Math MA/MS	x	x	x	x		
Statistics MS	x	x	x	x		
Marine Science MS	x	x	x	x	x	
Meteorology MS	x	x	x	x	x	
Medical Products Device Man MS	x	x	x	x	x	
Physics MS	x	x	x	x		
Science Ed MA	x					
Social Sciences						
Applied Anthropology MA	x	x	x	x	x	
Communication Studies MA	x	x	x	x	x	
Economics MA	x	x	x	x		
Environmental Studies MS	x	x	x	x	x	

University Learning Goals

	Specialized Knowledge	Broad Integrative Knowledge	Intellectual Skills	Applied Knowledge	Social and Global Responsibilities	Accreditation
Geography MA	x	x	x	x		
History MA	x	x	x	x	x	
Mexican American Studies MA	x	x	x	x	x	
Political Science MPA	x	x	x	x	x	NASPAA
Clinical Psychology MS	x	x	x	x	x	BBS, MFT, LPCC
Research and Experimental Psychology MA	x	x	x	x		
Urban Planning MUP	x	x	x	x	x	PAB
Sociology MA	x	x	x	x	x	

Response to LOI 6.10
Prepared by the Assessment Facilitators, March 2015

What are the current efforts to institute direct assessments of PLOs?

All programs are asked to report the results of direct assessment of at least one PLO per year in the annual assessment report. Many examples of direct assessment including comprehensive exams, capstone papers and theses, projects, portfolios, presentations, and performances, can be found in the 2013-14 annual assessment reports posted on the Program Records page, listed by College and Program:
http://www.sjsu.edu/ugs/faculty/programrecords/index.html.

Response to LOI 3.6 &6.11

Prepared by Melinda Jackson, Ravisha Mathur, and Amy Strage, March 2015

3.6 *Program Learning Goals*: What is the status of the development of capstone courses across majors?

6.11 What progress has been made in the effort to increase the number of majors with capstone courses?

At SJSU, nearly 73% of degree programs provide capstone/culminating experiences to their students. In the UGS committee, there has been considerable discussion of whether all degree programs should be offering capstones (i.e., is it logical for the discipline) and what are strategies that would help departments that are interested in offering capstones. There are two critical next steps in the expansion of capstones. First, a university-wide definition of 'capstone experience' must be established. This can be accomplished by consulting with experts in the field as well as other universities that have worked on this process. Second, departments that are interested in developing capstones must be provided with assistance. This may be accomplished by providing grants or assigned time to faculty departments to rework curricula and investigate best practice for capstone experience within their disciplines (i.e., some disciplines might need to develop industry partnerships in their capstone, some might need to involve an internship or service learning opportunity to work in their field).

In the last academic year, workshops to stimulate discussion of these capstones have been hosted. In Fall 2014, the first workshop focused on assessment. This workshop, "Capturing the Core Competencies of Information Literacy and Critical Thinking in Undergraduate Writing Assignments," included experts on assessment in core competencies and provided attendees with specific strategies to incorporate assessment activities and rubrics into their capstone courses. Faculty feedback from this initial event, as well as information gathered from a comprehensive department survey of capstones completed in February, provided the structure for the workshop scheduled for April 10th.

The April workshop is centered on best practices of current SJSU capstones, activities offered, as well as a discussion of the purpose of their respective courses. This event also features a 'gallery walk' of capstone courses using information gathered in the survey and roundtable discussions focused on 'hot' topics around these capstones (e.g., what is the

meaning of capstones at SJSU, what are the barriers departments face when trying to offer capstones).

Three specific activities will follow: 1) the development of strategies to address some of the barriers, 2) the establishment of faculty capstone communities, and 3) the gathering of student perspectives on capstones courses. Data gathered from the capstone survey will continue to be analyzed.

Included are the following documents illustrating capstone development activities:

1. LOI 3.6 Capstone Meeting Agenda Oct 24.pdf
2. LOI 3.6 Capstones Inivte.pdf
3. LOI 3.6 Session Description SJSU Core Competencies Oct 2014.pdf

SJSU SAN JOSÉ STATE UNIVERSITY

Core Competencies and Culminating Experiences

Friday, October 24, 2014
San José State University

Agenda

8:30 a.m.   Breakfast

9:00 a.m.   Welcome and Introduction

   Dennis Jaehne, Interim Deputy Provost, AVP Graduate and
   Undergraduate Programs, WASC Accreditation Liaison Officer

9:15 a.m.   Capturing the Core Competencies of Information Literacy and
Critical Thinking in Undergraduate Writing Assignments

   Carol Ann Gittens, Associate Dean, College of Arts & Sciences
   Santa Clara University

   Gail Gradowski, Coordinator of Instructional Services
   Santa Clara University

   Christa Bailey, Research Librarian
   International Technology University

11:15 a.m. Next Steps...

Notes:

SJSU SAN JOSÉ STATE UNIVERSITY

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September 29, 2014

TO: Deans, Associate Deans, Department Chairs & Directors
                  Capstone Coordinators
                  University Librarians
                  WASC Steering Committee
                  Undergraduate Studies Committee
                  Board of General Studies
                  Curriculum & Research Committee
                  College Assessment Facilitators
                  Program Planning Committee

FROM: Dennis Jaehne, AVP - Graduate & Undergraduate Programs
                  WASC Accreditation Liaison Officer

RE: Capstones and Core Competencies

Dear Colleagues:

I'm pleased to invite you to an important "next steps" event in our overall plan to improve our ability to demonstrate that our students have achieved the expected competencies at the time of graduation. You have probably heard that the Undergraduate Studies Committee will focus this year on increasing our use of capstone courses as an efficient framework for gathering this important data.

To support this effort, we are fortunate to host a workshop on Friday, Oct. 24 from 8:30 to 11:30 a.m., in Sweeney Hall 331, presented by several colleagues from Santa Clara University, who reported on their project last April at the WASC Academic Resource Conference. Associate Dean, Carol Ann Gittens and her colleagues have grappled with the challenge of assessing both information literacy and written communication competencies in culminating experiences within majors. Note that these two WASC-required competencies are the first two (of five) that SJSU will be expected to demonstrate in our renewal of accreditation this year.

The attached flyer describes the workshop and provides brief bios of our presenters. There will be plenty of time for questions and interaction as well. Of course, we will be serving breakfast.

While not everyone's schedule will permit them to attend, please be sure that your faculty, academic administrators, and curriculum, assessment, and program planning folks will be represented.

Please RSVP here by Monday, October 20, 2014, to allow us to prepare a sufficient number of handouts and refreshments.

Response to LOI 6.12

Prepared by Simon Rodan, Board of General Studies
and Melinda Jackson, Director of Assessment, March 2015

What plans are there for assessment of the objectives of the GE program?

All GE courses are required to submit an annual GE Assessment Report by October 1 each year. GE course coordinators work with instructors to collect and report assessment data across course sections. In addition, beginning in Fall 2014, programs are required to submit a GE Appendix along with their Program Planning Report. This GE Appendix includes an overview of the GE courses taught in the department and the department's involvement in GE over the last program planning cycle, as well as future plans. Additionally, the GE annual assessment reports, summary overview of assessment findings, sample syllabus for each course, and an updated assessment schedule for the next program planning cycle are submitted. This GE Appendix is reviewed by the Board of General Studies (BOGS), a subcommittee of the Academic Senate's Curriculum & Review Committee, which provides feedback on overall GE outcomes assessment, and recommends whether continuing GE certification of each course is warranted or changes that are needed to comply with GE Guidelines: http://www.sjsu.edu/ugs/faculty/ge/guidelines/index.html.

Much of last year (AY 2013/14) was devoted to approving new course packages that allow programs to fulfill GE learning outcomes within their major requirements. This was particularly challenging for many new course proposers who were dealing with GE learning objectives and assessment requirements for the first time.

In reviewing the GE courses submitted in the fall of 2014, one issue the Board of General Studies identified is that of appropriate data and commensurate metrics on GE program learning outcomes. The Board intends to work with program coordinators and department chairs to develop, where necessary, more useful data-reporting protocols that provide the university, and more importantly the program coordinators, with reliable metrics of program learning goal attainment on which they can base their course improvement decisions.

The Board is working to improve the clarity of reporting requirements relating to GE courses. Linking GE course review to the program planning cycle is a new process which faculty and chairs/directors are implementing for the first time as part of their self-study. BOGS will continue to improve communication on the GE reporting process (e.g., what to turn in, when) as well as best practices in the assessment of student learning outcomes.

Finally, we are working to improve information flows and reduce workload while shortening the feedback cycle time. Relatedly, we are improving our institutional memory with more detailed meeting minutes, which in the interests of transparency, will now be made public (to the campus) through the GUP web pages.