

SAN JOSÉ STATE UNIVERSITY ACADEMIC SENATE

2024/2025

Agenda

February 24, 2025

2:00 to 5:00 pm

In Person

ENG 285/287

I. Call to Order and Roll Call:

II. Land Acknowledgement:

III. Approval of Minutes:

A. Senate Minutes of February 3, 2025

IV. Communications and Questions:

A. From the Chair of the Senate

B. From the President of the University

V. Executive Committee Report:

A. Minutes of the Executive Committee:

Executive Committee Minutes of January 27, 2025

B. Consent Calendar- **Consent Calendar for February 24, 2025**

C. Executive Committee Action Items:

VI. Unfinished Business:

AS 1887 Sense of the Senate Statement of Solidarity with the Sonoma State Community (Final Reading)

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

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

B. University Library Board (ULB):

C. Professional Standards Committee (PS):

AS 1879 Amendment N to University Policy S15-7 University Policy, Retention, Tenure and Promotion for Regular Faculty Employees: Procedures (Final Reading)

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

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

II. Special Committee Reports:

III. New Business:

AS 1888 Senate Management Resolution to Amend Bylaws 4.5 and 4.6 and Senate Policy S19-2, Appendix A (First Reading)

IV. State of the University Announcements:

- A. Chief Diversity Officer
- B. Associated Students President
- C. CSU Statewide Representative(s)
- D. Provost
- E. Vice President for Administration and Finance
- F. Vice President for Student Affairs

V. Adjournment

2024-2025 Academic Senate Minutes
February 3, 2025

I. Call to Order and Roll Call

The meeting was called to order at 2:00 p.m., and 48 Senators were present.

Ex Officio: Present: Curry, Lacson, Sasikumar, Van Selst, Rodan Absent:	HHS Representatives: Present: Baur, Chang Absent: Sen
Administrative Representatives: Present: Del Casino, Fuentes-Martin, Nosek, Teniente-Matson Absent: Dukes	COB Representatives: Present: Chen, Pruthi, Vogel Absent:
Deans / AVPs: Present: d'Alarcao, Meth, Kaufman, Absent: Shillington	EDUC Representatives: Present: Mathur, Munoz-Munoz Absent:
Students: Present: Brown, Gambarin, Joshi, Nwokolo Absent: , Khehra	ENGR Representatives: Present: Bellofiore, Elahi, Sullivan-Green, Wong Absent:
Alumni Representative: Absent: Vacant	H&A Representatives: Present: Frazier, Kataoka, Riley, Lee, Shojaei Absent: Han
Emeritus Representative: Present: Jochim Absent:	SCI Representatives: Present: Heindl, Shaffer, Madura, Muller Absent:
Honorary Representative: Present: Peter Absent: Lessow-Hurley	SOS Representatives: Present: Buyco, Hart, Raman, Pinnell, Meniketti Absent:
General Unit Representatives: Present: Flandez, Masegian, Pendyala, Velarde Absent:	

II. Land Acknowledgement:

Senator Sullivan-Green read the land acknowledgment.

III. Approval of Academic Senate Minutes:

A. Senate Minutes of December 9, 2024 - approved unanimously

IV. Communications and Questions

A. From the Chair of the Senate:

Welcome back, happy new year. Happy 2025 and Lunar New Year or Year of the Snake. Election season has started in the Senate; you all should have seen the call for nominations that went out last week if you are a faculty member. We have 17 seats up for election. The deadline is February 14, and we have only five completed petitions. Please contact the senate

office if you have any questions about the process. This year, we are assisting university personnel in conducting elections for staff seats, so in May, staff senators will join us. The retreat is online on Feb 7. You should have received a calendar invitation. The theme is the Future of the Senate.

Welcome to Alessandro Bellofiore from the College of Engineering and Teairra Brown, student senator. I would like to invite Senator Raman, who has requested a couple of minutes to make an announcement.

Senator Raman's Report

I am here on behalf of the Accreditation Review Committee to joyfully report that the report has been submitted. You should have seen some communication from the President with an update and a link to the place on the SJSU website where the report is hosted. Please read it when you have the chance. The report was also circulated to the Board of Trustees and the Chancellor's Office. You may have noted in our previous announcements that special visits, by nature of the visit, are not as full-fledged as a regular accreditation visit. This is a slightly smaller, very focused version of the bigger visit, which is targeted at the nine recommendations in the previous accreditation report. We do not have a schedule yet; however, we do know that several constituents on the campus have already voiced their desire to meet with the reviewers when they are on campus. April 9-11 are the dates for the main campus review, and the review team will be here. More information will be shared with you as things progress. We also have a special site visit to Moss Landing on April 7. I want to remind everyone that this is the week after Spring Break, so we need to be on our A game. I just want to thank everyone who pulled together to get this report done in time. ARC will continue to provide support, and you are welcome to come to our meetings and ask us any questions.

Chairs remarks continued

We are beginning this semester in challenging circumstances. It would seem that the Senate Chair should address these circumstances. No doubt past Chairs, some of whom are present here today, would be more profound and eloquent than I can be. But all you got is me. I took a deep breath, channeled my own professors and drew on my training and came up with three advantages that we have in academia, in facing these challenging circumstances. I wish to acknowledge that living here in Silicon Valley, it's difficult to perceive being in academia as being an advantage. But hear me out.

First, we are able to be smarter. Note that I said 'able to be,' and that is because our time horizons can be longer. In politics today, the time horizon appears to be the next press conference. Because we have the time and space to pause, gather information, analyze, and

reflect, we can make better decisions. I urge us all to use this advantage to model calm and refuse panic for our students, colleagues, and neighbors.

Second, we're good at tearing each other down. Once again, hear me out. What I mean is that in contrast to the blind partisan posturing and sloganeering of the political and administrative sector, in academia, we review our peers; in comprehensive and constructive ways, all day long. This default critical lens needs to be cultivated.

Finally, we have an identity that transcends diversity, multiplicity, and even humanity. We are a university. What does it mean to be a university? We represent the whole, the entirety. Nothing conceivable in a human mind, or even in the memory of an AI model, is alien to us. When SJSU was established in 1857, James Buchanan was President. He is considered to be one of the worst men to occupy that office. SJSU survived. Be honest, most of you did not know who Buchanan was. We survived because we are smart, we critique each other and we address the universe of ideas. Let's hold on to this as we face the days to come.

B. From the President:

The last couple of weeks of Executive Orders have been dizzying. We've heard the concerns about uncertainty from members of our community. We spent some time talking about that earlier today in our cabinet meeting. Our leadership and our staff have been really diligent in trying to do everything we can to mitigate the concerns of our students. I have shared this before, but it's very important for all of us at SJSU to strike a fine balance in the support we provide to our students without creating opportunities for them to be targeted or become targets. We are directing our entire community to SJSU Cares under Dr. Fuentes-Martin's direction. We have an effective case management model there, and it's working and will continue to work. It is set up in a tiered approach to manage and appropriately address some of the sentiments we're hearing from students, or provide more guidance to our faculty and staff. The Provost and I have been out to visit all of the colleges during your college meetings, and the Provost has sent out other messages to faculty directing you to resources where practical. We are also in close contact with the Chancellor's Office to ensure we're following all the appropriate laws while also adhering to our institutional values. Last Friday, the Provost and Mark d'Alarcao met with some of our researchers and PIs to talk a little bit about what we have received in Executive Orders so far and make sense of that for all of our PIs. We're continuing all of our currently funded research activities unless funding agencies explicitly tell us not to. This is a rapidly evolving situation; we're trying to approach everything with care and compassion.

Mari's area is hosting an event on February 6th. This convening is for individuals across the university community, faculty, and staff who want to learn more about the resources that are available to students through our departments. We are keeping the Undocu Spartan website updated with all information on resources and current knowledge. We're also coordinating with city, state, and county resources because we cannot solve every challenge that comes before us, so our teams can stay aware of what is to come and help direct individuals. Also, there are

spaces where we can redirect to the appropriate legal services that may be available and any other issues that have come up in students' or families' households. It's really important not to panic and remain calm and focused.

I have gotten a lot of questions about whether law enforcement professionals will come to our university community. We don't know that since we are an open-state public university. We have two significant points of contact. If they come onto our campus with a subpoena, they will be directed to Airleah Sivila. This is already in her area of work, and we have a process for people who are served subpoenas. If someone approaches you with a subpoena, you need to direct them to Clark Hall, which is also where SJSU Cares is. We already had a process through UPD for criminal warrants, and it will be the same for civil warrants. So, if you're in your buildings and are stopped by a law enforcement officer, you may ask that individual to pause while you call campus police. If a law enforcement professional were to come to the campus for some reason, we would most likely have advance notice through those law enforcement people talking to our UPD. If that didn't happen, if they ended up in a building, they would likely be in a dean's office or one of our open-access areas. We have also instructed those individuals to call campus police so that we can handle circumstances should they arise.

Questions

Q: One of the things that came from CSU Central talked about the difference between public and nonpublic areas of the campus. Is the requirement of a key card to enter the distinction between public and nonpublic spaces on campus?

A: When we went through the TPM policy creation, we identified all spaces that are public and those that are considered private, residential communities, residential living areas, or clearly private. Health centers, exam rooms, and the like are clearly private. A lot of our other spaces are public for the purposes of this definition. We have some other spaces defined as public as it relates to TPM policy. A law enforcement official with a subpoena or a warrant following the proper processes will be able to enter any space. I don't expect anyone in this room to be policing the law enforcement officials. I encourage you to call UPD in these situations.

Q: To what extent does a faculty member control the classroom and the people in it?

A: I have told everyone in every forum that you should have that new Spartan Safe app on your phone so you can call UPD right away. You can manage the boundaries of a classroom outside the law enforcement question. This also applies to the media; they are not allowed to just walk in and start filming.

C: As the professor on record, couldn't you just say 'class dismissed?'

A: If you have, say, the public enters your space in a hostile way, you can absolutely say to your class, we're leaving now. If you feel that there's a conflict coming as an educator here, my recommendation is to avoid it.

A: You still have the entitlements of how you manage a classroom that you always have.

C: if you find out that one of your students has maybe been picked up or deported, please submit an SJSU Cares report because that will spark an outreach for care concerns for that student.

I want to introduce Stan Nosek, the new interim VP of Administration and Finance. He has decided to help us for a few months while we conduct the search. We have secured an external consulting firm and will be naming the search committee at our first meeting next week.

It's all hands on deck right now for the WASC accreditation, as you heard from Priya, and much of our findings are about holistic student engagement. We're continuing to move through the year of engagement and have many activities coming up. Last week, at the Board of Trustees meeting, the CSU shared with the Board a three-pronged approach relating to the AI business model. It would include a work group that the Provost and I will be on, as well as a handful of business partners to think about workforce development in the future in this space. The second is the development of an AI commons hub, where business partners will also participate in the development of tools and the like. Tomorrow, February 4, at 10:30 in the MLK Library, we will host and participate in the Chancellor's Office press conference that will be held here on our campus to announce a new contractual arrangement with Open AI. It will provide the Chat Gpt tool to all CSU community members, faculty, staff, and students, along with other forms of training and professional development. Our campus has a lot of this work underway already and has been for a number of years. We've been ahead of this with Adobe in our Creative Commons use and digital literacy. We also have access to the Adobe AI tools, but the open AI tools will be announced here tomorrow. We're also co-hosting the Adobe Design Thinking Competition challenge, which will also start tomorrow at Adobe. We will have a team from our faculty and students with a staff member leading and working through that.

At our spring address, we tried a different format, so please feel free to send me your feedback. It was short remarks from myself, and then we went into a couple of panel discussions about some critical topics and ended with a social hour. The intent was to do a deeper dive into topics of interest. Under people's centered excellence, we have been working with Deloitte on the CSU pilot administrative initiative. Next week, I expect more conversations with the president's cabinet about where the work is now with Deloitte and the consulting group. Progress has been made. I have been given some information on where we are moving forward with this multiple-university collaboration. Our Interfaith Task Force is about to meet. I have seen the final list of the group, and they are putting their first meetings together. A couple of weeks ago, we sent a contingent over to Santa Clara University to participate in the all-day antisemitism summit that Hillel of Silicon Valley organized. We are working through what our next steps are going to be on that. Before the break in December, I sent out a draft of the response to the February 19th incident that occurred on our campus. Last Monday, I returned to the Senate Executive Committee with an update with some responses to a couple of questions I have received and a little more detail. And that letter is ready to go out if it hasn't already come to you for distribution in the Senate packet,

I think you've all been following what has occurred with the Governor recently and the 7.95% budget cut that has been proposed to the CSU. There's been a lot of conversation about the impact of the fires and whether the fires will further impact our budget. We don't have an answer for that yet, but we know that the governor has transferred funds from the Rainy Day Fund to L.A. County to help offset some of the cost of the fire at present. So we are working through some scenario planning and models, and that will be part of Stans's responsibility as he's here as interim. We will be hosting a Town Hall on March 10th to discuss updates on where we are in the budget and then discuss where we are with Deloitte and the administrative

shared services model—also, taking a deeper look at our athletics program and the funding and financing for that operation which will be subject to budget cuts. We also have our classroom refresh, and a classroom committee is working to identify classrooms that will be updated this upcoming summer. Finally, I want to announce some of the new leaders on campus: Jeanne Durr, the interim AVP for UP; Kristin Edi is the new chief marketing officer; and Amit Jain is the new AVP for budget planning and financial management.

Questions

Q: Is there a status update to the review on UP? Also, I am wondering about the changes of titles in UP from directors to AVPs and how those decisions were made.

A: We had the Segal review that happened last summer, and the in-depth analysis of how UP functions has been shared with Deloitte as we continue to look at this broader administrative shared service model. There is a broader steering committee that's leading on the administrative side, and I am planning on doing a deeper dive into the process and timeline on March 10. Regarding your second question, I regret to inform you that I was not aware of the processes that were going on between the former associate vice president and vice president, who approved some of those changes. So, yes, there has been a reorganization of university personnel, of which I was not aware. And I've made it abundantly clear to the vice presidents again that this kind of activity cannot occur without presidential approval and appropriate consultation when needed. Not everything requires consultation, but this is one that impacts many people across the university community and should have had some form of consultation. With the help of Jeanne and the internal audit, I was able to take a look at what happened. It's not about the people; it's about the process, and we had a complete breakdown of the process. Jeanne has advised me that as the Segal report came out, it appears that some of the work in the reorganization was intended to be responsive to the report and improve processes and alignment.

Q: Can you elaborate on AI initiatives and precisely what will be happening with the technology? Data is very valuable. Is the university or the CSU being compensated in any way for access to this data?

A: First, I will defer you to the Board of Trustees meetings, where a presentation was made that has more details. Also, you can talk to Senator Rodan since he is on the committee. The CSU system engaged in a broad contract with Open AI in the last week or so, but I have not seen the contract. I can't say with certainty which tools the entire community will have access to, so I cannot answer the compensation question, but I didn't hear anything publicly stated regarding that. Also, no one is forcing you to use these tools in your classrooms or activities. We have lots of tools and training opportunities, and that's the intent to train and educate our workforce to get ready for the next steps. We all have concerns about ethical use, ethical considerations, how data is going to be used, and how we're modeling in those sectors, so a lot of that is undecided or up to what you do in your classroom. There is no system wide intent to turn over all our PeopleSoft data or our students' records of any type that we hold privately. We also engaged in a pilot with Google Gemini, and we trained about 100 people last fall to integrate with the Google Workspace product, which we use already. The intent of that was to better understand what are the use cases in higher ed that made sense as they continue to build out that product. We are set to do another 100 users this spring.

C: I had a conversation in the fall with Open AI, and they have 8000 users who had a sjsu.edu account to just give you a sense of the scale of where we are already.

Q: Is there a system in place to assess the pros and cons of using Chat Gpt or AI software in terms of student performance, depth of knowledge, etc?

A: We have some really great support in the Center for Faculty Excellence and Teaching Innovation. We have developed a number of ways to access your current assignments and how to make them more AI-resistant, etc. One of our student assistants built an AI chatbot that guides you through a step-by-step process to help you refine that activity. Our instructional design team is ready to dive in to help anyone figure out their classroom balance of AI. No faculty is alone in trying to navigate these waters.

V. Executive Committee Report:

A. Minutes of the Executive Committee:

Executive Committee Minutes of December 2, 2024

B. Consent Calendar- Consent Calendar for February 3, 2025

C. Executive Committee Action Items: None

I. Unfinished Business: None

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

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

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

Senator Wong presented AS 1886 Continuing Education-Course Standards (First Reading). Continuing education is an important component, but its policy was outdated, so this new policy pieces together S73-9, F77-2, and S78-6. We updated some of the language from outdated policies. The most important addition is section 3, where we tried to put some suggestions and constraints on holding so-called external CEU. We used to have some internal CEUs taught by SJSU faculty, so we had efficient control over the quality. However, we now partner with external partners who provide external CEUs, and PaCE handles them. This is actually very important for us to serve the community because we can help with career development for some people in the Bay area. But at the same time, we have less control over the quality of these classes because the partners provide them. Sometimes, their classes can conflict with the classes that our faculty can provide. We added language in section 3 to try to address this.

Questions

Q: The whereas clauses seem very anti-CEU. It is unclear where this third section is coming from. I know that when we teach through dual enrollment through the high schools, we have course credit, and the department hires the instructor of record to teach it, so that is actually an

SJSU faculty, so I am unclear how CEU is different. Also, given we're merging four different policies, it might be useful to indicate what was not carried forward in this new policy.

A: We dropped outdated terms, and what we took out, you can see where they are struck out. One of the reasons that we are trying to clarify all this is that people don't know what a continuing education unit is versus an academic unit. This happens all the time when students try to transfer to continuing education units instead of academic units. The standards are not the same. Continuing education is usually professional education development, whereas academic is much more rigorous. The concern is that it's not clear to students when they are taking a continuing education unit.

Q: When I clicked on the provided links, some of the courses looked very similar and even similarly named to courses in my department, so I could see the confusion. I am concerned about the SJSU stamp on CEU units. Has the committee looked into the process of approval for CEU?

C: I am for consolidation of policies, but maybe some of the reasoning can appear in the policy's rationale so people in the future can understand the definition of a CEU, and it's clear. If we want to be clear that these courses are not attached to SJSU, why are they?

A: We will consult with PaCE to get more information.

C. University Library Board (ULB):

D. Professional Standards Committee (PS):

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

III. Special Committee Reports:

IV. New Business:

Senator Baur and Buyco presented AS 1887 Sense of the Senate Statement of Solidarity with the Sonoma State Community (First Reading). We understand that we are in a climate of a very restrictive and difficult budget. We acknowledge the difficulties that all the CSU units are facing. I want to express my gratitude to the President and Provost for all their hard work in ensuring that this university does not land in the same circumstances as Sonoma. We present this SoS under the principle of community. We all belong to this community of educators and value education. As noted earlier, this community of educators is under a real threat. We live in a time now where education is not only not valued, but there's active hostility towards it and educators. That is why we have to stand together with our community members at Sonoma State who are struggling in a most likely incomprehensible situation. That is why the Faculty Executive has agreed to support this SoS that Stanislaus State created. We're not proposing any significant changes to just adding one additional resolved clause where we explicitly identify the need for collaboration and collaborative decision-making. We teach the importance of shared governance, so we need to start showing real intention for that. Sometimes, these decisions must be made quickly, but there should always be an effort to include those who will be most affected in those conversations. We have a lot of smart people in these institutions so they could have had different perspectives or solutions. Maybe these closures still happen after, but

at least they were done democratically and collaboratively.

Questions

C: I think a link should be provided to the announcement of what is going on at Sonoma. Also, in line 43, it is unclear who this is about. Is it Sonoma State, the Office of the Chancellor, or the Office of the Governor? Maybe we should just remove that and put it in a footnote. Also, we might want to add that some programs are not viable for different reasons in a more positive way.

C: Some statements in the SoS do not have evidence to support those claims.

C: This is an SJSU SoS, so every statement should represent how we feel about this issue. I know we tend to be a more evidence-based Senate. Also, I'm very confused about the level of consultation that the faculty and other department chairs have had with the administration at Sonoma State. I would like to know what the actual consultation process was and what that means in the context of their \$24 million shortfall and a drop of enrollment of 38%,

C: The cut majors were women and gender studies, philosophy, theater, art and dance, art history, economics, and geology. The departments cut were applied statistics, art history, art studio, dance, earth and environmental studies, economics, educational leadership, English, French, geology, global studies, history, philosophy, physics, public administration, theater arts, and women and gender studies. They did not merge all these students, and the faculty had nowhere to go.

Q: Can you provide us with the original SoS from Stanislaus so we can see how much of ours is based on theirs? I would also like to agree with the previous senators about needing to provide evidence for the statements included in the SoS.

C: I am worried that this might represent San Jose State in a light that is really not us. SJSU is very careful about how they thought about tuition increases and cuts. When you look at the BAC minutes from Sonoma State, they were behind a lot. They were still trying to figure out how to pay back 23-24. Maybe we can start over from this draft to express our concerns about what really happened at Sonoma State because it is not happening here. The committee would love to hear from you if you have any questions about our BAC and the budget.

C: As AS leaders, we were able to go to San Francisco State and hear from Sonoma State students about what happened. They said that AS leaders were completely caught off guard to hear this news. That student-athletes and their coaches were having meetings the night before the news came out about recruiting for next semester. I appreciate all the talk on shared governance and transparency, but I would like to see more information about how this affected students as well.

C: I understand that some departments have low returns on investment, but it is not the faculty's responsibility to fix all the financial issues. Top management should be the ones handling this. I agree there should be a shared sacrifice and a shared shame.

C: The birth rate in CA is the lowest it has been since records dating back to 1900 were kept. The number of schools closing in San Jose is almost 10. Those are our most vulnerable students, first-generation, economically vulnerable students. We cannot be naive enough to think that what happened there cannot happen here. San Jose City has dropped multiple positions in the last year in terms of economic revenue. We are plummeting partly due to the rest of the country catching up to us. I want to emphasize that we should follow the data to see what is actually happening and be prepared for it. Sonoma is a smaller school, about 1/6 of the size of SJSU, and their enrollment dropped 35%, so that is important to keep in mind; however, I want to caution you not to think that these things at other schools cannot happen here.

V. State of the University Announcements:

A. Vice President for Student Affairs

We have spoken a lot about immigrant students and such, but I also want to remind you all that LGBTQ + and all things DEI are also under attack. We're trying to take some proactive steps so that when injunctions or other things get lifted, we are ready or even over-prepared. I do want to mention SJSU Cares. If you have any concerns about students, such as if they have been deported, if they have been detained, or if their family has experienced any kind of distress, we can customize how we can help and support that student according to each situation. So please just refer anybody for anything so that we can have a case manager reach out and find solutions for them. We have three important searches underway right now. For the Student Union Executive Director, we hope to have it filled by the end of the month. We are also looking to have a VP and Dean of Students by the end of the month. In mid to late March, we will be interviewing for the AVP for Equity and Belonging (title under review), and the posting is closing this Friday. These are very critical positions for the leadership of the division and how we can move forward in supporting our students.

Questions

C: It is becoming more likely that federal agencies may approach SJSU and ask for various lists of students who belong to different clubs or organizations or who have checked various boxes for things like financial aid. These students could become a target, and I hope that our administration has thought carefully about making those lists impossible to provide.

A: We will follow all the guidelines required by FERPA, which is the federal law that protects student privacy.

C: What we are all doing here right now is very important. It is a very scary time for our students who feel under threat. Despite what federal officials are going to say, our obligation here is to protect our students first and foremost, regardless of their immigrant status. What resources is the university providing students who could be deported?

A: I have met with UNITE, a student organization that represents undocumented students, three times since the election. I have shared the resources available to them and given them my cell phone number. There is also a lot of local support through the city and county. I applaud Santa Clara County, which has dedicated 5 million dollars to immigrant services. The rapid response

team is responding to all appearances of other law enforcement officials who are threatening to round people up. I really appreciate the community that I'm in right now and what they're doing proactively because our students don't typically live on campus. The majority of our students of concern live in the community, so we have to be vigilant on campus to protect students. We have to make sure that the resources in the community are known to them. Their biggest fear, they have told me, is that they will freeze and can't even advocate for themselves. Our response is going to be individual. We are looking to get additional support in the UndocuSpartan office to make sure that it can continue to be a resource to our students.

Q: What is the procedure relating to international students who are afraid to go back to their home country and are not able to return or have issues?

A: International students are going to be different from undocumented students. I think that if you have a visa status, you should be checking ISSS on the pros and cons and some of the outcomes that could happen. We have to weigh the risks that we're willing to take because there is going to be a travel ban at some point in time. We were afraid it was going to happen right after the inauguration, but I am grateful a lot of our international students came back. ISSS is also under SJSU Cares. We are going to explore every possible option if a student is not able to return.

Q: SJSU Day of Giving is coming up. Are there initiatives within Student Affairs that could provide support to some students or at least fundraise around the financial needs that are coming up? Has there been outreach to any private donors who may be willing to support students?

A: SJSU Cares is one of the possible donation sites on the Day of Giving. We have also been in connection with Judy Nagai in University Advancement about outreach and the need for flexible philanthropic gifts.

B. Chief Diversity Officer - not in attendance

C. AS President

AS has been facing some vacancies since our controller graduated this past December, but we are working to fill them this week. We will also be continuing to use this platform to spread the word about various resources that are available for our undocumented student community and allies through our UndocuSpartan Resource Center. I encourage you all to engage with them as they have "know your rights training." I released a statement this past Friday calling to action our students, faculty, staff, and community members to support our undocumented students here on campus. I will also be introducing a resolution in our AS meeting in support of trans rights and trans athletes' right to participate in sports. Additionally, the deadline to apply to be the mural artist is February 10th. I just want to call on everyone here to engage with your students because we want to make sure we're reaching out to as many students as possible. I also want to encourage you all to share with your students what resources are available on this campus. It is sometimes hard for students, especially first-generation students, to ask for help. I want to call on each senator here to take action. Just sharing any information that you see through our Rapid Response Network. You don't really know who in your immediate circle or

their outer circle might actually benefit from this information. Your students need you now more than ever.

D. CSU Statewide Representative(s)

The ASCSU met twice since our last meeting in December. We had interim meetings, and on January 15-17, we had our first meeting of the semester. There was also a meeting of the Board of Trustees. The January agenda was deeply influenced by the federal and national climate and its impact on the state of California specifically. Our ASCSU chair asked for us to be compassionate and collaborative in our leadership. The big item that confronted us was the discussion over the budget and the shortfalls that are facing our university system. These conversations included the need to know how much money is spent on external consulting firms. If we value our faculty and their talents, why not ask some of them to provide some assistance to these very expensive firms? AS 3721 called for greater transparency and actual expenditures in terms of spending decisions made over time. They also asked for an online conference where they could have some communication. All of the committees have had discussions around the implementation of the budget in relation to Sonoma State. It was really that regardless of what the administration said, there was this impression from many members of the Sonoma State University community of a feeling of dismay that decisions had been made without them being in the room. During the public announcement period of the Board of Trustees, there were many statements from Sonoma State people who felt betrayed. It isn't anyone's fault; again, it's the budget shortfall. The state of California is in trouble even if SJSU is not. The fact is that we have to continue to think about how we collaborate with undocumented students. How do we ensure that vulnerable people aren't alone and that we provide them with services and resources? I'm only addressing this as an ASCSU senator because one of the people we heard during the January meeting was the one who handled the discussion over how we take care of the needs of undocumented students, faculty, and staff.

E. Provost

For enrollment, we are sitting at a projection of 104.82% of the CA target and 96.8% of the nonresident target. Those are strong numbers, but to Senator Madura's point, there has been a 20% drop in computer science applications this year nationally. One of the things that I've been passionate about and committed to, since I've been here, is making sure we're diversifying the opportunities for enrollment across different verticals as much as possible. So positively, we're up 500 students and self-support programs year over year. That helps us a lot as we think about how we may institute a new career. I'm excited for the Western Undergraduate Exchange to really start kicking in, because if international enrollment slams to a halt, which is possible, we have other opportunities to get folks here. All the work that's really happened in this room and on this campus to elevate the brand and the campus and its position to R2 status might not seem like much, but it moves us into international rankings. This is an opportunity for us to leverage our campus as we think about the enrollment question. I get a lot of questions about, you know, why do you think it's happening there and not here? It's the quality of this place, the long-term standing, its reputation, and the fact that we haven't shied away from telling our story. I have had conversations with the Provost from Sonoma State to see if there is any opportunity to support or do anything for their students. You should have seen the announcement of the

dean for the College of Information, Data, and Society. I am very excited for someone who has system experience. I am working to appoint an interim dean for the College of Education, and we've already moved to pick a search committee for a permanent position.

C: In psychology right now, we have about two openings in our 200 sessions. I know that enrollment has kind of gone down to the dean's control. I think we might have been a little too careful in restricting the number of sessions rather than being able to offer courses for people who need them.

A: That is something we need to be paying attention to; however, the good news is that every college has hit its goal for enrollment this year. That has not been the case over the last several years. We also experienced a pretty significant drop in enrollment during the pandemic. So, to the point made earlier, we are not susceptible to some of the challenges that everyone faces.

Q: What are some protections for international faculty?

A: We have to be cautious about going too far too fast, and end up doing what they wanted to do. It is on a case-by-case basis. So I think that it's not a great answer, but I think the right answer is we're going to have to take this up, and if people have real concerns, we find out about them, and we rally the resources around that individual or others. Additionally, we are looking at everything that Mari talked about for students to be for faculty and staff. I will say that the CSU has responded rapidly and is very engaged with the Attorney General's office to be as prepared as we can.

Q: How do we compare enrollment year to year?

A: We have two sets of metrics for this campus. We have a target we're given by the state through the CSU, and we want to get 100% of that, or we will lose money. This year's target is 102% of last year's target. So if you think about it two years ago, we're actually up another 2% above the 5%. So, each year, it changes depending on the target. What we've been doing is trying to grow the campus strategically above that target so that we can get redirection dollars. To be perfectly honest, that's part of Sonoma's challenge. They're losing four or five million in redirection because they don't have the enrollment. We will get some of that. We also have a very robust nonresident target because we have historically been dependent on that as well. So we pay very close attention to that nonresident enrollment target, more so than the system or many other campuses do. To answer your question, it is always ideal as a campus to be at least 100% of that California resident target, given that they committed to redirection for three years. This is year two. We are best positioned to be above that target for these three years.

F. Vice President for Administration and Finance

I believe the President asked me to come today because we share the same sense of transparency regarding finances and decision-making. I see my role as one of stewardship of the facilities and the finances we have, and I will take that seriously.

V. Adjournment: The meeting adjourned at 5:00 p.m.



PRESIDENT'S REPORT

Academic Senate Meeting

February 24, 2025

February 24, 2025

Themes for Priorities

Holistic Student Engagement (Goal 1)

- Transition to the next generation of GI2025 - the Year of Engagement Focus.
 - 2/11 - Popcorn Break with President.
- Implement SJSU's Well-being Collective, Well-being@SJSU: promote student health, career health, mental health, basic needs and well-being.
 - 2/6 - Student Affairs led campus meeting on federal policies related to immigration.

Academic Excellence Advancement & WASC Accreditation (Goal 2)

- Implement AI Vision and AI Pilot initiative.
 - 2/4 - Hosted the Chancellor, Vice Chancellors, Governor's Office, and Industry to announce the CSU's AI (look to announcement for description).
- Elevate institutional position to align with emergence as an R2 national university.
 - 2/12 - R2 announcement made.
 - Meetings in Washington, D.C. with key associates and California elected officials.

Business of Running the University

- Safety and Emergency preparedness – Tabletop exercises with key leaders.
 - Two tabletops: 2/6, 2/10.

Executive Committee of the Academic Senate
Minutes of the Meeting of January 27, 2025
Clark 551, 12 p.m. to 1:30 pm

Present: Joshua Baur, Vincent Del Casino, Kristin Dukes, Tabitha Hart, Ranko Heindl, Colleen Johnson, Ariana Lacson, Shannon Rose Riley, Karthika Sasikumar, Laura Sullivan-Green, Cynthia Teniente-Matson, Hiu Yung Wong

Absent: Julia Curry, Charlie Faas, Mari Fuentes Martin
Minutes taken by Grace Barbieri

1. Welcome back

The committee unanimously approved suspending the Standing Rules so President Teniente-Matson could join the meeting via Zoom.

2. Update by the President

At this year's spring address, a different format was presented, thank you to those from Senate Exec and the Senate who participated. One of the items the President mentioned was a Save the Date for March 10th, when the university will present a budget Town Hall. We will discuss in-depth scenario planning and will be taking input. Last Friday, the President received the BAC's memo and recommendations to the President's cabinet.

Right before winter break, a draft of the overview from the February 19th incident in Sweeney Hall was distributed to the executive committee. An updated version addressing questions will be circulated to the full Senate. The Cabinet has focused its leadership attention to strengthen our campus practices based on what was learned.

Questions regarding procedural personnel matters were clarified and addressed in accordance with the Collective Bargaining Agreement.

Before winter break, the President called for an impromptu meeting with the Executive Committee to confer on the interim appointments for the Chief Financial Officer. As noted in January, after consultation the President announced interim Vice President for Finance and Administration Stan Nosek, who will start on February 1st. The President is working through Procurement to engage SP&A as the executive search firm. The call for participants in the search committee is ongoing, and that call closes on the 31st, Dean Priya Kannan has been asked to chair the search committee. The President indicated the AVP for UP would follow the same process.

April 9-11 is the site visit from the WASC review committee. The Provost and President have been working with the Accreditation Steering Committee for final submission to WASC. Our 25-

plus pages are in response to the nine items in the letter of inquiry from the body. The President asked the Senate Executive to be present on April 11th, the day the WASC committee will share its preliminary findings with the entire campus. Invitations will be forthcoming.

A reminder this is a special visit and not a comprehensive review. There were nine recommendations necessitating a response. After submittal, the response will be accessible on the university's website.

The university leadership and the President's cabinet have been carefully watching the recent federal Executive Orders and will respond accordingly. Various Cabinet members issued messages that included a frequently asked questions document. We have heard from department chairs and other academic leaders about the desire to have more information to respond to inquiries should there be law enforcement officials from the federal government that come to campus. We have processes in place for any law enforcement officials who come onto our campus with either a warrant or subpoena. Subpoenas go through Airleah Sivila in the CFO's office. Any warrants, including civil, criminal, or judicial, will go through University Police, and they will work with the appropriate individuals as needed to comply. The FAQ document distributed via email is very detailed and should address questions.

We know that this is a moment of uncertainty for some of our community members, and we want to be sensitive and compassionate to our community. The President asked executive committee members to reach out if there were unmet needs. The President advised that the campus is working to ensure resources are available for all students and to direct all students to SJSU Cares and advise all faculty and staff to do the same. We continue to direct the university community to the UndocuSpartan Center and staff and to ensure their website is current.

The President responded to inquiries regarding the university's approach to FAQs and support provided through SJSU Cares. The President reiterated that the campus is working with various resources within the Chancellor's Office to ensure consistency and connection with CSU wide responses.

The President acknowledged the process that has now expanded with staff representation on the senate, which is a huge milestone and in part, in response to the previous WASC reviews, but to complete that, we must plan where staff will serve on the senate in relation to the potential splitting on ISA. The President emphasized the importance of supporting the work of O&G in putting this proposal forward and hopefully by the last meeting in May.

The change to the senate is obviously highlighted in the report, and beyond that, more openness of collaboration with the administration was important in the shared governance. WASC will

meet with Senate Exec faculty as part of the review process,. There will also be an open email so others can engage.

Presentation on changes to the distribution of guest tickets for commencement, followed by discussion (12:25 to 12:45, Judy Nagai and Andrew Wright) VPUA Judy Nagai and Sr. AVP Andrew Wright asked Senate Exec for feedback on an alternate plan for graduation ticket distribution to curb the resale market for ceremony tickets, which are free and being sold for a profit by other students/graduates. In the proposal discussed, graduates will continue to receive several free tickets and will also have the option to purchase additional tickets at a nominal cost. Data analysis indicates that a more rigorous ticket sales and tracking process will allow more guests to attend the ceremonies and reduce the resale market's financial impact on graduates who may be seeking additional tickets for family and friends.

3. Approval of the Minutes of the Meeting of December 2, 2024 - unanimously approved with all amendments.

4. Consent Calendar- Approved

A note to committee chairs: If your members let you know they can no longer serve or something changes with an assignment on your committee, please make sure to let the AVC know since he is the person creating the consent calendar and is in charge of assignments. Grace is just in charge of changing the website after receiving the information from AVC Heindl.

5. Update by the Chair

- a. Election: nominating petitions are being collected; deadline is February 14, 2025
- b. Senate Retreat online on February 7, 2025
- c. The staff election process is ongoing
- d. Faculty awards process underway in committees-

6. Appreciation of Service for Charlie Faas- This will be in writing at a later date.

7. Questions

- a. For Kristin Dukes: The decision by a federal judge to strike down the extension of Title IX protection to gender identity (not only sex), which was in response to a lawsuit filed by six Republican-led states--how does this affect our policies towards our transgender students, specifically our volleyball athletes?

A: While the changes at the federal level do apply to us, we still have protections for our student's gender identity and gender expression through the CSU nondiscrimination policy. We might see changes in the actual hearing procedures. There are different affordances given to the complainant and respondent in terms of having an advisor of choice, live hearing, etc. Under the original Title IX guidance, those things were stripped away in 2020, and with the 2024 guidance, they were returned. Our Title IX EO office will still process any type of complaints or concerns raised.

C: Title IX EO reports to the chief of staff's office, and the reason they can handle the nondiscrimination is because we merged DHR in Title IX, so they are handling all the discrimination, harassment, and retaliation as well as Title IX. Any protected class is under Title IX EO.

- b. For Kristin Dukes: Can you respond to the petition circulating about the alleged anti-Semitic display at the Dia de los Muertos celebration at the MLK library?

Prior to the petition circulating, the information was brought to my attention, and Dean (of the library) Michael Meth did meet with leadership from Jewish Faculty and Staff Association (JFSA) and Hillel Silicon Valley to have a conversation. As of now, we have responded with an acknowledgment of receipt, Title IX EO will also review if there is a potential complaint or additional outreach.

C: What is the process for approving displays? Was it a SJSU display?

A: It was an SJSU display from the Africana, Asian American, Chicano, & Native American Studies Center within the library. From my conversations with Dean Meth, there are guidelines that are determined in conjunction with the city because it is a shared space. For this particular event, this is not the first time that this installation has happened. There has been an open call for people to participate, which was also sent out this year. IC:

- c. For Kristin Dukes: How have CSU DEI officers responded to the rolling back of funding and initiatives?

We came together with a winter meeting a few weeks back and issued a joint statement still in draft language that will go to the chancellor's office. It identifies what our priorities are, and it speaks to the fact that, in spite of rolling back, these are things that need to remain front-center in this issue.

- d. For [Vincent Del Casino](#): Recent news about cuts at Sonoma State has been very concerning for faculty and staff. Do you plan to address potential cuts in instructional staff in a Town Hall meeting or other communications?

I am drafting an email I will probably send to deans and chairs. What happened in Sonoma is a pretty big deal, but the context that is helpful to share with others is Sonoma's target decline relative to where they're supposed to be is 38% below. SJSU is 4% above, which makes it a very different financial context. We have resources that they do not. We know we've got an 8% percent budget cut coming. Tabitha's team looked at it, and it might lead to a 2-and-a-half percent cut. That is if everything we know today holds in July, which we don't know if it will. We are still hiring tenure-track faculty this year.

Q: Relating the money in PaCE, you have been working for a couple of years trying to loosen up the limitations. Have we made headway? Can we support state-side programs with PaCE-side funding, and what does that look like?

A: We are going to systematize the past budget model and bring SJSU Online and everything into one model. We have invested a lot, so we're not earning money over a cost that is a point in PaCE. But we did put about 10% of the RSCA program on PaCE already and things like that. We have to be careful. We are freed up, but we must be careful of how much we want to subsidize everything. But it definitely gives us real flexibility. . It is an opportunity for scholarship funds for self-support students to build capital dollars, which we have a hard time getting a hold of, such as matched-up maintenance for things like that. We are going in big on tenure track hiring jointly now, which is tremendously helpful.

C: If every CSU cuts like a smaller program, that is not good. Maybe we should have some CSUs where we still have smaller programs but fewer campuses.

A: Perhaps. That is a larger system conversation.

8. Draft plan for reorganization of the Instruction and Student Affairs Committee

This is the first draft that the Chair of O&G, ISA, Karthika, and I came up with. This shows the split of the committee, and then the ball is really in O&G's hands to work on this, but with the consultation of all of you.

C: The committee seems too large. Maybe not every college needs to be represented. Larger committees are harder to get together and decide things. People can always be invited or be nonvoting members.

C: It might be easier to see the difference if it was shown which referral types would go to which committee.

The minutes were taken by Grace Barbieri on January 25, 2025, reviewed and accepted by Senate Chair Karthika Sasikumar on January 29, 2025, and approved by the Senate Executive Committee on February 10, 2025.

1 **Amendment N to University Policy S15-7 University Policy, Retention, Tenure and**
2 **Promotion for Regular Faculty Employees: Procedures**

3
4 San José State University
5 Academic Senate
6 Professional Standards Committee
7 February 24, 2025
8 Final Reading
9

AS 1879

10 Rationale:

11 Amendments A through M to S15-8 Retention, Tenure, and Promotion for Regular Faculty
12 Employees: Criteria and Standards added language on the scholarship of engagement, the
13 scholarship of teaching, activities that enhance inclusion, educational equity, and achievement,
14 and so on. University RTP policy thus encompasses a broader range of work being done across
15 campus and greatly lessens the need for Department RTP Guidelines.

16
17 There has been uneven implementation of Department RTP Guidelines across campus; initially,
18 one college required its departments to create them; otherwise, only a handful of departments
19 have found Guidelines ~~necessary~~ useful. Of the roughly 66 departments/schools on campus, 18
20 have Department RTP Guidelines; only two of those are required to have them (Counseling and
21 Psychological Services and the University Library). Professional Standards has also observed
22 that many approved Department RTP Guidelines have expired and not been revised in relation to
23 recent Amendments to S15-8 possibly indicating no continued need for Guidelines.

24
25 Moreover, most of the Department RTP Guidelines that PS currently reviews tend to repeat
26 University policy and do not follow the requirements ~~for content~~ laid out in Section 4 of this
27 policy. PS has discussed the tremendous amount of labor invested in developing Guidelines that
28 often are returned to the Departments for revision, requiring additional time-consuming process.
29 Frequently, the Guidelines are never resubmitted to PS for subsequent review, so there is no
30 substantive outcome for all of the labor. Unproductive faculty labor is of concern and PS
31 believes it lowers faculty morale. PS is also aware of the unintended stress that the creation of
32 Guidelines causes, particularly among probationary faculty who have the sense that only perfect
33 and fully inclusive Department Guidelines will protect them during the RTP process. Finally, PS
34 is concerned that from an equity perspective, Guidelines may create additional barriers and
35 constitute a form of gatekeeping for faculty who are marginalized in their fields or the academy
36 ~~in general~~.

37
38 After significant consultation and deliberation ~~on these issues~~, Professional Standards strongly
39 encourages Departments to phase out any current Guidelines per the timelines already
40 established in §4.4.3 by Faculty Services in the second resolved clause. As a reminder,
41 allowances for the continuity of Guidelines across a faculty member's period of review are

42 articulated in §4.4.5 and will remain in place. PS ensures that there will continue to be a process
43 to create guidelines for academic units required to have them as well as for departments that are
44 not well-represented by University RTP policy in one or more of the Categories of Achievement
45 (Academic Assignment, Service, and/or Scholarly/Artistic/Professional Achievement). To
46 ~~implement reforms, including the development of~~ develop a streamlined submission and review
47 process and to complete its work on Guidelines already awaiting review, PS requests a
48 temporary moratorium on the submission of Department RTP Guidelines.

49

50 Resolved:

51 1) A temporary moratorium on the submission of Department RTP Guidelines for review and
52 approval will be effective [August 17, 2025, through January 26, 2026, for a one-semester
53 moratorium following approval of this policy recommendation].

54 2) Faculty Services will establish the following timelines for all currently approved
55 Department RTP guidelines for Departments ~~that are not required to have them~~:

56 a. All Guidelines currently approved or approved during 2024-25 ~~for Departments not~~
57 ~~required to have them~~ will expire on the normal timeline outlined in § 4.4.3. by the end of
58 ~~the 2029-30 academic year. This will allow any faculty who may have been recruited~~
59 ~~while guidelines were in place to use them throughout their probationary period.~~
60 ~~Departments may re-apply for pre-authorization to create new Guidelines per this policy~~
61 ~~after that date.~~

62 b. Any Departments working on new or revised Guidelines that have not yet been
63 submitted for review will have to complete the process before the moratorium begins or
64 ~~be subject to use~~ the procedures in this proposed amendment after the moratorium ends
65 ~~begin the process after January 26, 2026. PS encourages departments to wait until after~~
66 the moratorium and the establishment of a supportive process unless their need is urgent.

67 3) Amend section 4.0 to clarify the purpose and content of Guidelines and to develop a more
68 efficient process for the creation and review of Department RTP Guidelines for specific
69 departments required to have them and for departments that may want to develop them ~~justify~~
70 ~~their need for and to seek pre-authorization to.~~

71 4) Amend section 5.2.2 to update changes to the Chair's Description of Assignment
72 relating to Department RTP Guidelines.

73

74 Approved: February 18, 2025

75 Vote: 9-0-0

76 Present: Magdalena Barrera, Caroline Chen, Dawn Hackman, Gilles

77 Muller, Chima Nwokolo, Sarika Pruthi, Priya Raman, Shannon Rose Riley
78 (Chair), Gigi Smith

79 Absent: Farzan Kazemifar

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81 Financial Impact: None anticipated

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Workload Impact: Overall, we anticipate a reduction in workload at multiple levels involved in the creation and approval of guidelines. There will be some increase in workload for Professional Standards in the semester of the moratorium as it prepares a new process for consultation and preparation of Guidelines.

4. Department Guidelines for Achievement

4.1. Purpose of Guidelines

The purpose of guidelines is to assist committees and administrators outside the department in understanding the standards appropriate to the applicant's profession and to ensure fair and equitable application of these standards to the broader procedures, standards, and criteria of University policies. They are not a roadmap for tenure-line faculty nor do they replace a well-crafted narrative statement and supporting evidence in the dossier.

4.1.1. Non-teaching units (Counseling and Psychological Services and the University Library) are required to develop Department RTP guidelines for the category of “Academic Assignment” in order to assist committees and administrators outside the unit in their evaluations.

4.1.2. ~~All Other Departments not well-represented by University RTP policy in one or more of the Categories of Achievement (Academic Assignment, Service, and/or Scholarly/Artistic/Professional Achievement) must seek pre-authorization from the Professional Standards Committee and the Office of the Provost to develop Department RTP Guidelines for Scholarly/Artistic/Professional Achievement, Academic Assignment, and/or Service that relate University policy on Criteria and Standards to the professional standards and breadth of activities of particular disciplines. See may develop Guidelines in order to assist committees and administrators outside the department in their evaluations. see 4.3, below for additional information on pre-authorization and approval.~~

4.2. Content of Guidelines

Guidelines have required elements and may include additional relevant information, as indicated below.

4.2.1. ~~If authorized,~~ Department RTP Guidelines may be created for one or more of the Categories of Achievement (Scholarly/Artistic/Professional Achievement; Academic Assignment; or Service) in order to describe work that is relevant to the Department and not accounted for in University policy.

4.2.2. Department RTP Guidelines must offer at least two inclusive hypothetical sample faculty profiles for each level of achievement (unsatisfactory, baseline, good, or excellent per S15-8 §3.3 Criteria to be Used when

122 Evaluating Candidates for Promotion and Tenure) within a given Category
123 of Achievement. Note that while Department RTP Guidelines provide
124 sample faculty profiles that would warrant a given level of achievement,
125 they do not replace the Criteria and Standards of University Policy.
126 Rather, they augment/supplement them. What follows is a sample profile
127 template to be used as a model—it is not intended to be used as an actual
128 profile.

129 4.2.2.1. A sample profile contains a description of what kind of work
130 qualifies for a certain level of achievement: “A faculty member
131 achieving BLANK in Scholarly/Artistic/Professional
132 Achievement may have a published BLANK during the period of
133 review or may have produced a BLANK and BLANK.”

134 4.2.3. Guidelines may also specify the sorts of documentation that are expected
135 to be relevant to the evaluation of the professional effectiveness of faculty
136 in a particular academic area.

137 4.2.4. Guidelines are inclusive and not exclusive. They shall not be used to
138 exclude accomplishments from consideration that were unanticipated
139 when the guidelines were created. When candidates submit genuine
140 accomplishments that were not anticipated in the Guidelines, the
141 accomplishments will be assessed using the language of the University
142 policy on Criteria and Standards.

143 4.2.5. They provide realistic estimates of the resources required to meet each
144 given level of achievement.

145 4.2.6. They are equitable; they do not make it more or less difficult for faculty to
146 achieve tenure or promotion.

147 4.2.7. Departments that contain more than one discipline, or contain very
148 different subdisciplines, may ~~request authorization to~~ produce more than
149 one set of specialized guidelines. When this occurs, particular care must
150 be taken to specify to which faculty each set of guidelines applies; the
151 applicable guidelines should be specified in the Chair’s Description of
152 Assignment and included in the dossier (see §5.2.2).

154 **4.3. ~~Authorization~~ Development and Approval of Department Guidelines**

155 ~~Departments that are required to have Guidelines do not request pre-authorization;~~
156 ~~please skip to §4.3.2. All other Departments begin with §4.3.1.~~

157 4.3.1. ~~Pre-authorization~~ Consultation and Support: Departments interested in
158 creating Guidelines, whether required or not, will go through a pre-
159 development process in which Professional Standards will provide
160 consultation and support to minimize time and effort at the Department
161 level and to ensure that Guidelines conform with Section 4.2, Content of

162 Guidelines. PS will ~~develop~~ provide a ~~system~~ process to help both
163 Departments ~~not required to have Guidelines and the Committee~~
164 determine whether guidelines may be necessary ~~or desirable~~ and how to
165 proceed ~~with the development, submission, and approval process.~~
166 Departments required to have Guidelines will also receive support through
167 a consultation process designed to minimize labor in the creation or
168 updating of Guidelines.

169 4.3.2. After the consultation phase with PS, Departments must develop
170 guidelines that closely follow the criteria laid out in section 4.2, Content of
171 Guidelines, as well as any advice provided by Professional Standards ~~or~~
172 the Provost.

173 4.3.3. The proposed Guidelines must be approved by a vote of department
174 probationary and tenured faculty, using secret ballots. The vote tally and
175 date shall be reported at the top of the Guidelines document at the time of
176 submission to Professional Standards. Guidelines without this information
177 will be returned to the Department for correction.

178 4.3.4. ~~Acceptable~~ Guidelines that comply with 4.2 Content of Guidelines and
179 University policy shall be approved and authorized for use by the Provost
180 in consultation with the Professional Standards Committee. Before making
181 its recommendation to the Provost, PS shall review the proposed
182 guidelines and solicit input from the Dean or corresponding Associate
183 Dean, and/or the College Research Committee. The PS Committee's
184 determination will be shared in writing with all involved parties by the PS
185 Chair or the Provost's designee.

186 4.3.5. In some cases, Departments may need to revise and resubmit the
187 document for subsequent review. The Committee remains available for
188 consultation during this phase of development.

189
190 **4.4. Publication, Distribution, and Use of Guidelines**

191 4.4.1. All approved Department RTP Guidelines shall be posted on the Faculty
192 Services website (or equivalent) and shall display the date they were last
193 approved.

194 4.4.2. Once approved and published, Department RTP Guidelines must be
195 applied when judging the level of achievement of all candidates to which
196 they apply, bearing in mind the limits of such guidelines.

197 4.4.3. ~~Authorized~~ Approved Guidelines must be kept current. The Department
198 shall submit them to Professional Standards for review every five years;
199 Guidelines shall display the date they were last approved as well as the
200 new vote results at the top of the document. Guidelines without this
201 information will be returned to the Department for correction.

202 4.4.4. Guidelines that display a date more than five years old calculated from the
203 time of the submission of the dossier shall be considered invalid, except as
204 provided for in § 4.4.5, Continuity of Guidelines throughout the Review
205 Period.

206 4.4.5. Continuity of Guidelines throughout the Review Period. Normally, any
207 valid (current) guidelines must be included in each candidate's dossier. If,
208 however, guidelines have changed during the candidate's period of
209 review, the candidate shall have the right to choose to include either the
210 old or the new guidelines. Similarly, if guidelines that were valid during a
211 part of the candidate's period of review are no longer valid and have not
212 been replaced, the candidate may choose between including the old
213 guidelines or including no guidelines. Only one set of guidelines may
214 appear in the dossier, and reviewers are restricted to considering only
215 included guidelines.

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220 5.2.2 Department Chair's Responsibilities. The department chair or school or
221 division director shall inform in writing faculty members who are to be
222 reviewed of the nature of materials required by the retention and tenure
223 committee and the date by which these materials must be received for the
224 committee's consideration. It is the responsibility of the chair to ensure
225 that a detailed Description of Academic Assignment of the faculty
226 member for the period under review is placed in the dossier at least one
227 week before the submission date of the dossier, in order to establish a
228 frame of reference for evaluation of the candidate by persons from
229 outside the department. The Chair's Description of Academic
230 Assignment must state whether there are Department RTP Guidelines in
231 use and the Chair must ~~be~~ ensure that a copy is included in the dossier. In
232 cases where a Department has more than one set of RTP Guidelines (per
233 §4.2.7., above), the Chair's Description of Academic Assignment must
234 specify which set of guidelines applies to the particular faculty member.
235 The faculty member may attach a response to the Chair's Description of
236 Academic Assignment before the closing date; any such response shall
237 also be included in the dossier. During the period that the dossier is open,
238 it is the responsibility of the Chair to ensure that the evidence necessary
239 for a full and fair evaluation is contained in the dossier.

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6

**San José State University
One Washington Square
San Jose, CA 95192**

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9

AS 1887 Sense of the Senate Statement of Solidarity with the Sonoma State Community

7 **WHEREAS**, the California State University System (CSU) is made up of 23 individual
8 campuses and each campus has a unique history and educational environment; and

9 **WHEREAS**, the mission of the CSU is to:

- 10
11
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21
- To advance and extend knowledge, learning, and culture, especially throughout California.
 - To provide opportunities for individuals to develop intellectually, personally, and professionally.
 - To prepare significant numbers of educated, responsible people to contribute to California's schools, economy, culture, and future.
 - To encourage and provide access to an excellent education to all who are prepared for and wish to participate in collegiate study.
 - To offer undergraduate and graduate instruction leading to bachelor's and higher degrees in the liberal arts and sciences, the applied fields, and the professions, including the doctoral degree when authorized.
 - To prepare students for international, multi-cultural society.
 - To provide public services that enrich the university and its communities.

22 **WHEREAS**, the CSU system has projected substantial budget shortfalls currently and in the
23 immediate future. CSU management has projected a significant state funding shortfall of
24 roughly \$400 million – \$800 million for the 2025-26 academic year to the estimated
25 operating budget of \$8.3 billion¹.

26 **WHEREAS**, given budgetary constraints and enrollment challenges, on Wednesday 22
27 January, Sonoma State University (SSU) Interim President Cutrer, in cooperation with the
28 CSU Chancellor's office, eliminated 23 academic programs, closed 6 departments, merged
29 another 7 departments, and terminated all of SSU's NCAA Division II athletic programs; and

30 **WHEREAS**, These changes are expected to precipitate substantial negative impacts on SSU
31 students, staff, and faculty. Additionally, Rohnert Park, SSU's hometown, is anticipating
32 substantial economic impacts from these cuts²; and

¹ From the CFA <https://www.calfac.org/governors-proposed-state-budget-makes-cuts-to-the-csu/#:~:text=CSU%20management%20has%20projected%20a,operating%20budget%20of%20%248.3%20billion.>

From the CSU <https://www.calstate.edu/csu-system/about-the-csu/budget/Documents/current-budget/2025-26-operating-budget.pdf>

² Windsor, S. (2025, January 27). Rohnert Park mayor, businesses respond to Sonoma State University cuts. *The Press Democrat*

33
34 **WHEREAS;** The Academic Senate of CSU Stanislaus recently passed a resolution of support
35 for Sonoma State University; and

36 **WHEREAS:**, The Academic Senate of San Jose State University (SJSU) joins our CSU
37 Stanislaus colleagues to support SSU students, faculty, and staff impacted by these changes;
38 therefore be it

39 **RESOLVED**, the Academic Senate of SJSU urges Chancellor Garcia, Interim President Cutrer,
40 and CSU leadership to employ collaborative decision-making for all proposed changes going
41 forward. Collaborative, consensus-driven processes ensure that diverse voices are included in
42 consequential decisions. Collaborative decision-making promotes equity, fairness, and
43 balanced outcomes; CSU leadership should also strive to establish responsible, resilient, and
44 healthy financial policies and restrain unnecessary administrative spending and expansion
45 when funding is sufficient. and

46 **RESOLVED**, that the SJSU community, in solidarity with SSU, urges Interim President
47 Cutrer and Chancellor Garcia to reconsider the proposed changes at SSU and commit to
48 restarting the process using consensus-building decision-making ; and be it finally

49 **RESOLVED**, that this resolution be distributed to the following with request to share widely:

- 50 - Governor Gavin Newsom
- 51 - Lieutenant Governor Eleni Kounalakis
- 52 - Senate Pro Tem Mike McGuire
- 53 - Assembly Speaker Robert Rivas
- 54 - Senate Education Committee Chair Al Muratsuchi
- 55 - Senate Budget and Fiscal Review Committee Chair Scott Wiener
- 56 - Senate Budget and Fiscal Review Subcommittee 1 Chair John Laird
- 57 - Assembly Higher Education Committee Chair Mike Fong
- 58 - Assembly Budget Committee Chair Jesse Gabriel
- 59 - Assembly Budget Subcommittee 3 Chair David Alvarez
- 60 - CSU Board of Trustees
- 61 - Chancellor Mildred Garcia
- 62 - Academic Senate of the CSU Chair Elizabeth Boyd
- 63 - California State Students Association President Iese Esera
- 64 - Interim SSU President Emily Cutrer
- 65 - SSU Academic Senate Chair Emily Acosta Lewis
- 66 - California Faculty Association
- 67 - California State University Employees Union
- 68 - Teamsters Local 2010
- 69 - UAW - Academic Student Employees

7 **SENATE MANAGEMENT RESOLUTION**

8
9 **Amendment to Senate Bylaws - Sections 4.5 & 4.6**
10 **Amendment to Senate Policy S19-2, Appendix A**

11 **Rationale**

12
13 Starting around fall 2022, the Executive Committee of the Academic Senate restarted a
14 conversation concerning senate representation for SJSU staff. In AY22/23, the Organization and
15 Government Committee (hereafter “O&G”) in consultation with the Senate Executive
16 Committee officially began considering the question of senate expansion to include staff
17 representation in the senate. Given the scope and breadth of the senate expansion question, in
18 spring 2023, O&G proposed a special committee be empaneled to review the prospects of
19 additional senate seats for staff.
20

21 The special Committee on Senate Representation completed their review and analysis of the
22 matter in fall of 2024. The question of additional senate seats for staff (AS 1876 and AS 1877)
23 was submitted to the Academic Senate for a vote. Following the senate vote to support
24 expansion, the proposed changes to the SJSU Constitution and By-laws were submitted to the
25 SJSU faculty for a campus-wide vote in fall of 2024. With SJSU faculty voting in favor of staff
26 representation, OG became responsible for overseeing amending applicable SJSU By-laws and
27 Constitution. ¹
28

29 At the same time that senate expansion was being considered, O&G began exploring challenges
30 associated with the size and complexity of the Instructional and Student Affairs Committee
31 (hereafter “ISA”). Though ISA has been able to discharge its responsibilities to the SJSU
32 community, the size and composition of the committee has been a subject of discussion with
33 the ISA Chair throughout AY 23/24 and AY24/25.
34

35 The SJSU Academic Senate Instructional and Student Affairs Committee is:

36
37 Responsible for all matters relating to instruction and to student affairs,
38 including recruitment, admission, retention, academic status, educational

¹ [Senate By-law - 4.1.1](#) places overall responsibility for establishing committees and appointing its members to the Senate. Additionally, [SJSU Policy S19-2](#) assigns responsibility to OG to review and make recommendations regarding charges, functions, creation or abolishment of university and senate committees.

39 equity, rights and responsibilities. The Instruction and Student Affairs
40 Committee may establish task forces in consultation with the Executive
41 Committee of the Academic Senate to address specific matters that are beyond
42 its ability or the ability of the Student Success Committee to address in a
43 reasonable time period².

44
45 With its broad coverage of both instructional affairs and student affairs, ISA has had to expand
46 its membership to encompass experts in a host of areas. In practice this means that referral
47 discussions often fall outside numerous members' expertise and interests. This has led to a
48 decline in engagement and attendance. Currently, ISA is staffed by 20 individuals from faculty,
49 students, and administration.

50
51 Scholarly consideration of committee operation suggests that individual committee members
52 become increasingly ineffective as committee size grows³. Empirical research on non-profit
53 organizations suggests that large governing boards “tend to be inefficient and do not contribute
54 positively to governance effectiveness” (Prybil et al., 2008, p. 5).⁴

55
56 In addition to its unwieldy size, the volume and variety of referrals ISA receives is overloading
57 the committee's ability to address referrals as expeditiously as the committee would prefer.
58 Personal communication between ISA Chair Sullivan-Greene and the SJSU Senate Executive
59 and members of O&G confirm that a reorganization of ISA into two separate committees offers
60 a reasonable and feasible strategy to address the problem of the size of the committee and the
61 broad scope of referrals ISA receives.

62
63 Reorganizing ISA into two new policy committees, the Instructional Affairs Committee (hereafter
64 “IA”) and the Student Affairs Committee (hereafter “SA”), will create a more focused and
65 manageable workload for each committee. In addition to improving the working efficiency of
66 senate committees, this reorganization creates two new policy committee seats that are
67 strategically important locations for staff senators. General and Student Services Professional
68 staff will be important contributing voices in both IA and SA given that such staff are deeply
69 involved in student services as well as academic programs⁵.

70
71 As part of the ISA reorganization, O&G is proposing additionally that the Associate Dean for
72 Undergraduate Studies and the Associate Dean for Graduate Studies, both EXO positions on

² <https://www.sjsu.edu/senate/docs/S19-2.pdf>

³ Karotkin, D., & Paroush, J. (2003). Optimum committee size: Quality-versus-quantity dilemma. *Social Choice and Welfare*, 20(3), 429–441. <https://doi.org/10.1007/s003550200190>

⁴ Prybil et al. (2008). *Governance in nonprofit community health systems: An initial report on CEO perspectives*. Grant Thornton, LLP. Chicago, IL.

⁵ The role of staff is crucial in supporting students' personal, academic, and social development. Staff typically perform a range of functions such as student support and counseling, academic advising, student activities and engagement, career services, health and wellness, residence life, crisis management, and leadership development.

73 ISA and not currently granted full voting rights, be granted full voting rights consistent with
74 Senate By-law 4.5.4.⁶ These two seats will be located in IA.
75 O&G proposes reorganizing the reporting structure for committees previously reporting to ISA
76 (By-law 4.6). The Student Fairness Committee is responsible for reviewing matters concerning
77 grading and teaching practice. This committee will report to IA. The Student Success Committee
78 is primarily responsible for student enrollment, financial aid, retention, engagement, academic
79 skills and competencies, and time to degree. The Student Success Committee will also report to
80 IA. The International Programs & Students Committee, primarily concerned with the
81 experiences of international students at SJSU will report to SA.

82
83 In consideration of the need for ISA reorganization and two additional senate seats, O&G
84 proposes that it be:
85

86 **RESOLVED** that Senate By-law 4.5 be amended, as follows:

87 Curriculum & Research (CR) ~~Instruction & Student Affairs (ISA)~~ Instructional Affairs (IA) Student
88 Affairs (SA) Organization & Government (O&G) Professional Standards (PS), and;

89 **RESOLVED** that Senate By-law 4.6 be amended, as follows:

90

91 **Operating Committees**

92 In the context of their charge, operating committees serve a range of functions including the
93 preparation of reports and making recommendations for changes in policy to their designated
94 policy committees.

95

96 Current Operating Committees:

97 Faculty Diversity Committee (reporting to PS)

98 General Education Advisory Committee (reporting to CR)

99 Graduate Studies & Research Committee (reporting to CR)

100 Institutional Review Board (reporting to CR)

101 ~~International Programs & Students Committee (reporting to ISA)~~

102 ~~International Programs & Students Committee (reporting to SA)~~

103 Program Planning Committee (reporting to CR)

104 Student Evaluation Review Board (reporting to PS)

105 ~~Student Fairness Committee (reporting to ISA)~~

106 ~~Student Fairness Committee (reporting to IA)~~

107 Undergraduate Studies Committee (reporting to CR)

108 ~~Student Success Committee (reporting to IA)~~, and;

109

110 **RESOLVED** that SJSU Policy S19-2, Appendix A be amended as follows:

111 ~~Instruction and Student Affairs committee Description~~

112 ~~Charge: Responsible for all matters relating to instruction and to student affairs, including~~
113 ~~recruitment, admission, retention, academic status, educational equity, rights and~~
114 ~~responsibilities. The Instruction and Student Affairs Committee may establish task forces in~~
115 ~~consultation with the Executive Committee of the Academic Senate to address specific matters~~

⁶ <https://www.sjsu.edu/senate/docs/Senate%20Bylaws%202024.pdf>

116 ~~that are beyond its ability or the ability of the Student Success Committee to address in a~~
117 ~~reasonable time period.~~

118 ~~Membership~~

119 ~~AVP, Student Affairs or Designee (EXO)~~

120 ~~AVP, Enrollment Services or Designee (EXO)~~

121 ~~Associate Dean for Undergraduate Studies (EXO – non voting)~~

122 ~~Associate Dean for Graduate Studies (EXO – non voting)~~

123 ~~Director, Student Involvement (EXO)~~

124 ~~Director, University Housing Services (EXO)~~

125 ~~Alumni Representative~~

126 ~~1 faculty, College of Business~~

127 ~~1 faculty, College of Education~~

128 ~~1 faculty, College of Engineering~~

129 ~~1 Member, General Unit~~

130 ~~1 faculty, College of Health and Human Sciences~~

131 ~~1 faculty, College of Humanities & Arts~~

132 ~~1 faculty, College of Science~~

133 ~~1 faculty, College of Social Science~~

134 ~~AS President~~

135 ~~3 Student Senators~~

136 ~~1 Graduate Student~~

137

138 ~~Instructional Affairs committee description~~

139

140 ~~Charge: Responsible for all matters relating to instruction including recruitment, admission,~~
141 ~~retention, academic status, educational equity, rights and responsibilities. The Instructional~~
142 ~~Affairs Committee may establish task forces in consultation with the Executive Committee of the~~
143 ~~Academic Senate to address specific matters that are beyond its ability to address in a~~
144 ~~reasonable time period.~~

145 ~~Membership~~

146

147 ~~1. SAVP, Enrollment Management or designee (EXO)~~

148 ~~2. Associate Dean for Undergraduate Studies (EXO)~~

149 ~~3. Associate Dean for Graduate Studies (EXO)~~

150 ~~4. 1 faculty, College of Business~~

151 ~~5. 1 faculty, College of Education~~

152 ~~6. 1 faculty, College of Engineering~~

153 ~~7. 1 member, General Unit~~

154 ~~8. 1 faculty, College of Health and Human Sciences~~

155 ~~9. 1 faculty, College of Humanities and Arts~~

156 ~~10. 1 faculty, College of Science~~

157 ~~11. 1 faculty, College of Social Science~~

158 ~~12. 1 staff senator~~

159 ~~13. Student Senator~~

160 ~~14. Graduate Student~~

161 Student Affairs committee description

162

163 Charge: Responsible for enhancing the student experience at San José State University
164 through an engaged college experience that promotes the intellectual, personal, and civic
165 growth of our students. Acknowledging that learning takes place both in and out of the
166 classroom, the committee shall consider matters related to programs and services that help
167 students achieve their academic and life goals.

168

169 Membership

170 1. VP, Student Affairs or designee (EXO)

171 2. Director, Student Involvement (EXO)

172 3. Program Director, Student Success

173 4. Faculty senator or Faculty at large

174 5. Faculty senator or Faculty at large

175 6. Faculty senator or Faculty at large

176 7. CAPS Faculty member

177 8. **1 staff senator**

178 9. AS President or designee

179 10. Student Senator

180 11. AVP Health, Wellness & Student Services or designee

181

182 **RESOLVED** that SJSU Policy S19-2, Appendix A be amended as follows:

183 Student Success Committee [reports to ISA] to be replaced with Student Success Committee
184 [reports to IA] .

185

186 **Approved:** February 20, 2025

187

188 **Vote:** 9-0-0 (yay, abstain, nay)⁷

189

190 **Present:** Baur, Buyco, Elahi, Jochim, Joshi, Lee, Madura, Muñoz-Muñoz, Pendyala

191

192 **Absent:** NA

193

194 **Financial impact:**

195 Creation of a new Senate SA committee, necessitates additional financial resources to support
196 the committee chair (0.20 FTE per semester). Reorganizing ISA into two committees not only
197 improves effective governance but also provides for the two additional senate seats for staff
198 resulting from recent senate expansion. OG acknowledges the present budgetary constriction
199 that SJSU is experiencing. Nevertheless, in Fall 2024, the SJSU faculty clearly demonstrated its
200 support for inclusion of staff on the Academic Senate. SJSU Administrative leadership has
201 consistently voiced support for senate expansion. Now the Senate and the SJSU community
202 need a practical expression of that support.

203

⁷ Vote conducted remotely using Google Email Vote extension

204 **Workload impact:**

205 OG forecasts that workload impacts on current ISA members will likely improve. Reorganizing
206 ISA into SA and IA will allow more targeted and efficient execution of committee responsibilities.
207 Additionally, with a more clear and shared focus on both SA and IA, OG forecasts more
208 incentive for committee member engagement.

209
210 New staff seats will create additional burden for new staff senators. Newly elected staff senators
211 will need the support of their supervisors, SJSU administrators, and the SJSU Senate to
212 collaboratively organize their administrative and senate responsibilities. OG recommends that
213 campus administrative leaders encourage and support staff participation on the senate and
214 collaboratively work with their staff on innovative approaches to meeting all responsibilities⁸.

⁸ Strategies to discuss might include task automation or AI-assisted work completion, for example.