SAN JOSÉ STATE UNIVERSITY ACADEMIC SENATE

2021/2022
Agenda
April 18, 2022, 2:00 pm – 5:00 pm
via Zoom: https://sjsu.zoom.us/j/88440891399

If you would like to attend this meeting, please contact the Chair (Karthika.Sasikumar@sjsu.edu) or the Senate Administrator (Eva.Joice@sjsu.edu) for the password.

I.   **Call to Order and Roll Call:**

II.   **Land Acknowledgement:**

III.   **Approval of Minutes:**
          Senate Minutes of March 21, 2022

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 March 7, 2022
          Executive Committee Minutes of March 14, 2022
          Executive Committee Minutes of April 4, 2022

          B. Consent Calendar –
          Consent Calendar of April 18, 2022

          C. Executive Committee Action Items –

VI.   **Unfinished Business:**
          AS 1830, Policy Recommendation: Emergency short-term loans for students (Final Reading)

VIII. **Policy Committee and University Library Board Action Items (In rotation):**
          A. **Organization and Government Committee (O&G):**
          AS 1832, Senate Management Resolution, Update of the Standing Rules of the Academic Senate (First Reading)

          B. **University Library Board (ULB):**

          C. **Instruction and Student Affairs Committee (I&SA):**
          AS 1831, Policy Recommendation, Adding, dropping, and withdrawing from courses "W" symbol Refunds (Final Reading)

AS 1834, Policy Recommendation, Amendment C to University Policy S09-7, Grading Symbols, Drop and Withdrawal; Retroactive Drop and Retroactive Withdrawal; Assignment of Grades and Grade Appeals; Change of Grade; and Integrity of the Academic Record (First Reading)

AS 1835, Policy Recommendation, Amendment B to University Policy F20-1, Adding Classes after Advance Registration (Final Reading)

  D. **Professional Standards Committee (PS)**
    AS 1833, Policy Recommendation, Amendment H to University Policy S15-8, Retention, Tenure and Promotion for Regular Faculty Employees: Criteria and Standards: To include within the category of Academic Assignment, activities that specifically enhance inclusion, educational equity and achievement in the surrounding and broader communities (First Reading)

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

IX. **Special Committee Reports:**
Athletics Board presentation by Annette Nellen, Chair of the Athletics Board, Tamar Semerjian, Faculty Athletics Representative (FAR), Shonda Goward, AVP for UG Advising and Success, Tamar Semerjian, Faculty Athletics Representative (FAR), Jeff Konya, Director of Athletics, Kristan Kelly, Director of Compliance, <u>Time Certain: 4:00 p.m.</u>

X. **New Business:**
Election of Faculty Representatives to the Advisory Committee to the Board of Trustees for the Selection of the President, <u>Time Certain: 2:30 p.m.</u>

XI. **State of the University Announcements:**
  A. Associated Students President
  B. Vice President for Administration and Finance
  C. Vice President for Student Affairs
  D. Chief Diversity Officer
  E. SJSU Faculty Trustee (by standing invitation)
  F. Statewide Academic Senators
  G. Provost

XII. **Adjournment**

2021-2022 Academic Senate Minutes
March 21, 2022

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Questions:
Q: When you are down in Long Beach perhaps you could suggest they give a copy of Don's book to every incoming president?
A: It is a tremendous idea. Thank you.

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

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

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

Q: Since we have a policy for retroactive enrollment, why wouldn't that be the solution to this problem of a student having been enrolled in a previous semester and then not getting a grade because they were not properly enrolled in a class? It seems to me a simple solution is being overlooked. What would you say?
A: Simply money. It costs $200 to do a retroactive withdrawal and, in most cases, students said they couldn't afford it.
A: I believe there is more to this story than is immediately available.

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

V. **Executive Committee Report:**
A. **Minutes of the Executive Committee:**
Executive Committee Minutes of February 14, 2022 – No questions.
Executive Committee Minutes of February 21, 2022 – No questions.

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

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

C. **Executive Committee Action Items:**
The Senate approved the Elections Calendar for 2023 (38-0-2).
The Senate approved the Senate Calendar for 2022-2023 (38-0-2).

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

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

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

A. Instruction and Student Affairs Committee (I&SA):
Senator Frazier presented a motion to switch the order of his two resolutions and present AS 1831 first. <u>**The Senate voted and the Frazier motion passed unanimously**</u>.

Senator Frazier presented *AS 1831, Policy Recommendation, Adding, Dropping, and Withdrawing from Courses, "W Symbol Refunds (First Reading).*
The last day for students to drop a class is day 9 of instruction. The last day to add a class is day 16 of instruction. This policy would make the add and drop deadline the same. The idea for having two separate dates in 2005 was that if the last day to drop was day 9, then the student had 7 days to shop around for a new class. This is no longer a problem according to our Registrar and other administrators on the committee. Everyone on the committee agrees this is a good idea for students to keep them from getting a "W."

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

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

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

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

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

Q: Would the committee consider a better title for this policy? I found this title very confusing.
A: If you've got some language you can provide that would be great.

Q: Line 136 says that the "W" will not be counted in the student's GPA. I wonder if a new line could be added that the "WU" does factor into one's GPA.
A: Yes, we will consider that. It is old language and for the most part we really didn't spend a lot of time talking about that particular clause.

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

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

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

Professional Achievement, activities that specifically enhance inclusion, educational equity and achievement in the surrounding and broader communities (Final Reading).
<u>**The Senate voted and AS 1829 passed as written (36-0-4).**</u>

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

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

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

Senator Van Selst presented an amendment that was friendly to the body to the second Resolved clause to delete the word "final" from line 31 and on line 34 before "the Academic Senate" add "these recommendations shall be presented on the consent calendar to the Academic Senate" and then to delete the sentence that follows, "The Academic Senate shall be notified of any such changes." The amendment was adopted.
Senator White presented a motion to extend the meeting for an additional 10 minutes. The motion was seconded. The Senate unanimously approved the motion to extend the meeting for 10 minutes.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Questions:
Q: Thank you for the report. Can you tell us about the status of the unit 3 library faculty? How many do we have in the library and are their numbers going up or down? Also, it has always struck me as curious that unit 3 faculty are located throughout the university in various departments where they get to recommend their department chair, any thought about getting all of your faculty into a department of some sort where they get to recommend their department chair, at least to you?
A: Based on the numbers I have seen, and I've only been here 6 months, my understanding is that the FTE count for the library have pretty much held steady. Where we are seeing a variation is between full-time tenure/tenure-track and part time. We are currently recruiting for four positions on the full-time tenure/tenure-track side. We are trying to work through the math on what that actually means right now. Some of the positions are replacements. That's as much as I know right now. I'm not sure what time period you are

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

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

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

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

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

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

A: Welcome.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Q: Could there be an allocation of space near classrooms for students to be able to collaborate while working in groups during classes? The only space available right now is the library and it can be very far away from some classrooms.
A: Know that we are thinking about that. We know that there are students here today that have both online and in person classes and the use of our facilities is changing. As we move forward and we think about a master plan that assesses how much space is needed today and into the future, we are really talking about planning those big building blocks. What feeds into that is the ongoing renovation of the campus and the interior of those buildings, and certainly the conversations that we're having today about creating these types of spaces. The type of space assignment that you mentioned is a very important conversation that needs to not just go into the master plan, but also

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

Q: The design looks really beautiful, but I'm wondering how safety issues are really going to be addressed given the openness of the campus moving forward? My second question is what type of spaces will be available for people to build community, such as for faculty and staff, or faculty and student interactions?
A: We are entering a phase of planning where we spend time with the police chief and get his feedback. We are also asking how we can blend more with downtown and still keep people safe.
A: What we've found over the past few years is that if we remove shrubs and take out blind corners, we remove hiding spaces. Typically, the problem areas, even with the library areas, are in blind spots and hidden corners. This is why we are opening up the campus to remove those type of areas. Also, what we've gotten from the community is that years ago SJSU put up walls. We want to be both open and welcoming to the community, but also make it safe for all of us.
A: As for your second question, we need to create water cooler space in buildings where people feel comfortable getting together and having that dynamic conversation that suddenly reveals a partnership or interest in the shared learning experience. As we think through our interior space, that type of value becomes important. You may not see that manifest itself in the map of our master plan, but you will see that manifest itself in the narrative that comes up in the talks about our use of space and our design principles around the use of interior space.

Q: Will there be any large smart conference rooms such as could become an ideal permanent space for Academic Senate meetings of 70 plus people, including convenient hybrid in-person/online meetings? You may or may not know that before the pandemic, the Academic Senate was meeting in Engineering 285/287. This was not an ideal location for the meetings.
A: The manifestation of the physical campus that you have seen has been based on some high-level projections of our space needs over the next 20 years and the master plan. We are looking at what the enrollment growth will be not just for a college, but down to the individual disciplines within a college. That in and of itself is going to help us start to better understand what the space in a building is going to need to be, and that will help identify what type of space we offer within a building and help will help inform our internal plans. I'm not trying to sound evasive. It's just that when we do master planning for a campus we focus first on the big outside blocks and then move on to what

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

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

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

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

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

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

IX.   New Business: None

X.   State of the University Announcements:

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

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

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

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

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

    F. Provost: Moved to the next meeting.

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

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

SJSU 2021-2022	ACADEMIC SENATE
April 18 2022	**CONSENT CALENDAR**

RED TYPE indicates a correction.

2021-2022	SENATE SEATS

ADD TO VACANT SEATS									
COMMITTEE TYPE	**COMMITTEE NAME**	**SEAT**	**SEAT TITLE**	**NAME**	**ZIP**	**PHONE**	**TERM ENDS**	**CONSENT CAL**	**FACULTY AT-LARGE**
POLICY	Committee on Committees	B	Business	Jennifer Bechkoff (returning from sabbatical)	0069	43693	2022	4/11/22	
OTHER	University Sustainability	H	Faculty-at-Large	Tianqin "Kelly* Shi (returning from sabbatical)	0164	48443	2022	4/11/22	
OPERATING	Undergraduate Studies	D	Education	Maria Fusaro* (returning from sabbatical)	0075	43740	2022	4/11/22	

REMOVE FROM SEATS									
COMMITTEE TYPE	**COMMITTEE NAME**	**SEAT**	**SEAT TITLE**	**NAME**	**ZIP**	**PHONE**	**TERM ENDS**	**CONSENT CAL**	**FACULTY AT-LARGE**
POLICY	Committee on Committees	B	Business	Hyojin Lee* (subbing for Bechkoff on Sabbatical)	0069	43693	2022	4/11/22	
OTHER	University Sustainability	H	Faculty-at-Large	Yinghua Huang* (subbing for Shi on Sabbatical)	0164	43274	2022	4/11/22	
OPERATING	Undergraduate Studies	D	Education	Maureen Smith* (subbing for Maria Fusaro on sabbatical)	0075	43740	2022	4/11/22	

Present: Karthika Sasikumar (Acting Chair), Brandon White, Julia Curry, Ravisha Mathur, Vincent Del Casino, Anoop Kaur, Patrick Day, Tabitha Hart, Stefan Frazier, Kathleen Wong(Lau), Winifred Schultz-Krohn, Charlie Faas, Kimb Massey

Absent: Steve Perez

1. There was no dissent to approval of the consent agenda (Executive Committee Agenda of March 7, 2022) (14-0-0).

2. The Executive Committee approved the minutes of February 14, 2022 (14-0-0). The Executive Committee minutes of February 21, 2022 were tabled until the next meeting (14-0-0).

3. **Updates from the University:**
   a. **Vice President for Student Affairs (VPSA):**
      Enrollment continues to be strong. Frosh applications for Fall 2022 are up. Transfers are down significantly. The enrollment at our local community colleges is also down significantly. This will affect us in the future.

      We also have Graduation Initiative (GI) 2025 happening in the backdrop. There are five priority areas such as re-enrolling underserved students, digital degree roadmaps, eliminating administrative barriers to graduation, and creating equitable learning practices.

      AB 1746, the Cal Grant bill, providing more funding for students in two-year programs (community colleges), is being discussed at the state level. VP Day will keep the Executive Committee informed on the progress.

      Questions:
      Q: To what extent is GI 2025 unfunded?
      A: [VP Day] There is some funding, but there is a clear expectation that we must make adjustments in the way we do business.
      A: [VP Faas] There are both funded and unfunded initiatives in the GI 2025. We need to meet the requirements to use state funding. We have to figure out how to fund the rest.

      Q: Several transfer students have complained they still have not received their Tower Card. Is this a pattern or just a one-time problem?

A: [VP Day] There is a pattern seen with use of the Tower Card. Some students have not gotten used to using Tower Cards to enter the buildings and rooms, but it is for their safety.

Q: Let me clarify. These are students that have applied for the card and haven't received the card.

A: VP Day and VP Faas will look at possible ways to get students the Tower Card during Orientation. Part of the problem is that it is a supply chain issue. We are sending the cards out as fast as we get them.

Q: Do you have any data on enrollment trends around course modality?

A: [VP Day] It was very clear for Spring and Fall 2022 that there were longer waitlists for online modalities. Students want more options.

Q: Can we reach out to all the Community Colleges to maintain our enrollment?

A: The President and VP Day have been discussing where enrollment management is going. We can push outside our local recruiting areas, but we can't give them an enrollment GPA bump. Our future enrollment plan does call for outreach to different areas such as S. California and out of state students.

b. **Update from the Vice President of Administration and Finance (VPAF):**
VP Faas and UPD Chief Carroll are now having their weekly one-on-one meetings while walking the campus.

VP Faas is very excited that downtown updates to the city of San Jose will include SJSU starting next week. SJSU will be a part of the sharing along with downtown developers.

c: **Update from the Provost and Senior VP of Academic Affairs:**
Provost Del Casino is working on funding T/TT hiring for next year given the Academic Affairs Budget. The Annual Authors and Artists Event is from 4 p.m. to 5 p.m. on April 5, 2022 at MLK.

Questions:
Q: Institutional Effectiveness and Strategic Analytics has lost lots of people recently and the loss of the Director of Institutional Research was really sad. Are there plans for recruiting and hiring?

A: This is a budgeted position created by Provost Del Casino. There are a number of budgeted positions that are vacant and there are plans to fill these positions in the next four months.

Q: Faculty have been asking about whether the Provost is going to start having Town Hall meetings again?

A: The Provost hopes to schedule Town Hall meetings before the end of the semester.

Q: Thank you for sending out the survey for the Dean of the College of Social Sciences. Are there any updates on hiring for the position?
A: Provost Del Casino is reviewing the materials. The big picture is that the college wants someone that is qualified, listens well, and has an open-door policy. The Provost hopes to have the search committee pulled together by the end of Spring and have a new dean hired by January 2023.

C: The "DFW" rate needs to go deeper. When faculty suggest changing class size, they are met with pushback. The "W" in "DFW" is not that important and could be removed.
A: Faculty and departments must take up DFW rate gaps. It is a big issue and Associate Deans will have to work with their chairs and departments going forward. The Provost, having taught in large classes, believes it is possible. However, the Provost does not disagree, and believes this needs to be in the hands of faculty. The "W" comment is a really good one.
A: We should publish improvement rates by course and track over three months.

d. **Updates from the AS President:**
AS is planning their 2022-2023 budget.

AS is in the process of hiring a new Director of the Childcare Development Center.

Campaigning starts next week for AS elections. AS received 24 applications.

Questions:
C: The committee discussed the accessibility in curricular materials policy resolution and the Senate debate. Students felt that making materials accessible came across as a burden for faculty. Faculty expressed surprise and really just wanted to change the language so that responsibility for making the materials accessible does not fall only on the faculty. Faculty must work in concert with the university to make materials accessible.

e. **Updates from the CSU Statewide Senator:**
The AB 928 Webinar is on March 11, 2022 at 4 p.m. It will be recorded and made available to Senate Chairs and ASCSU Senators.

There is a new award from the Chancellor's Office called CREATE. It stands for Creative Response and Excellence in Teaching Engagement. It comes with a $1,000 monetary award. Senator Curry does not have further details yet, but will provide them when she gets them.

Faculty at the ASCSU are upset that Chancellor Castro has been placed in a position paying him $400,000 a year. Faculty feel that administrators that are released from a position after some kind of wrongdoing, should not be entitled to positions paying this kind of money, especially given the resistance from the Chancellor's Office to paying faculty fair salaries.

f. **Updates from the Chief Diversity Officer (CDO):**
The CDO will be working with units on different initiatives. The President will be meeting with the Campus Committee on Diversity, Equity, and Inclusion (CCDEI) this week.

Questions:
Q: Regarding the Taskforce on Bullying, can you give a brief update on the status of the Bullying Policy?
A: It has been difficult for the taskforce to discuss anti-bullying initiatives without using the term bullying. We were trying to work on extra things until we got legal clarification about what could be said and done, then COVID hit and Alison went on leave. Things have been on hold since then.
Q: Why can't it be called bullying?
A: We need to have an enforceable definition of bullying. The bullying definition was removed because of case law.
Q: Can't the taskforce use the legal definition to move forward on a policy?
A: The taskforce was not tasked with writing a policy. Our task is to make a recommendation for change. It has been very difficult. There is disagreement on the taskforce as to what we should do.

4. The meeting adjourned at 1:48 p.m.

These minutes were taken by the Senate Administrator, Eva Joice, on February 23, 2022. The minutes were edited by Wynn Schultz-Krohn on March 21, 2022.
The minutes were approved by the Executive Committee on April 4, 2022.

Executive Committee Minutes
March 14, 2022
via Zoom, 12:00 p.m. to 1:30 p.m.

Present: Karthika Sasikumar (Acting Chair), Brandon White,
             Julia Curry, Ravisha Mathur, Vincent Del Casino, Patrick Day,
             Tabitha Hart, Stefan Frazier, Kathleen Wong(Lau),
             Winifred Schultz-Krohn, Charlie Faas,

Absent: Kimb Massey, Anoop Kaur, Steve Perez

1. There was no dissent to approval of the agenda and Consent Calendar (Executive Committee Agenda of March 14, 2022, Consent Calendar of March 14, 2022) (11-0-0).

2. The Executive Committee approved the minutes of February 21, 2022 (11-0-0).

3. The Executive Committee discussed the Appointments Calendar for 2022. The committee suggested notifying the chairs and deans about vacancies over the summer before the seats go at large. The committee approved the Appointments Calendar for 2022 (11-0-0).

4. The Executive Committee approved the Elections Calendar for 2023 (11-0-0).

5. The Executive Committee discussed the Senate Calendar for 2022-2023.   Several minor editorial corrections were suggested. The committee approved the Senate Calendar for 2022-2023 as edited (11-0-0).

6. The Executive Committee discussed the possibility of returning to in-person Executive Committee meetings after Spring break. Chair Sasikumar will work with Melanie Schlitzkus to obtain a suitable conference room.

7. Updates from the policy committees:
    a. Organization and Government Committee (O&G):
        O&G is working on a referral regarding remote attendance at Senate, Executive Committee, and Policy Committee meetings, which is covered under Standing Rule 17g.

        The committee was asked for its opinion regarding the meeting attendance referral. Several comments were made about the difficulty in having hybrid (simultaneous online and in-person) Senate meetings given the lack of technology in the current meeting room used by the Senate. Discussion included concerns locating a different meeting room large enough for the Senate and guests to all attend that can be routinely used (a room not being used for classes). The Committee discussed the difficulty in running a Senate meeting

1

remotely and the extreme difficulty there would be in conducting a hybrid Senate meeting for the Chair and Associate Vice Chair (AVC).

When this question was raised at the Senate Retreat, Senators either strongly supported in-person meetings or strongly supported online meetings. Many Senators spoke about wanting to be in the same room and talk to each other during debate. Several Senators said it was much easier to hear in zoom meetings, whereas when in Engr. 285/287 the wireless microphones sometimes don't work. One interesting thing noted by some Senators was they thought there was a kind of hierarchy of those seated closest to the Senate Chair. Those Senators who came in late for the meeting were forced to sit in the back when attending the in-person Senate meetings. Several Senators expressed concern there could be differential treatment between those Senators attending in-person and those online if a hybrid model was used. Some members expressed strong opposition to remote attendance at Senate meetings, because they felt it very important that Senators be present in person. Some members felt that allowing the Senate Chair to determine the meeting modality of the Senate and Executive Committee meetings was giving too much power to the Senate Chair. The consensus was that now is not the appropriate time to have hybrid Senate meetings, but it should be revisited in the near future when a meeting room with appropriate technology may be available to the Senate.

O&G is considering letting the Senate Chair determine the modality of the Executive Committee meetings in consultation with the Executive Committee. For the Senate meetings, the expectation is that meetings should be in person, but the Chair should have the flexibility to change the meeting to online if needed. For policy committee meetings, the consensus was that policy committees should determine their own modality in consultation with committee members.

b. Professional Standards Committee (PS):
PS will be bringing an RTP policy amendment regarding scholarly and artistic achievement to the March 21, 2022 Senate meeting. PS is also working on a template for departments to use for RTP guidelines. PS will probably have an amendment for the RTP policy regarding academic assignment at the April 18th Senate meeting.

Questions:
Q: Do you have an estimate of the percentage of departments that have a template for these guidelines already?
A: No. It varies across colleges. With some colleges, it's almost every department that has approved Department RTP Guidelines, and in other colleges there are not as many. The structure is so different between departments and colleges and you are looking at such diversity in terms of how these guidelines are constructed with some guidelines providing a table and other guidelines being several pages of dense text. The RTP committee may have to sort

through 18 pages of a Department RTP Guideline to find examples about service and academic assignment, etc.

Q: What is the enforceability of guidelines? Can they be used in grievance processes?
A: PS can't enforce. The RTP training process highlighted the use of department guidelines. The department guidelines are supposed to provide examples and clarity about how the dossier evaluation is conducted at various levels. Some of the guidelines are nicely written and clearly guide you to where you can find evidence of certain things in the dossier. This is what we'd like for a template.
C: It would be worth finding out who can enforce the guidelines, because if candidates are following the guidelines in lieu of using university policy, we need to be very clear in the training.
C: A member commented that the downside to a template is that it eliminates the individual department's uniqueness with a plug and play model. It imposes an institutional character on the process that doesn't allow departments to celebrate their uniqueness.
C: A member expressed concern about the use of the word "enforceability" and the term "in lieu of." There should never be a conflict between the guidelines and RTP policy. The guidelines are there to enhance and elaborate on existing RTP policy. The question of enforceability should never even come into play with the guidelines, because the guidelines are not meant to supersede the RTP current policy.
A: That is exactly the point of the guidelines. The guidelines provide examples due to the uniqueness and diversity we have in various disciplines across campus.
Q: The RTP Policy always trumps the guidelines. The guidelines are like administrative regulations. Is this correct?
C: There is a clause in the RTP policy that states department RTP guidelines must be applied when evaluating the dossier, so it isn't just policy people are supposed to be looking at. If guidelines exist, they must look at them.
A: PS is just trying to make it a little more consistent so people can find the data.
Q: A member expressed concern about how these guidelines are evaluated in terms of their consistency with RTP policy.
A: Professional standards reviews submitted department RTP Guidelines to assess the consistency with the SJSU RTP Policy.

c. Instruction and Student Affairs Committee (I&SA):
I&SA will bring a first reading of the Add/Drop Policy to the Senate next week. Currently students may drop up until day nine in the semester, and may add until day 14. The current proposal is to change the deadlines for both to the same day which is the day before census, or day 19.

The second thing I&SA will bring to the Senate next week for a first reading is a revision to a 1972 policy on Emergency Short Term Loans for Students. The Bursar's Office does give these out about two to three times a year. Since it was passed in 1972, there are procedural changes.

d. Curriculum and Research Committee (C&R):
C&R will be continuing to look at curriculum such as the BS in Data Science today.

C&R will also be finishing off the GE policy and guidelines and will be bringing that to the Senate on Monday. C&R pulled this from the last Senate meeting agenda because C&R made changes to Area F and the Area F GRP. had not given feedback. C&R has since found that the Area F GRP. is not happy with the changes C&R made. This will be reviewed and finalized today.

C&R will also be reviewing old policies to see what should be removed from the books or updated after they finish with the GE Guidelines.

Questions:
Q: Last year the Senate had a discussion and said that the Senate would align itself with whatever the Area F GRP. faculty wanted and now you are saying they are unhappy with the changes C&R made, but C&R is moving forward with the changes anyway?
A: Yes, C&R voted on those last week. There were four changes C&R made. Two of the changes the Area F GRP. had no problem with. The two changes they took issue with include that they wanted to limit their upper division courses to 35 students, and C&R rejected this. C&R set the cap to 40, which is standardized across all the GE areas. The second thing is that there was concern from the Area F GRP. that had to do with instructor qualification and again had to do with standardization, but C&R was able to resolve this item with the Area F Grp. The last item had to do with grades. The Area F GRP. wanted to have C- as passing for the courses and again, this was very different from all the other GE courses which have D- as passing. This was rejected by C&R.
C: A member expressed concern that the Senate did agree to align itself with whatever the Area F GRP. wanted. This is a problem when we are trying to build relationships with our Ethnic Studies faculty. Uniformity has never been required specifically in our GE package.
A: This was pointed out to the C&R members, which is why we voted on each of these things and both the votes were not unanimous.
C: A member expressed concern about D- being a passing grade.
A: This was discussed a lot in C&R, but in the end the committee voted to have D- as the passing grade.
C: The overall content was very much in the hands of the Area F GRP. and still remains there. Aligning things consistently across the curriculum is not a bad thing. If we are going to look at C- as the passing grade for one area then maybe

we should be looking at it for all areas. We need to have this conversation as a campus.

C: Having an experiential mandatory component impacts a cap. For Ethnic Studies that applied component is very important. If you look at the criteria for Ethnic Studies programs at UCLA and Berkeley there is that experiential component. Concern was expressed that any discussion about Area F caps should be robust and take this into account.

Q: With the DFW rate that is being mandated by the Chancellor's Office, I think the D- conversation is a conversation we need to have. C&R may get a referral on this next year. Why should we consider using the D- if we are going to be punished for giving them out, and are being told we need to reduce them?

A: This is not about punishing students. The question is what is the competency that someone has in learning. In a lot of majors, the D does not count. The other thing is the equity gap in DFW rates. It is not simply the DFW rate itself. It is the equity gap that is concerning both to the campus and the system. Is that a pedagogical challenge? Is that the way in which we assess students? Is there a way in which we deploy learning so there is a gap? What is interesting about this gap and what is concerning is that it shows up all over the campus in departments with social justice missions at the front end of how they talk about things. We need to be careful how we characterize some of these issues. It goes to what we think competency in an area is. That is the pedagogical and intellectual conversation we should have. If we don't think there is competency in a "D," then that is an interesting conversation.

8. The meeting adjourned at 1:35 p.m.

These minutes were taken by the Senate Administrator, Eva Joice, on March 14, 2022.
The minutes were edited by Wynn Schultz-Krohn on March 24, 2022.
The minutes were approved by the Executive Committee on April 4, 2022.

1   **San José State University**
2   **Academic Senate**
3   **Committee on Instruction and Student Affairs   AS 1830**
4   **April 18, 2022**
5   **Final reading**
6
7   # Policy Recommendation:
8   # Emergency short-term loans for students
9
10 *Legislative history: rescinds and replaces S72-22*
11
12 Whereas: The Committee for Organization and Government, in its review of
13   University policies in 2017, determined that circumstances around
14   emergency short-term loans for students had changed since the 1972
15   passage of a policy on that topic, and so had procedures in the Bursar's
16   Office; be it therefore
17
18 Resolved: That S72-22 be rescinded, and the following become university policy.
19
20
21 Approved: March 14, 2022
22 Vote: 10-0-3
23 Present: Allen, Frazier, French, Hill, Jackson (non-voting), Kaur, Kumar,
24   Lupton, Merz, Sen, Walker, Wilson, Yang, Yao
25 Absent: Leisenring, Masegian, Rollerson, Wolcott
26 Financial impact: None.
27 Workload impact: None.
28

29   **Emergency short-term loans for students**
30

31   The SJSU Bursar's Office makes a certain amount of funding available to students with
32   emergency short-term needs. General stipulations on such loans are as follows:
33

34   ● A student applying for a loan must be at least 18 years of age.
35   ● The student must be matriculated (undergraduate or graduate, domestic or
36   international).
37

38   The Bursar's Office shall determine, and publish, specific stipulations, possibly including
39   but not limited to the following:
40

41   ● loan amount limits
42   ● whether loans may be used to pay tuition or fees
43   ● a minimum-unit enrollment requirement for loan applicants
44   ● requirements for repayment of the loans
45   ● repayment period
46   ● consequences following delinquent loans
47   ● whether extensions are permitted
48   ● circumstances of check disbursement
49   ● requirements of promissory notes or co-signers if any
50   ● service charges if any
51   ● other loan eligibility requirements
52

6

7 **Policy Recommendation:**
8 **Adding, dropping, and withdrawing from courses; the "W" symbol; and refunds**
9 **related to withdrawals**

10

11 *Legislative history: rescinds and replaces S05-12 and F04-2. Amends F15-3.*

12

13 Whereas: Current policy allows insufficient time for students to adjust their course
14 schedules in the first few weeks of the semester; and

15

16 Whereas: Allowing students to drop courses up to the census date would prevent
17 them from incurring "W" grades on their transcript, which count toward
18 "units attempted" for semester enrollment and financial aid eligibility
19 purposes; and

20

21 Whereas: Allowing students to drop courses without a petition up to the census date
22 will speed up this process, opening up seats for other students; and

23

24 Whereas: Having a single deadline for both dropping and adding courses adds
25 clarity and consistency; and

26

27 Whereas: Until the seventh day of instruction, students are automatically enrolled in
28 courses if they are on waitlists, in accordance with F20-1; and

29

30 Whereas: Permission codes can therefore be required in order to add courses
31 starting on the eighth day of instruction, giving faculty control over
32 enrollment at that point; be it therefore

33

34 Resolved: That S05-12 and F02-2 be rescinded, and the following become university
35 policy.

36

37 Resolved: That in F15-3 "Establishing a Committed Presence in a Class," the
38 sentence "Six instructional days before Census Day, i.e. the 14th day of
39 instruction, is the last day for the student to add a class" be modified to

40		"One instructional day before Census Day is the last day for the student to
41		add a class."
42		
43	Approved:	April 11, 2022
44	Vote:	11-1
45	Present:	Allen, Frazier, French, Hill, Jackson (non-voting), Kumar,
46		Leisenring (non-voting), Lupton, Merz, Sen, Walker, Wilson, Yang,
47		Yao
48	Absent:	Kaur, Masegian, Rollerson, Wolcott
49	Financial impact:	Reduced late add fee for students: late add fee between add
50		deadline and Census Day (currently $45) would no longer apply.
51	Workload impact:	Reduced workload for Registrar's Office, Undergraduate Education,
52		and College of Graduate Studies in processing late drop and add
53		petitions in the pre-Census period. Reduced workload for faculty,
54		department chairs, and administrators in signing late drop and add
55		petitions. Potential increased workload for faculty if students are
56		granted permission to add classes late.
57		
58		

Adding, dropping, and withdrawing from courses; the "W" symbol; and refunds related to withdrawals

Note: Census Day is the 20th day of instruction.

1. Adding, dropping, and withdrawing from courses; and the "W" symbol

    a. *Starting on the 8th day of instruction, instructor consent (a permission code) shall be required for a student to add a class. The online registration system (currently PeopleSoft) will be programmed accordingly and per F20-9.*

    b. The last day for a student to add class (with a permission code) and / or drop a class shall be *one instructional day before Census Day.*[1]

    c. Late drops (*withdrawals*): on or after Census Day, a student may withdraw from class only for "serious and compelling reasons" ~~which shall be defined as circumstances and genuine emergencies beyond the student's control.~~ Poor academic performance or non-attendance, in the absence of other extenuating circumstances, are not valid reasons for withdrawing from a course.

    d. ~~These circumstances must be documented with such evidence as death certificates (or equivalent) of immediate family members, letters from employers, or notes from healthcare providers, doctors, or death certificate (or equivalent) of immediate family member.~~

    e. The Vice Provost~~President~~ for Undergraduate Education~~, Studies~~ *and the Dean of the College of Graduate Studies* shall *together* develop a list of acceptable circumstances and guidelines for *supporting documentation* ~~certification~~ of said circumstances, petition forms ~~to be issued to all colleges~~ (which shall include space to state the reasons for the proposed withdrawal, and the current grade the student is earning), and appropriate sanctions for those submitting fraudulent *documentation* ~~certification~~

    f. The President shall appoint one individual (in accordance with Executive Order 1037~~268~~) to administer course and university withdrawals. This individual will be responsible for distributing and receiving petitions,

---

[1] See separate policy S20-9 for instructor drops.

98	verifying *supporting documentation* ~~certification~~, and approving withdrawal
99	from the University. ~~A department, school or college, (hereafter referred to~~
100	~~as an academic unit) that wishes to be exempt from this provision may~~
101	~~apply for an exemption for a period of three years by submitting a written~~
102	~~statement to the Undergraduate, or if appropriate, the Graduate Studies~~
103	~~Office, explaining how an exemption best serves its academic mission.~~
104	~~Upon receipt, either the Associate Vice President of the Undergraduate or~~
105	~~Graduate Studies Office shall either approve or deny the exemption~~
106	~~request. If the exemption request is approved, the exempted academic~~
107	~~unit's highest ranking administrative officer shall have the authority to~~
108	~~approve or deny late drop petitions for their courses for a period of three~~
109	~~academic years, beginning with the semester the exemption request was~~
110	~~granted. The highest ranking administrative officer for a department is the~~
111	~~department chair; for a school, the highest ranking administrative officer is~~
112	~~the program director and for a college, the highest ranking administrative~~
113	~~officer is the dean. Within 3 working days of approving or denying a late~~
114	~~drop petition, an academic unit shall convey the decision to the~~
115	~~President's appointee using electronic mail and also send to the~~
116	~~President's appointee the original, signed late drop petition and a copy of~~
117	~~all other supporting materials related to the late drop petition. In the event~~
118	~~of an approved late drop petition, upon notification by the administrative~~
119	~~unit, the President's appointee shall then immediately notify the~~
120	~~appropriate administrative units of the late drop decision.~~
121	
122	g. In the case of course withdrawals, students must first obtain the faculty
123	member's signature. This signature *acknowledges that the faculty member*
124	*has been informed of the student's intent to drop the course* ~~indicates that~~
125	~~the student has been advised of his/her options regarding the course~~.
126	Students will be advised to *consult with their appropriate academic*
127	*advisors about the possible impacts of dropping the course*, ~~about the~~
128	~~possible negative impact of the "W" on their transcript and where~~
129	~~appropriate~~, *and will* be encouraged to consult with *the Financial Aid*
130	*Office about how this may impact their financial aid eligibility or award, if*
131	*appropriate* ~~Academic Services~~. If a faculty member does not sign the
132	petition, the matter will be resolved ~~either~~ by the President's appointee. ~~or~~
133	~~the highest ranking administrative officer for the exempted academic unit~~
134	~~(Department Chair, School Director, or College Dean. The President's~~
135	~~appointee or the highest ranking administrative officer of the exempted~~
136	~~academic unit will verify the certification that the student uses to indicate~~

137			"serious and compelling" reasons for needing to withdraw before signing
138			the petition.
139			
140		h.	When a "W" appears on a student's transcript, the transcript will contain a
141			notice that withdrawals at San Jose State University are given only for
142			circumstances beyond the student's control, and not for any other reason,
143			including academic performance. The "W" will *not be counted* remain
144			uncounted in the student's GPA, as before.

h. When a "W" appears on a student's transcript, the transcript will contain a notice that withdrawals at San Jose State University are given only for circumstances beyond the student's control, and not for any other reason, including academic performance. The "W" will *not be counted* remain uncounted in the student's GPA, as before.

i. The option of the Incomplete remains as before.

j. A "WU" *is the appropriate grade* remains appropriate to assign when a student, who is enrolled on Census Day, does not successfully petition for a "W" but fails to complete course requirements, and those assignments that were completed were insufficient to make normal evaluation of academic performance possible. A "WU" counts toward the GPA as an "F."

2. Refunds in relation to dropping or withdrawing from courses

a. For regular state supported semesters, refund regulations for the CSU system are prescribed by the California Code of Regulations Title 5, Section 41802 and applicable CSU Chancellor Executive Orders. In particular, at SJSU, the principles for refunds include the following:

i. Dates for full refunds shall be as close as possible to the first day of instruction (not the first course meeting), but shall in no case be more than five business days before the first day of instruction;

ii. Information regarding refunds shall be stated clearly and disseminated widely as early as possible so that students and departments can plan in a timely manner. For regular state supported sessions, all refund information will be posted in all versions of the Schedule of Classes where fee and payment information is publicized. The information will also be detailed on the Bursar's website.

b. Title 5, Section 41802 states that for self-support, special sessions and extension course fees, refunds shall be made in accordance with policies and procedures established by each campus. At SJSU, the refund

177	procedures shall be established by the *College of Professional and Global*
178	*Education* ~~International and Extended Studies Office~~, and shall include the
179	following:
180	
181	i. Dates for full refunds for self-support, special sessions, and
182	extension courses shall be as close as possible to the first day of
183	instruction (not the first course meeting) ~~for those events~~ but shall
184	in no case be more than five business days before the first day of
185	instruction;
186	

1 **SAN JOSÉ STATE UNIVERSITY**
2 **Academic Senate**   **AS 1832**
3 **Organization and Government Committee**
4 **April 18, 2022**
5 **First Reading**
6
7   **SENATE MANAGEMENT RESOLUTION**
8 **Update of the Standing Rules of the Academic Senate**
9
10 **Rationale:**
11 The SJSU community is now emerging from the disruption caused by the global
12 COVID-19 pandemic. For the last two years the Academic Senate, like many SJSU
13 units, suspended its in-person activities and, with the ongoing support of its members,
14 conducted its business remotely. Now, however, we anticipate the resumption of our
15 community's post-pandemic operations.
16
17 The topic of meeting modality, which was discussed at the Spring 2022 Senate Retreat
18 (a brief summary of which is included on the final page of this document), was helpful in
19 surfacing two main tenets of Senators' experiences: that it is important to honor
20 cherished and impactful traditions of the Senate; likewise, that it is important that the
21 Senate as an organization be responsive and adaptable to the times. In considering
22 how the Senate Standing Rules handle meeting modality, we recognize the implications
23 not simply for attendance but also, more importantly, on Senators' active participation in
24 and deep engagement with the work of the Senate as carried out through its meetings.
25
26 In careful consideration of our current and future Senators' experiences and needs, and
27 in keeping with the Senate's mission to provide for effective participation and
28 deliberation by the academic community in the formulation of governing policies for our
29 university, we therefore recommend that Item 17 Section g of the Standing Rules be
30 updated and that the updates contained herein be adopted once passed by the Senate.
31
32

33
34   **Senate Management Resolution**
35   **Recommended Updates to Senate Standing Rules**
36
37 **Item 17 ~~Committee~~ Meetings and Minutes, Section g ~~Remote~~ Attendance**
38
39 1) Academic Senate:
40 Any action taken by the Academic Senate requires a quorum of members in
41 attendance.The Senate Chair shall determine the modality (including remote attendance
42 where appropriate) utilizing an advisory poll of the Senate members at large, and
43 seeking consensus among the members of the Executive Committee of the Senate.
44 Such decisions shall be guided by current conditions; available resources; the needs of
45 Academic Senate members; and the efficacy of the meeting modality for facilitating the
46 Academic Senate's work.
47
48 2) Executive Committee of the Senate:
49 Any action taken by the Executive Committee requires a quorum of members in
50 attendance. The Senate Chair shall determine the modality (including remote
51 attendance where appropriate) after seeking consensus among the members of the
52 Executive Committee of the Senate. Such decisions shall be guided by current
53 conditions; available resources; the needs of Academic Senate members; and the
54 efficacy of the meeting modality for facilitating the Academic Senate's work.
55
56 3) Policy Committees:
57 Any action taken by the Policy Committee requires a quorum of members in attendance.
58 The Policy Committee Chair shall confirm the modality (including remote attendance
59 where appropriate) after achieving consensus among the members of that policy
60 committee. Such decisions shall be guided by current conditions; available resources;
61 the needs of Academic Senate members; and the efficacy of the meeting modality for
62 facilitating the Academic Senate's work.
63
64 4) All Other Committees:
65 Any action taken by the committee requires a quorum of members in attendance.
66 The Committee Chair shall confirm the modality (including remote attendance where
67 appropriate) after achieving consensus among the members of that committee. Such
68 decisions shall be guided by current conditions; available resources; the needs of
69 Academic Senate members; and the efficacy of the meeting modality for facilitating the
70 Academic Senate's work.
71
72
73 **Approved**:   DATE
74
75 **Vote**:   10-0-0
76
77 **Present**:   Andreopoulos, Baur, Hart, Higgins, Jochim, Kataoka, Millora, Muñoz-
78   Muñoz, Tian, Zhao
79

80   **Absent**:   Sandoval-Rios
81
82   **Financial impact**: None anticipated.
83   **Workload impact**: None anticipated.
84
85

Senators' input on modality, collected at 2022 Senate Retreat

Modality	Pros	Cons
in person	Sense of community, togetherness Ability to have in-person side conversations Can see how others vote	Reduced body language Difficult to have side convos Seating hierarchy of the physical room Not all seats are good Accessibility & barriers to attendance
online synchronous (via Zoom)	Easy to see each speaker Can clearly hear speakers Ease of participation More equal participation Enhancement of chat feature	Votes have become secret Less personal Technology & equity issues
hybrid	Allows for choice Maximally accessible	Concern about differential treatment Difficult to facilitate

1 **SAN JOSÉ STATE UNIVERSITY**
2 **Academic Senate**   **AS 1833**
3 **Professional Standards Committee**
4 **April 18, 2022**
5 **First Reading**
6

7   **Amendment H to University Policy S15-8**
8   **Retention, Tenure and Promotion for Regular Faculty**
9   **Employees: Criteria and Standards: To include within the**
10 **category of Academic Assignment, activities that specifically**
11   **enhance inclusion, educational equity and achievement in**
12   **the surrounding and broader communities**
13

14 Resolved: That S15-8 be amended as indicated by strikeout and underline as
15   appropriate

16 Resolved: That these changes become effective for AY 2022-2023

17 Rationale: S15-8 revised S98-8 to improve and enhance the clarity of criteria in the
18   category of Academic Assignment for faculty Retention, Tenure, and
19   Promotion decision. The following changes were informed by SS-S21-2
20   Support for Reform of RTP for Fairness, Equity and Inclusion and the
21   following documents: UP-FS Fall 2020 Faculty Survey, the RTP Process
22   for BIPOC Faculty report from UP-FS, Black Spartans Community Letter
23   to President Papazian, Asian Pacific Islander Faculty & Staff Association
24   Letter to President Papazian, and discussions with the Faculty Diversity
25   Committee.

26 Approved: April 11, 2022

27 Vote: 9-0-0

28 Present: Magdalena Barrera, Nina Chuang, Nidhi Mahendra, Nyle Monday, Alaka
29   Rao, Shannon Rose Riley, Gokay Saldamli, Neil Switz, Winifred Schultz-
30   Krohn (Chair)

31 S15-8 text:

32 2.2 Effectiveness in Academic Assignment

33 2.2.1 Academic Assignment is the specific role given to a faculty member to support the
34 educational mission of San José State University. Academic Assignment is the primary,
35 but not the only, consideration in evaluating a faculty member's performance and is the
36 essential condition for continuation and advancement within the university. For most
37 faculty, academic assignment consists primarily of teaching; academic assignment
38 includes work in the department to support educational equity and/or close equity gaps
39 through the recruitment, mentoring, retention, and academic support for historically

40 underserved students in the department, and training of colleagues in such efforts. For
41 some faculty, such as department chairpersons, coordinators, and field supervisors,
42 part or all of their academic assignment is of a non-teaching nature, and they should be
43 evaluated accordingly; RSCA release should be evaluated under
44 Scholarly/Creative/Professional Achievement. However, release for departmental
45 administration and the like (e.g. as Chair) can be evaluated as appropriate in other
46 Categories of Achievement (Academic Assignment, Service, or
47 Scholarly/Creative/Professional Achievement), depending on the emphasis of the work.

48 • **Connects to Black Spartans Community letter Student Success Priority #10**
49 **and Faculty Relations Priority #3**
50 • **Connects to APIFSA letter bullet points.**

51 2.2.2 Considerations in applying the criteria for Academic Assignment to teaching.

52 2.2.2.1 When evaluating effectiveness in teaching, chairs, committees, and
53 administrators are required to conduct a holistic evaluation. The teaching must be
54 considered in the context of its purpose, its objectives, and the degree of difficulty of the
55 assignment. Evaluators must be well versed in the University policy F12-6 "Evaluation
56 of Effectiveness in Teaching", especially the most recent "SOTE/SOLATE Interpretation
57 Guide, and have explicit training with respect to issues of subjectivity and bias in SOTEs
58 for faculty traditionally underrepresented within their field.

59 • **Connects to Black Spartans Community letter Faculty Relations Priority #1**
60 • **Connects to BIPOC Faculty document "Evaluation of academic assignment**
61 **often centers on just two items: SOTEs (and especially question 13), and**
62 **peer evaluation. Peer evaluation is often flawed because evaluators don't**
63 **want to hurt a peer's case with a negative evaluation, so they are rarely**
64 **honest."**

65 2.2.2.2 Examples of contextual factors include whether the teaching resulted from newly
66 created or substantially modified curricula (e.g., but not limited to, changes to promote
67 educational equity); participation in team or interdisciplinary teaching; the adoption of
68 new pedagogical or technological approaches; whether the level or kind of teaching or
69 number of students created special demands or challenges; and the extent to which
70 student learning occurs outside formal instruction through mentoring, advising, or the
71 integration of students into a research program, especially where these impact
72 historically underserved students. Contextual factors may include but are not limited to:
73 academic advising to specifically support underserved students; activities to support
74 educational equity among BIPOC and URM students; or implementation of educational
75 equity assessment methods within courses to evaluate student content mastery.

76
77 Examples of contextual factors include whether the teaching resulted from newly
78 created or substantially modified curricula (e.g., but not limited to, changes to promote
79 educational equity); participation in team or interdisciplinary teaching; the adoption of
80 new pedagogical or technological approaches; whether the level or kind of teaching or
81 number of students created special demands or challenges; and the extent to which
82 student learning occurs outside formal instruction through mentoring, advising, or the

83 <mark>integration of students into a research program, especially where these impact</mark>
84 <mark>historically underserved students</mark>

85

86

87 • **Connects to Black Spartans Community letter Faculty Relations Priority #3**

88 2.2.3 For non-teaching Unit 3 faculty employees, effectiveness in academic assignment
89 will be evaluated in conformity with guidelines developed by the unit of assignment, with
90 appropriate components of peer evaluation and evaluation of impact on students.

91 3.3.1 Academic Assignment

92

93 3.3.1.1 Committees and administrators shall write an evaluation of a candidate's
94 achievements in academic assignment and shall rate the overall performance in this
95 category according to the following descriptive scale. When a candidate's achievements
96 are significant but depart from the general description below, evaluators should exercise
97 judgment and give credit for unusual, unique, or unanticipated activities at the same
98 level as better known activities of comparable significance. Especially in unusual cases,
99 candidates should carefully document the significance of their accomplishments in
100 academic assignment.

101 3.3.1.2 Criteria for nonteaching faculty.

102 Criteria for evaluating the Academic Assignment of nonteaching faculty, including
103 potentially Librarians and Counselors, will be developed by the units as part of their
104 department guidelines and will parallel the categories identified below, but will reference
105 those specific responsibilities in their academic assignment rather than teaching.
106 Department guidelines for academic assignment will be mandatory for such units.
107 <mark>Department Chairs, Directors, Coordinators, etc. may be nonteaching faculty due to the</mark>
108 <mark>portion of their chair assignment or other academic assignments. In such cases, their</mark>
109 <mark>related duties should be discussed as part of Academic Assignment–especially as</mark>
110 <mark>related to curriculum and program development and oversight. Other areas of Chair</mark>
111 <mark>Academic Assignment may also be discussed more thoroughly under RSCA or</mark>
112 <mark>Service.</mark>

113 3.3.1.3 Criteria for teaching faculty.

114 3.3.1.3.1 Unsatisfactory. The candidate has not documented teaching accomplishments
115 that meet the baseline level as described below.

116 3.3.1.3.2 Baseline. The candidate has taught assigned courses that are well crafted and
117 appropriate for the catalog description. The candidate has taken measures to correct
118 any problems identified earlier in either direct observations or prior ~~performance~~
119 evaluations. Recent direct <mark>(e.g. peer)</mark> observations are supportive. ~~Narrative SOTEs~~
120 ~~must also be examined for a holistic view. Student numerical responses within the~~
121 ~~university and norms by the end of the review period~~ narrative and/or numerical course
122 evaluations, taking into account the nature, subject, and level of classes taught, are
123 generally within the norms by the end of the review period, particularly for classes within

124 ~~the candidate's primary focus and any curriculum specifically identified in the~~
125 ~~appointment letter.~~

126 Student numerical SOTEs, taking into account the nature, subject, and level of classes
127 taught, are generally within norm ranges by the end of the review period, particularly for
128 classes within the candidate's primary focus and any curriculum specifically identified in
129 the appointment letter. For a holistic assessment of the candidate, narrative SOTEs
130 indicate both support for student learning and effective teaching, keeping in mind the
131 nature and subject of the course.

132
133 3.3.1.3.3 Good. In addition to the baseline as described above, the candidate has
134 documented a degree of innovation within the teaching assignment and provides
135 evidence of using inclusive or equity-based practices, especially use of related
136 techniques in the classroom.

137 For example, a candidate at this level may have effectively taught an unusually wide
138 range of courses, or created one or more new courses to fill important curricular needs,
139 or documented the use of high-impact practices in teaching, or been involved in an
140 unusually large amount of mentoring, outreach, or student support, particularly for
141 historically underrepresented students. Candidates meeting this level of achievement
142 have direct (e.g. peer) observations that identify a faculty member with good skills in the
143 academic assignment. At least some numerical SOTEs, taking into account the nature,
144 subject, and level of classes taught, are above norm ranges by the end of the review
145 period, particularly for classes within the candidate's primary focus and any curriculum
146 specifically identified in the appointment letter. Narrative SOTEs clearly indicate
147 effective teaching and support for student learning, keeping in mind the nature and
148 subject of the course.

149
150 **Connects to Black Spartans Community letter Student Success Priority #10 and**
151 **Faculty Relations Priority #3.**

152 3.3.1.3.4 Excellent. In addition to a good performance as described above, the
153 candidate has either engaged in a higher level of curricular innovation than described
154 above, or documented consistent positive impacts for student success and/or
155 educational equity, or achieved both peer and student course evaluations that are
156 consistently above the norms when taken in context of the nature, subject, and level of
157 classes taught. Excellent teachers may have received recognition or awards for their
158 teaching, they may have mentored other teachers, or they may have created curriculum
159 that is adopted at other institutions.

160

San José State University
Academic Senate
Instruction and Student Affairs Committee   AS 1834
April 18, 2022
First Reading

Policy Recommendation:
Amendment C to University Policy S09-7,
Grading Symbols, Drop and Withdrawal; Retroactive Drop
and Retroactive Withdrawal; Assignment of Grades and
Grade Appeals; Change of Grade; and Integrity of the
Academic Record

Legislative History: *Amends S09-7*

Whereas: There is a slight ambiguity in the wording of S09-7 regarding precisely
             who is responsible for assigning grades in class sections; and

Whereas: The ambiguity must be removed in order to affirm individual faculty's rights
             to and responsibility for assigning grades; be it therefore

Resolved: That S09-7, sec. III.A be revised as indicated below.

Approved: April 11, 2022
Vote: 12-0
Present: Frazier, French, Hill, Jackson (non-voting), Kumar, Leisenring (non-
                  voting), Lupton, Masegian, Merz, Sen, Walker, Wilson, Yang, Yao
Absent: Allen, Kaur, Rollerson, Wolcott
Financial impact: None.
Workload impact: None.

35

III.   Assignment of Grades (Sections A, B, C, D.1) and Grade Appeals (Sections D.2, E, F)

The following principles support the minimum standards governing the assignment of grades and provisions for appeals (per EO 1037):

A.   ~~Faculty have the sole right and responsibility to provide careful evaluation and timely assignment of appropriate grades.~~ <u>The individual instructor of record for each class section has the sole right and responsibility to provide careful evaluation and timely assignment of appropriate grades in that section.</u>

B.   There is a presumption that grades assigned are correct. It is the responsibility of anyone appealing an assigned grade to demonstrate otherwise.

C.   In the absence of compelling reasons, such as instructor or clerical error, prejudice or capriciousness, the grade assigned by the instructor of record is to be considered final.

D.
  1.   Students who believe that an appropriate grade has not been assigned should first seek to resolve the matter informally with the instructor of record (per Section IV).
  2.   If the matter cannot be resolved informally, the student may pursue a grade appeal and present his or her case to the Student Fairness Committee (according to University Policy S07-6, Student Fairness Dispute Resolution), have it reviewed and, where justified, receive a grade correction.

E.   If the instructor of record does not assign a grade, or if he or she does not change an assigned grade when the necessity to do so has been established by appropriate campus procedures, it is the responsibility of other qualified faculty as determined by the appropriate campus entity. "Qualified faculty" means one or more persons with academic training comparable to the instructor of record who are presently on the faculty at that campus.

F.   SJSU shall maintain and implement existing policy and procedures covering the assignment of grades and grade appeals that include the following provisions:

  1.   The time and manner of reporting course grades including provisions for assuring that such grades have been assigned by the instructor of record.
  2.   Circumstances under which the instructor of record may change a grade once assigned, and procedures for making such changes.

78	3. A means for preliminary review of potential appeals that may resolve
79	differences before initiation of formal proceedings.
80	4. Grounds for which a grade appeal is permitted.
81	5. One or more committees for hearing grade appeals that shall provide
82	safeguards to assure due process for both student and instructor. Such
83	committees shall include student membership. Student members shall not
84	participate in assignment of grades.
85	6. Procedures whereby grades are assigned by other qualified faculty in
86	circumstances where the instructor of record does not do so, including
87	those instances where a grade change is recommended by a grade
88	appeals committee and the instructor of record does not carry out that
89	recommendation.
90	7. Specification of time limits for completion of various steps in the appeal
91	process and of the time period during which an appeal may be brought.
92	8. Description of the extent of the authority of appeal committee(s), including
93	provisions that clearly limit grade changes to instances where there is a
94	finding that the grade was improperly assigned.
95	9. Limitation of committee authority to actions that are consistent with other
96	campus and system policy.
97	10. A statement that there is a presumption that grades assigned are correct.
98	Thus, the burden of proof rests with the individual who is appealing.
99	11. Procedures for dealing with allegations of improper procedure.
100	12. Assignment of authority to revise policies and procedures for grade
101	appeals to the campus faculty senate. The campus president is
102	responsible for ensuring that such revisions conform to the principles and
103	provisions of this executive order.
104	13. Provision for annual reporting to the President and Academic Senate on
105	the number and disposition of cases heard.

Policy Recommendation:
Amendment B to University Policy F20-1,
Adding Classes after Advance Registration

Legislative History: *Amends University Policy F20-1*

Whereas: There is a slight ambiguity regarding the timing noted in F20-1 "Adding Classes after Advance Registration"; be it

Resolved: That the following changes be made to this sentence in the third paragraph of F20-1: "Waitlists will remain active <u>until the seventh day of instruction</u> ~~for 9 days from the first day of instruction~~ for the semester and will continue to automatically enroll courses to their enrollment caps from the waitlist."

Approved: April 11, 2022
Vote: 12-0
Present: Frazier, French, Hill, Jackson (non-voting), Kumar, Leisenring (non-voting), Lupton, Masegian, Merz, Sen, Walker, Wilson, Yang, Yao
Absent: Allen, Kaur, Rollerson, Wolcott
Financial impact: None.
Workload impact: None.