

SAN JOSÉ STATE UNIVERSITY ACADEMIC SENATE

2024/2025

Agenda

December 9, 2024

2:00 to 5:00 pm

In Person

ENG 285/287

I. Call to Order and Roll Call:

II. Land Acknowledgement:

III. Approval of Minutes:

A. Senate Minutes of November 4, 2024

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 October 28, 2024

Executive Committee Minutes of November 18, 2024

B. Consent Calendar- Consent Calendar for December 9, 2024

C. Executive Committee Action Items:

AS 1882, Senate Management Resolution, Temporary Disposition of Senate Seat 16-HHS-27 and then Chair of the Organization and Government Committee (Final Reading)

VI. Unfinished Business:

AS 1881, Sense of the Senate Resolution, Concerning the Interim CSU Time, Place and Manner (TPM) Policy and Connected Chancellor's Directive, the Process of Its Creation and the Implications of the Policy for Campus Operations and Freedom of Expression for Faculty, Student Staff, and Unions on the SJSU Campus (Final Reading)

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

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

AS 1880 Amendment A to University Policy S12-1, Faculty Office

Hours (Final Reading)

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

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

D. University Library Board (ULB):

E. Professional Standards Committee (PS):

AS 1883 Statement of Academic Freedom and Establishing the Academic Freedom Committee (Final Reading)

AS 1884 Statement of Faculty Professional Responsibility (Final Reading)

AS 1885 Amendment E to University Policy F12-6, Evaluation in Effectiveness in Teaching for all Faculty (First Reading)

VIII. Special Committee Reports:

Report and Recommendations from Committee on Senate Representation, Academic Senate of San José State University

IX. New Business: None

X. State of the University Announcements:

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

XI. Adjournment

2024-2025 Academic Senate Minutes
November 4, 2024

I. Call to Order and Roll Call

The meeting was called to order at 2:01 p.m., and 48 Senators were present.

Ex Officio: Present: Curry, Lacson, Sasikumar, Van Selst, Rodan Absent: None	HHS Representatives: Present: Baur, Chang, Sen Absent:
Administrative Representatives: Present: Del Casino, Dukes, Faas, Fuentes-Martin, Teniente-Matson Absent: None	COB Representatives: Present: Chen, Vogel Absent:
Deans / AVPs: Present: d'Alarcao, Meth, Kaufman, Shillington Absent: None	EDUC Representatives: Present: Mathur, Munoz-Munoz Absent:
Students: Present: Gambarin, Joshi, Nwokolo, Sadawarti Absent: Plazola, Khehra	ENGR Representatives: Present: Elahi, Kao Absent: Sullivan-Green, Wong
Alumni Representative: Absent: Vacant	H&A Representatives: Present: Frazier, Kataoka, Lee, Riley, Shojaei Absent: Han
Emeritus Representative: Present: Jochim Absent:	SCI Representatives: Present: Heindl, Shaffer, Madura, Muller Absent:
Honorary Representative: Present: Peter, Absent: Lessow-Hurley	SOS Representatives: Present: Buyco, Hart, Raman, Pinnell, Meniketti Absent:
General Unit Representatives: Present: Flandez, Masegian, Pendyala, Velarde Absent:	

Senator Mathur called for a motion to amend the agenda to add the election calendar.

Senator Mathur’s motion was friendly to the body.

II. Land Acknowledgement:

Senator Vogel read the land acknowledgment.

III. Approval of Academic Senate Minutes:

A. Senate Minutes of September 30, 2024 - approved unanimously

B. Senate Minutes of October 14, 2024- approved unanimously

IV. Communications and Questions

A. From the Chair of the Senate:

Welcome to the penultimate meeting of the semester. As you can see from the agenda, we have a fairly packed schedule today. We have one more meeting in December, on December 9. The president/ Senator Teniente Matson has invited us to her house on November 13, 2024, from 3 to 5 PM. You will be glad to know that I am NOT in charge of the menu, so there will be tasty and not necessarily only healthy food options. The past chairs of the Senate were invited to a breakfast on October 29. Senators Frazier, Kaufman, Lessow-Hurley, Peter, and Mathur were in attendance, as they are also past chairs. I was grateful that so many others came who are in retirement: Bethany Shifflett, Lynda Heiden, Beth von Till, Alison McKee, Michael Kimbarow, and Pam Stacks. Sigurd Meldal even joined us from India on Zoom.

In October, I sent an email to faculty members requesting a vote. Now, this may have been a bit confusing since the referendum was NOT on the expansion of the SJSU senate but on the amendment of the ASCSU constitution to add lecturers. The timing of this was above my pay grade, so I apologize for any confusion. I can now report on the referendum results: 149 yes, 14 no, and 4 abstain. The other CSUs will vote on this, and we are waiting to hear from the ASCSU chair about the results. I would also like to report on the constitution of the Academic Freedom Committee. This committee was established last year, but for various reasons, it was only formed this semester. The committee has 7 members. It has a student and I'm happy to report that the student, who is nominated by Associated Students, is Senator Leo Plazola. The administrator, nominated by the President, is Chief of Staff Shawn Whalen. The staff member, who was chosen by the Senate Executive Committee, is Neil Ordinario from the University Library. There are four faculty members on this committee. Three are Senators Caroline Chen, Kenneth Peter, Sabrina Pinnell. The fourth faculty member is Professor Ayce Erdogan from Engineering.

We witnessed shared governance in action as the Organization and Government Committee chaired by Joshua Baur conducted a hearing on Monday, October 28, 2024. SJSU policy S13-9: Merging, Dividing, Transferring, Eliminating Academic Units, provides guidance on ensuring procedural transparency and facilitating full participation of affected faculty, students, and staff whenever there is a proposed merger, division, transfer or elimination of an academic unit or department. Item #7 of that policy states that: "If any parties involved in the process believe that policy was not followed, they may request a hearing before the Organization and Government (O&G) Committee of the Academic Senate.... O&G will not evaluate the merits of the proposed reorganization, only whether the principle of meaningful consultation was followed." The two departments in the College of Social Sciences (CoSS): are Environmental Studies (ENVS) and Urban & Regional Planning (URBP). I would like to thank the participants at the hearing, which included the Provost and Senator, Vincent Del Casino; CoSS Dean, Anne Marie Todd; ENVS & URBP Chairs, Katherine Cushing and Bill Lester; and numerous members from both

departments, for presenting their views without rancor and in the spirit of shared governance. OG is preparing a written report that will come later.

Finally, I must acknowledge that tomorrow there is a General Election in the United States. I encourage you to do your duty and vote if you are a citizen. 23 percent of Californians already have. This is a historic election. No matter the outcome or the outcomes, there will be many heightened emotions. I want to share some information with you about SJSU's options to access support for you and your students. [sjsu/elections](#) post elections on support on the days following. If you are interested in volunteering on those days you can contact me. I have been searching for the right words of wisdom for two weeks to end this update. In the process, I was also doing my routine Senate Chair work and that was in the end what gave me perspective, as I looked at the old policies that had the names of senators from the past. November 6, 2024, is one day. It may be a day that is seared forever in our memories. December 9, and today are days when we discuss policies and clauses and the placement of commas in those clauses. They may seem surreal. Still, my plea is: policies and the sincere effort of those who wrote them may be the only thing that stand between us and chaos.

Questions

Q: Thank you for mentioning the post-election resources. I was talking with my students this morning, and I did not know where to send them. Could we get a university-wide announcement on that page about a place to turn to, for any stresses that students specifically are feeling?

B. From the President:

I am sharing the updated institutional core values that we spent the last academic year working on, which were adopted in April of 2024 and really institutionalized over the summer. The priorities of the institution are those over which I am hovering, and by no means do they suggest every strategic goal or initiative that's occurring across the university. But within that template, I have presented a series of items I will be presenting on every month, which is related to the five core priorities. The priorities align directly with our Transformation 2030 strategic plan. Holistic student engagement is at the core and center of what we do. This month, between October and November, we participated in the year of engagement at California State University.

We took a team of eight people to the day-and-a-half presentation on Graduation Initiative (GI), in which I participated actively along with the Provost and other senators here in the room. From that, we will be participating in planning around closing our equity gaps. This work will continue to accelerate. I sent a message recently referring to the next part of that, the California State University Strategic Plan. This is a document, an opportunity to participate in the CSU Strategic Plan, in which the year of engagement is embedded. That link, which went out in an email last week, will invite you to an open town hall conducted by the CSU. Not to be confused with Transformation 2030. It's been a very busy month, as it tends to be in the academy. We launched the Honorary Doctorate committee, which the interim Vice President is chairing, Marc

d'Alarcao. That committee came with recommendations from the executive committee, and that work is underway. We've had many traditional student activities in the last couple of weeks, including our homecoming block party, Fire on the Foundation, and yesterday's annual breakfast at the International House. If you have not yet had a chance to visit International House and the upgrades that have occurred in the facility, I encourage you to do that.

Enrollment growth is another theme within holistic student engagement. One of our focuses this year is to continue growing, achieving our enrollment target, and identifying new markets. We have been strengthening the relationships that we have with community colleges. The Provost, myself, the senior AVPs, and others have been visiting our community colleges. We were at Foothill College and Mission College last month, and we have several other visits scheduled with all eight of the community colleges in Santa Clara County as well. Then, we'll move into other neighboring counties to continue our work. The focus areas are admissions, concurrent enrollment, and dual admit programs through the new TSP (Transfer Success Plan) initiative. We are working closely with high schools that are working directly with community colleges, so this is all about building pipelines.

About a week ago, we had the fabulous African-American College Readiness Summit. This initiative was launched a couple of years ago. It is in person, and anyone can come, but the focus is on African-American and Black student success. We had about 500 students from within the county participate. It's sponsored by the Santa Clara County Office of Education, at which we are a co-sponsor and co-host. It's about encouraging students to see themselves here at San Jose State. Also, it had a very rich discussion with several of our existing students who are here, and leaders within our community. We will do the same program for middle school students in the spring. This is First Generation week, and earlier today, I was at a panel discussion with about eight of our first-gen students who are also participants in TRIO and EOP. Just this last Saturday, we had preview day. We had over 2000 students and their families participate in preview day. These are all focused on enrollment growth. Also, we focused on our well-being collective and had several significant opportunities to celebrate well-being and well-being at SJSU, promoting student health, mental health, and basic needs. We opened the prayer space in late September for Muslim students, faculty, and staff. It was a very well-attended event, and I received many messages from community members appreciating that prayer space. On November 19th, we will have an upcoming campus climate community forum at the MLK Library.

Regarding the question on resources, we sent a message earlier in October showcasing some of the resources available for our student body and faculty and staff community. The Provost will send another message this afternoon, giving you another link to those resources. Dr. Dukes also sent out a message last week that pointed to resources related to ODEI and several initiatives happening around the community. We all recognize it's a period of uneasiness. I'll be sending another message tomorrow, on Election Day, to remind people where our polling site is. We'll also refer to resources that are available and how to think about opportunities to mitigate uncertainty or uneasiness that may exist in someone's life. We had a number of celebratory events, most impactful, the Legacy Month events, which we celebrated on the eighth and the 16th. The City Council and Mayor Matt Mahan did declare October 16th Smith and Carlos Day, 56 years after their victory stance on the Olympics stage. It was an opportunity

for all of us to think through how we frame engagement, peaceful protest, activating voices, and the like, which has always been a significant part of our DNA here. We also had a state of election security forum- critical to the conversation we have been talking about- with one of our assembly representatives and the assistant registrar for the county voters. I moderated the event, which was fascinating and hosted by SJSU Votes. They have been doing many activities this semester leading up to the election. We also had the Don Edwards lecture, where the soon-to-be former supervisor and Spartan alumna, Cindy Chavez, was the keynote speaker alongside a fireside chat. There were several students there talking to our elected officials. A local journalist moderated it, and it was about the current state of political affairs in our state and community. Additionally, SJSU continues to entertain visitors, as we had the U.S. ambassador to Malaysia stop and visit.

Academic excellence, achievement, and WASC accreditation are also on our priority list. The Digital Humanities Center opened in the Martin Luther King Library. There was a grand opening event, and already hosting a number of activities, including its first lecture series on data feminism. On October 9th, at the University Leadership Council, we had a pretty in-depth discussion about the methodologies used in rankings as we consider our emergence to R2 as a national university. Marc d'Alarcao is leading that campus community conversation and has a very thoughtful and thorough presentation that he shared with all of us, and more work to come from that. We also spent some time there talking about where we are in the process of our accreditation, which will remain critical as we continue to work in preparing the documents that will be submitted in January. Dr Dukes has presented many times on the Inclusive Excellence Model. She's also taken feedback on the Interfaith Task Force that will soon launch. We have tentatively scheduled an inclusive excellence framework town hall on November 13th.

We've launched a new initiative I've called People-Centered Excellence. It is focused on removing redundancies and administrative barriers so that our employees can improve their job experience here at San Jose State. People-Centered Excellence also tackles a large number of issues and opportunities around diversity, equity, and inclusion in the culture that we create together as a community around our values. As a pilot to the entire CSU, San Jose State is working with Deloitte in the Multi-Campus Collaborative to pilot this new initiative around streamlining administrative processes in our university

We've had a lot of conversations about building a financially sustainable budget model over the last couple of years. At the previous meeting, we had a presentation on the budget and a full town hall. The Provost also has a budget presentation pending for the Office of Academic Affairs. Chancellor Garcia has issued the budget memo for the entire CSU with the planning guidelines for the next fiscal year. As we think about the business of running the university, we have spent a lot of time planning for all kinds of scenarios that are important to keep our campus healthy and safe as we move forward to the next few weeks, through the election cycle and any other issues that may arise in our campus community.

When I first came to SJSU, one of the most common soundbites I heard from faculty was the conditions of our classrooms. So, through the IT department, under Bob Lim's leadership, we have engaged with Deloitte to assess our classroom technology to help us put together both the current state and future state for upgrading our classrooms. That work is ongoing, and we'll return to the executive committee and, when ready, to the Academic Senate, as well as looking

at the integration of other technologies on campus, including our security cameras, which were presented to the executive committee just last week.

Questions:

C: Can you give us an update on the incident in February?

A: The interviews are ongoing. I have seen a working draft that simply outlines the pattern of all the various inputs that occurred around that incident. I have asked for the completed report before Thanksgiving on the fact patterns and the incident itself. An executive summary will be prepared, which I can share with the Senate and other members of the campus community. The delay has been due to the difficulty in scheduling all the needed interviews, but that work is now done. Everyone has been interviewed by a third-party law firm.

Q: Post-election resources are important, but there is also the potential for violence. So, what is your contingency plan for the university community should there be riots and violence?

A: Several members of our leadership team, along with the Chief of Police, have been working with the city of San Jose on emergency planning and tabletop exercises and activities. Also, at our cabinet level, we have been engaged in tabletop exercises. We are very connected with our local and regional law enforcement officials. We will be appropriately informed if there is an undercurrent that would suggest violence or protest, etc., so that we can be actively prepared. We have a number of individuals within our leadership team who are also working most diligently with our time, place, and manner policy to support appropriate freedom of expression and protests that fall within our TPM guidelines. We are working diligently on all fronts. We are ready, if necessary, to activate our Emergency Operations Center, and that group of individuals that are part of the time, place, and manner, as well as the broader citywide community groups, are in close connection on a minute-by-minute, hour-by-hour basis.

C (Senator Fuentes-Martin): I am San Jose State's DUO leader for Time, Place, and Manner. The emergency operations center on campus coordinates extensively with the City of San Jose. Additionally, on Instagram, students have been marketed about Election Day voting inside the campus and the hours. There is also a game plan for student support on Election Day and post-election. There will be an informal speech area at the Smith and Carlos statue from 11 - 7. Also, there will be listening stations for the rest of this week, where students can go to have a dialog with others about the election results. Those areas include University Housing, the Student Wellness Center, the Political Science Department, and throughout the Student Union. There are two websites: SJSU votes led by Mary Currin-Percivall and SJSU post-election for safety, student wellness and well-being. I am part of the Election Volunteers headquarters for tomorrow. There are several things I am hoping will be visible tomorrow and available to students, as well as following what's happening on Instagram for TPM so if it does elevate to a level of concern, we are ready to respond as well.

Q: What is happening with the reorganization of student affairs?

A: I will let Senator Fuentes-Martin respond, but there are several moving parts and pieces to support better student success: our focus on holistic student engagement and the year of engagement. The intent is to expand the services we're offering to students everywhere that are important to create alignment for the point of entry, which is at orientation, to persistence, retention, and time to degree. There is more demand for student support services as we

continue to grow and a further emphasis on honing in on how vital student success is, and how we deliver those services at scale.

C(Senator Fuentes-Martin): When Sonja Daniels left in the summer, I took that opportunity to redesign that position, and we made an Associate Vice President and Dean of Students. I think this role is critical to an institution the size of SJSU to focus on leadership development, academic partnerships, risk management, conduct and compliance, and things in that category. Part of this comes from my experience as an Associate VP Dean of Students at other campuses. Time Place and Manner were really big last year, and I think a Dean of Students would have taken on that responsibility differently. We could have had a better game plan. It felt that we experienced many things in spring that could have been handled differently. We have worked diligently on that work, but finding the right executive leader in Student Affairs who can play the role of dean of students is challenging. I have also taken this time to become more familiar with the Student Union and Associated Students. Being from Texas, we don't have those concepts there, and I have learned a lot from those two entities. I am a big proponent of students' empowerment to run 501(c)(3)s and help guide resources for services they want to see more of. I have also taken responsibility for University Housing, which generates 55 million dollars in revenue. We have added 700 hundred more beds with the potential for more. I also moved the International House from Academic Affairs to Student Affairs, which has about five departments. This is an ongoing project, and we are working to create a better sense of place and maintain the gift it was originally meant to be.

One of the reasons I work in higher education is to help underrepresented students access and succeed in college. So, I have transitioned from AVP for Student Success to VP for Equity and Belonging. I am trying to focus on our nine cultural centers, TRIO Guardian scholars, and our EOP departments to work diligently and collaboratively on how to move the needle for student equity and improve a sense of belonging. I believe students are not completely satisfied right now, and the landscape of the United States has changed. The diversity in San Jose is unique and special, and I don't know if we are meeting the needs of the students. I did have an external consultant who worked with us over the summer. She interviewed all of the people who were involved, as well as the three AVPs that they all reported to. We have now aligned all of those units, and the plan is to have an AVP who is a DEI expert who can help us with retention, student success, and improving our sense of belonging for all the groups.

C: Additionally, there are no new positions; they are just realigning existing ones. If desired, we can also bring this item back and add it to the agenda to show work charts and such.

Q: Is there any specific guidance for the faculty re elections? We have classes for the rest of the week. Also, is there any faculty support? I know some of my colleagues are quite stressed out as well.

A: (Provost): The message at 4 today will include all the resources for faculty. The challenge we face is trying to compile a message for everyone, since some people are well prepared and have background knowledge to talk about these things, and others don't. We will have to play it by ear on some things, but not all faculty are expected to be political scientists, and we gave some ideas for things in the classroom if you wanted to do something.

C: If you want to volunteer and interact with students, let me know, and I will connect you with the people running those programs.

V. Executive Committee Report:

A. Minutes of the Executive Committee:

Executive Committee Minutes of September 23, 2024- no questions

Executive Committee Minutes of October 7, 2024- no questions

Executive Committee Minutes of October 21, 2024 - no questions

B. Election Calendar- approved unanimously.

Q: Will there be a delay because of amendments we are passing to change the Constitution?

A: No

C. Consent Calendar- Consent Calendar for November 4, 2024

D. Executive Committee Action Items:

Committee on Senate Representation:

AS 1876 Amendment to the Constitution of the Academic Senate of San José State University (Final Reading)

The chair recognized Senator Peter.

C: Last time, we unanimously passed the amendments to the Constitution and unanimously passed the changes to the bylaws. Subsequently, the special committee discovered there was an error in oversight. That error would disenfranchise our Student Service Professionals, not for the purpose of voting or representation of the Senate but for voting on referendums and constitutional amendments. We need to fix this today to pass this in time and send the amendment out for voting. To do this, we must reconsider the passage of the constitutional amendment, and then we must amend it.

Senator Kataoka moved to reconsider AS 1876, which Senator Gambarin seconded. This motion was friendly to the body.

Senator Kataoka moved to amendment AS 1876, which was seconded by Senator Curry.

C: the language here was borrowed from the other places in the Constitution where it was eliminated. This is simply to restore the status quo and allow our SSP senators to vote on

constitutional amendments and referendums.

C: We want to include our non-faculty senators in the electorate, and this is a no-brainer.

The Kataoka amendment was approved unanimously.

AS 1877 Amendment to the Bylaws of the Academic Senate of San José State University (Final Reading)

Senator Kataoka moved to reconsider AS 1877, which was seconded by Senator Gambarin. This motion was friendly to the body.

C: The language in the Constitution is more general and does not define who exactly has voting rights on the constitutional amendments; that language needs to be amended in the bylaws.

This motion was friendly to the body.

Senator Kaufman moved to amend 1877, which was seconded by Senator Nwokolo.

C: The language here is very similar and, in some cases, identical to the language used to identify SSP service professionals.

The Kaufman amendment was approved unanimously.

I. Unfinished Business: None

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

A. Professional Standards Committee (PS):

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

This is around departments' RPT guidelines and is a first reading, so I am looking for feedback to bring back to the committee.

Questions:

Q: I have a question about section 4.1.2. Why was this put in place? Why can't the department decide to make guidelines because it feels that it needs to explain itself rather than go through the pre-authorization process?

A: The purpose was not to gatekeep. We have found that most departments have worked on these guidelines for a long time, and then they don't meet the requirements, so it comes to Professional Standards and the Provost Office, and we provide feedback and never see it again. This is all spelled out in the rationale. A simple questionnaire

would help us really determine and help the department with clarification rather than just creating a document that repeats a policy, which is also dangerous because you don't want this policy to circulate.

C: This issue is that those departments want those guidelines. So when you're saying you may not be authorized to have guidelines, it kind of diminishes the agency that department and faculty might feel in having control over some aspect of explaining their professional lives. So, just think about considering instead of pre-authorization, providing better training to departments to develop guidelines instead of going through a pre-authorization process. Faculty want to explain their professional discipline to people outside of their development. Also, does it have to be approved by both PS and the Provost's office?

A: We have a member of the Provost Office on the committee.

C: Yes, but the policy said "and" for "both."

A: It is not our intention to have to do it twice.

Q: 4.2.5 was never clear to us who exactly the audience was.

A: The RTP guidelines were never intended for the departments' use. They were always meant as an external tool for other levels of review. They were not meant for tenure-track faculty or anything like that to use them, although obviously, that has happened.

C: I think some extra emphasis on that throughout the document would help secure that notion. 4.2.6—Is that something that is monitored or measured?

A: Professional standards would look for that in the guidelines that are being submitted. We would work with the department to ensure that the RTP guidelines do not create additional barriers.

C: Does PS go back and check if there is equity between everyone?

A: No, we will wait to be alerted.

C: I think it's worth the conversation whether or not department guidelines are helpful. I've seen in some contexts that faculty don't meet the standards set out by the departments, or departments don't hold someone to those standards, but it gets to my level, and I'm at some level obligated to hold them to those standards because they were written down and given to me as the department's expectations for tenure promotion. So if you want flexibility across the three categories, if you want flexibility concerning scholarship, engagement, and so forth, there are a couple of places like the Library and Counseling that are obvious where you have to have something because they're different; however, I'm not convinced in the academic areas that they are as valuable. It could be that colleges could do some of this work with statements of overall expectation. 98% of the time, the debate is in RSCA. To Senator Riley's point a ton of work is coming in to not benefit people.

C: I think the biggest problem we would face right now is considering reforming the RTP guidelines to be equitable so that they are not a labor pit and don't simply repeat university policy. The biggest elephant in the room is the department's attachments to something that they think is about representing them. That is what I need your help with. How do we separate them?

The questions section will continue at the next senate meeting.

Senator Riley presented AS 1870 Board of Professional Responsibility to rescind S99-9 University Policy, Board of Professional Responsibility (Final Reading)

The Senate passed this policy in May of last year, but it was returned to Professional Standards for some additional work. I sent out a document explaining how we modified it. Most of the work was structural.

Questions:

C: Since the administration returned this, can you tell us whether you had some feedback that this version is acceptable?

A: We had been collaborating with Joanne (Wright) before the May voting, but this semester, I have been very pleased with the collaborative effect and good faith that both Joanne and Vin (del Casino) have shown in restructuring the policy. This work was not only exemplary of what we hope the Board of Professional Responsibility will be able to do with administration collaboratively, but I think that the creation of this policy was an example of that.

C: This was sent back mainly because of the order in which things operated. It was very confusing how things would enter in because we have Title IX and other things like that now, where things need to go first. It came back to give clarity because we didn't want the board to be the place that suddenly, by accident, received something that really should be in another office and handled administratively, given the legal changes that have come since the policy.

Debate

C: I was one of the people who nitpicked this last year, and now we have senior lecturers who can now be candidates to join the board, and it is a clear policy done collectively.

AS 1870 was approved 39-0-0

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

Senator Masegian presented AS 1880 Amendment A to University Policy S12-1, Faculty Office Hours (First Reading)

This is a first reading, so I wanted to share with you the changes we made in committee and questions that we're considering so that we can get feedback from you on these specific things that we already know we want feedback on. First, after a lengthy debate, we took the word schedule out of office hours. We wanted to try to find a balance between reasonable accessibility to the students outside of class as opposed to what must take place during these specific times. In committee, we consider having office hours with sign-up times so you can choose to do other things during those times if no students sign up. We welcome feedback on this. Secondly, we separated instructional assignments vs non-instructional assignments. We

wanted to clarify that office hours might not look the same for instructional assignments versus non-instructional assignments. Lastly, we were considering whether or not to include language on departmental review recommendations because there are parts of that policy that speak to department policies that might differ from this.

Questions:

Q: I just want to suggest that if you remove the schedule, it is consistent throughout the document. You said that we may be required to have office hours for non-instructional assignments, such as advising. So, I'm wondering if there is any clarity that you could provide on who is requiring these non-instructional office hours. This seems like a new thing to me. I wonder if it might be better to leave it more general than saying things like advising. This expectation that we will be required to have all of those hours to do stuff that we're not supposed to be doing at all may be ...

Q: How do the students on the committee feel about striking our schedule?

A: I only speak for myself, not all students. I know I have had classes with office hours that fall right before them, but I am in another class, so I either miss my class or do not get the help. Having some language that faculty can use outside office hours is important because students aren't always available during those times.

C: I understand that. There are good reasons why faculty have scheduled hours; students may want those hours because they can know when they are available. I'm also concerned that this might open the door to pressure on faculty to have more than two hours.

Q: Section 1 E- Does this apply to each department's voting rights issues? If this is the case, there may be a slight chance that lectures may not be included.

A: That is why we updated the reference to current policies, which include voting rights, which should include lecturer faculty.

Q: The policy seems to indicate that departments do not have to follow this if they don't want to.

A: The departments can't override it; they can make additional guidelines regarding the announcement of office hours.

The questions section will continue at the next senate meeting.

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

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

Senator Frazier presented AS 1874, University Policy, Organization of the Academic Planning Process at San Jose State University (Final Reading)

AS 1874 is mostly a culmination of almost two years' worth of work by the program planning committee, which is a committee to be renamed if this resolution passes to the academic planning committee. The essence of the proposal is the revisions of the program review process to modernize it to include elements that haven't yet been part of existing policy but have become important to the university. It also makes official a few current practices that weren't covered in 2017, the last time we did the policy. The process is being renamed academic planning rather than program planning, as that's a more accurate term for what it is. With the university's increased focus on RSCA these past years, a RSCA focus has been added to the process. The description of the membership of the renamed Academic Planning Committee has been slightly modified and simplified by O&G. Section six of the existing policy is being stricken because it's all about process, and the process is now detailed fully in the accompanying guidelines. Also, section seven is being stricken because it's all about GE assessment reporting, and that's already adequately covered in our GE policies. One of the sticking points during the meetings was how to handle the action plan meeting. Currently, Program Planning Committee (PPC) prepares the agenda, but it feels that departments know much better how to set an agenda for such meetings. The PPC has determined over time that they don't feel qualified to judge what a department should or should not want to talk about at the action plan meeting. CSR found this reasonable, and we consulted with department chairs, who were overwhelmingly in favor of that idea. The current program planning committee also wants to implement this during the current cycle, if possible.

Questions:

C: This policy does not appear to mention an optional college meeting strategy.

A: There's a stage where you're setting the agenda for the action plan. Part of that might involve having a separate meeting at the college level, and that's what PPC had initially wanted to require that meeting at the college level, but we pushed back on that. We agreed that if so desired, departments or colleges could have that meeting if they wanted to.

Q: In the section on membership, it is the vice provost designated. Is this any vice provost? Does the provost designate this? Also, there used to be release time or a stipend given to individuals to complete the self-study because it was such a time-intensive process. Is that no longer available?

A: It's all gone, yes. Over the years, program planning has been associated with different offices. The principle involved has changed, so the idea was to keep the title relatively unspecific so that changes in the future can be made.

Q: Can you explain how the three categories for the members do not overlap?

A: There are no GU people who overlap in academic colleges. To my understanding, the GU are librarians and counselors.

C: The GU does include faculty from smaller colleges.

Debate

Senator Mathur proposed an amendment to AS 1874.

Mathur Amendment on line 123 removes “Vice Provost (Designated)” and replaces it with “provost designee.”

The Mathur Amendment was friendly to the body.

Kataoka Amendment on line 128 adds “of the represented” before academic colleges.

The Kataoka Amendment was seconded.

C: This is the common practice in other policies and prevents someone from being able to represent two different groups.

C: If we are going off of the constitution, then we should do so as per the Senate constitution.

Senator Del Casino proposed an amendment to the Kataoka Amendment to add “per the Senate constitution,” which was friendly to the body.

The Kataoka Amendment passed with the Del Casino Amendment to the Kataoka Amendment 36-0-0

AS 1874 passed 39-0-0

E. University Library Board (ULB):

III. Special Committee Reports:

IV. New Business:

Senator Pinnell and Senator Buyco presented AS 1881, Sense of the Senate Resolution, Concerning the Interim CSU Time, Place and Manner (TPM) Policy and Connected Chancellor’s Directive, the Process of Its Creation and the Implications of the Policy for Campus Operations and Freedom of Expression for Faculty, Student Staff, and Unions on the SJSU Campus (First Reading)

A Sense of the Senate is an opinion of the body; it is not meant to be an action item. It is meant to show the Senate's view on things that have happened, or may happen. In this case, it has to do with the interim TPM. This policy was passed in haste. It was passed in haste because of a legislative bill that was issued that required the passage of an interim policy. This policy was not given sufficient time with the ASCSU. It was not given sufficient time for review with the California State Students Association (CSSA), nor was it given sufficient time with the unions. It was then sent to the various campuses, with only a few days to develop an addendum to implement this policy. So SJSU was forced to come up, in a couple of days, with the various environments where this would be implemented. They came up with three types: public, private,

and limited. The most limited environments are the classrooms and the academic buildings. If you've looked at the resolution, there are many footnotes. The reason for the footnotes is that I brought this around to my colleagues, and they asked what happened and what the difference is here. If you look at the policy that has been in place for some time and was put out by the President on January 1st, 2024, it is an incredibly detailed policy. It has times, places, and matters for posting, tabling, student organizations or events, and speakers. Pretty much anything under the sun is covered in such detail that there's no room for interpretation. The interim policy, on the other hand, was clearly done for a different purpose. It was done to lean toward campus security because, before the summer, we had protests on campus and encampments. As a result, the changes are meant to prevent that as much as possible while trying to balance it out with academic freedom. The interim policy is very vague. Some examples of when this could be a problem are in February when we had an event that was meant to be public and was moved into a classroom.

This could get a member of the academia on this campus in trouble because that would now be an event that was suddenly moved into a limited environment. We have had faculty on other campuses report that they are afraid to store supplies in their offices because that could be considered camping. We have had faculty on this campus who are afraid to teach various classes because they're afraid to send their students out to do various activities, and they may not be able to work on this campus and do it. The students are also up in arms in many ways because they do not know the full details of this policy, and there's just enough vagueness that this could be construed badly, given the wrong circumstances. This is not the only resolution that has been issued. Other campuses have done it, but this is by far the most detailed one because my colleagues wanted the information. The interim policy will not be there forever, but it will be there long enough to potentially get us in trouble.

We sent the draft to as many people as possible, including Senators Del Casino and Faas. We received some very good feedback, as well as some feedback from Senator Rodan. We want this to be a broadly accepted resolution; it is not meant to be one-sided. This is a senate resolution to bring us all together and find common ground where free speech can happen.

Questions

Q: What is the relationship between the presidential directive and the interim policy? Does the interim policy disappear completely, or can we keep both? If there's a contradiction between our campus-based policy and the interim policy, I presume the system policy takes precedence, but what happens to the relationship between these two different directives?

A: (President) The CSU interim policy is overarching to the SJSU campus policy, which is attached to the CSU policy as an interim status. So, our existing policy did make some modifications, but it is attached as an addendum. I cannot answer what happens if they're in conflict. I don't believe that they're in conflict now in the way that they're articulated.

A: If you look at the policy issued on January 1st, which is the policy in place before the interim policy, it is very clear what hours you can do things like tabling and posting. The limited environment that applies to academic buildings means student access is from 7 a.m. to 10:30

p.m., Monday through Saturday. So, it is a more blanket policy that applies to all academic buildings. If students have study groups, do lab work, etc., that go past 10:30 p.m., and there is no faculty supervision, there may be concerns for the students in that case. This is clearly meant to keep students out of the academic building after 10:30 pm. We don't want students camping or taking over buildings. So, that could conflict with the current campus policy.

C: In your introduction, you mentioned the incident that happened in February. You're right that it is problematic. The move (to my understanding) to change the designation from a public event to a classroom activity was at the request of administrators and, certainly, the chief of police, who was concerned as a public event, there were significant safety concerns. Moving the event back into the classroom where it had been scheduled initially seemed to make perfect sense to me from a safety perspective. There are issues with the Chancellor's Office interim policy regarding the vagueness of the language in some cases. I sense that the escalation of protests on some campuses around the system led to the legislature enacting a clearer TPM policy. I believe they avoided our campus because of the President's clear articulation of what a TPM policy should be. We avoided getting into the mess that other campuses had to endure because we already had the policy the President put into place. Therefore, given the vagueness of the Chancellor's system-wide TPM policy, the holes will be filled with the articulate language of the President's policy. I completely endorse your call for consultation and shared governance.

C: Senator Lessow-Hurley told me she supports this resolution but that the first resolve clause reads like a whereas clause, so you may want to change the language there.

C: Would you agree that this should probably not be a final reading since there are suggested changes you have received?

A: I am willing to bring this one back with people's feedback. Since we are pressed for time, you might need to email me your changes. I am willing to bring this back on December 9th. I just want this to be an option that we can agree on because it is an option for the body.

C: Is there a reason why it would be beneficial to bring this as a final reading now with the election tomorrow?

A: We could look at this as a statement that we do not want to make a decision in haste or knee-jerk decisions with campus security in mind.

C: I think we need to be careful with this one. I want to get the language just right. For tomorrow's election, I recommend that many more of us sign up on that sheet sent out by John Tucker's office to volunteer to give folks support for this election. I think that's what we need to do: give our students and each other support, regardless of what happens in this election. The whole spirit of this is not to rush through it.

C: Number three and number seven are essentially the same.

V. State of the University Announcements:

A. Vice President for Student Affairs: Not present

B. Chief Diversity Officer

Reminder for the Inclusive Excellence town hall, which is open to the whole community on Wednesday, November 13th, 10-12 in Student Union room 3A. This will be the official launch of the Inclusive Excellence Framework for the campus community. It is timed to coincide with Transforming Communities. The campus climate community forum will be on November 19th, 11 am - 1 pm. This community forum is designed for students. It is an opportunity for faculty, staff, and administrators to be active listeners, hear the concerns of our students, and hear their suggestions on ways to move forward. Both these events are sponsored by CCDEI. This will be an opportunity to talk about the recent graffiti incidents that we've had across campus. I am very disheartened to report that we had another incident last weekend. It is completely unacceptable for racial slurs to be written anywhere on this campus, and we must stay vigilant. Even if we do not catch the assailant, we can control how we react. So, if we can lean in on these moments, be supportive of one another, and truly be a community of mutual care, that is what we need to be.

Q: We are in First Generation College Student Week and I just wanted to know the definition of first generation college student since there are different definitions out there. We used to have a website or the CSU did. There are international students who have parents who went to college in a different country and might view themselves as first generation. So is there a discussion during this week what first generation is?

A: I will take your question back to EOP.

C. Associated Students President

We had an amazing legacy month all of last month with some notable events, such as our keynote from Dr. Angela Davis on campus. On October 16th, we had our day of action and ceremony with notable speaker Assemblymembers, Santa Clara County Supervisor Cindy Chavez and Tommy Smith. Both Tommy Smith and John Carlos visited our campus, which made our students think about the passionate history of student activism that we have at SJSU. AS recently endorsed AS 1876 to expand the Senate. CSR came and presented to AS. We also passed a resolution in support of the Muwekma Ohlone Tribe Trail of Truth mission for federal recognition. This is for federal recognition for all federally unrecognized tribes in the US, not just the Muwekma. We will be bringing an SoS related to this to the December meeting. The tribe arrived in Washington, DC, but was arrested. We also hosted our first monthly town hall on October 30th. Some priority topics were affordability for students and the TPM policies. Our next one will be November 19th. AS also published a resolution in support of the Filipino-American history mural, which we're still making progress on. We're hopefully going to start looking at two different artists and releasing the RFP sometime soon. We also donated \$10,000 for the creation of the mural. Lastly, we will be releasing some legislation soon opposing Governor Newsom's veto of AB 2586, which would give equal opportunities to students for all campus jobs, regardless of immigration status. We are mainly thinking about undocumented students when opposing this because it primarily affects them. We also support the Basic Assistance for Students in College Act and drafting a resolution in support of teacher

recruitment and retention by supporting different legislation, such as Senate Bill 995, which aims to address the teacher shortage by restructuring the teacher credentialing process and creating a more streamlined four-year model, which allows students to earn their bachelor's and a teaching credential in one integrated program. If AB 995 does get passed, it will be piloted at three CSU campuses. Please remember to try to interact with your students as much as possible.

D. CSU Statewide Representative

The ASCSU policy committees will take place next week from November 13-15th. Thank you, Senator Rodan, for reminding you all to send your comments for the ASCSU TPM redlining policy. I sent that to Senator Pinnell and Buyco with a long list of comments on the policy they submitted today. I sent the links for the three policies for which they asked for feedback. We have been filling seats for committees, including faculty discipline review groups. There has been some larger discussion at the ASCSU around the UC area H, which is a requirement for ethnic studies.

E. Provost

I am having a budget town hall meeting on Wednesday, which will be an extended version of my presentation here with more time for questions. I did this in the Spring of 2023. I expect 40 minutes of presentation and 50 minutes of questions. We are really digging into the WASC midterm report. WASC has a dashboard for every institution. On our eight-year outcome, we are 12% ahead of the national average on graduation rate and 10% ahead of our WASC peers. We've been within the 50th and the 75th percentile on every measure that WASC puts out, including student debt on leaving school, which is \$5,000 to \$6,000 below the national average.

F. Vice President for Administration and Finance- Not present

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

Executive Committee of the Academic Senate
Minutes of the Meeting of October 28, 2024
Clark 551, 12 p.m. to 1:30 pm

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

Minutes taken by Grace Barbieri

1. Approval of the Minutes of the meeting of October 21, 2024 - Approved unanimously as amended
2. Approval of the Election Calendar - approved unanimously as amended.

Q: The petition is due on February 14th. Does that suggest hard-copy petitions? Are they electronic or in multiple formats?

A: We are unsure, but we can change the wording.

3. Update by President Teniente-Matson

October has seen significant engagement, particularly with the recent Smith and Carlos Day of Recognition featuring Dr. Carlos and Dr. Smith. The Day of Activism on October 16th, held on the lawn with Dr. Carlos, prompts us as a community to reflect on the implications of the mayor declaring October 16th as Smith and Carlos Day at our request. For the past 16 years, Student Services have primarily led activities related to this day. However, with this formal recognition, it's important to consider what this means for our campus. We should explore how this day can be integrated across various aspects of our community, including academic initiatives, student services, and sports programs, fostering a more holistic approach to honoring this significant occasion.

Earlier last week, we had a state-of-election security panel with Assemblymember Gail Pellerin and Acting Registrar of Voters for Santa Clara County Matt Morales. It was well attended and discussed election security. I think it was very timely, given the conversations at the national level.

Last Friday, we hosted the African American College Readiness Summit on campus, which we host with community leaders like the Santa Clara Office of Education. About 500 high school students spent half a day exploring our campus, which is a significant outreach to the African American community. We do one high school initiative and one middle school initiative. This

also supports our strategic plan, specifically the Black Student Success Initiative. I was struck by how much conversation at this event was about Dr. Smith and Dr. Carlos. They played the videos of them at the Olympics. It just reinforced with me the significance of how we think of this across our community.

Both the Wang and faculty awards are out, and we are accepting nominations. There are a fair amount of activities going on to support this time of year and semester and what is happening in our community. In the next day or so, there will be an email about the system-wide CSU strategic plan. There will be an open invitation for the campus to participate in the system-wide CSU strategic plan, not to be confused with Transformation 2030. We are continuing to move forward with Deloitte. We had a cabinet briefing last week, and there was a presentation at the executive leadership team of Chancellor Garcia's cabinet about SJSU's work with Deloitte in this pilot. Last Thursday, we had a Heritage Society luncheon, which was also well attended. These are individuals who have left money to SJSU in their estate plans. We had a lively Fire on the Fountain and alumni events right before, during Homecoming Week.

Q: What sort of planning is in place at SJSU in anticipation of the election outcome? Also, is there anything we can do as faculty and community members?

A: I think all of you are aware of helping students understand their privileges and rights to vote and the opportunity to remember to engage in civil behavior. What we are doing as a cabinet, which we have previously mentioned, is tabletop exercises for various scenarios that could occur on our campus. We have not heard of any planned activities, but that does not mean there are unplanned activities. We are also working with the City of San Jose on city-wide plans they are engaged in for post-election results. I feel that we are prepared for circumstances that might come our way.

Q: The last time one of the candidates was elected, it was not so much the civil unrest or disobedience as the intense sadness/despair that students experienced. I know that ODEI is addressing those, but I can tell you that the level of despair already happening is intense because people are very afraid.

A: We are trying to ensure we have appropriate support and resources for those areas.

After the Michigan State shooting, I called Bob Lim, and said, "Can we hold what occurred at Michigan State in terms of logistics and mechanics behind the scenes?" I talked to Chief Carroll and said, "I know the Vice President there. Can we call them?" The chief has done an outstanding job of bringing leadership from Michigan State here to learn from. This is a signature part of campus safety.

4. [Presentation](#) by Chief Carroll on Campus Safety–Integration of Cameras (Time Certain–12:15 to 12:40)

The committee lost quorum, and minutes were stopped.

5. Update by Chair

6. Discussion of the Sense of the Senate on Time, Place, and Manner

The minutes were taken by Grace Barbieri on October 28, 2024, reviewed and accepted by Senate Chair Karthika Sasikumar on October 29, 2024, and approved by the Senate Executive Committee on , 2024.

Nov 18 Executive Committee Minutes.

Present: Ranko Heindl, Karthika Sasikumar, Joshua Baur, Tabitha Hart, Colleen Johnson, Hiu Yung Wong, Julia Curry, Shannon Rose Riley, Laura Sullivan-Green (Zoom), Mari Fuentes-Martin, Kristen Dukes

Absent: Vincent del Casino, Charlie Faas, Ariana Lacson, Cynthia Teniente-Matson

Minutes taken by Ranko Heindl & Hiu Yung Wong

Meeting started on time. Quorum met.

1. Vote was taken for Laura Sullivan-Green to participate by Zoom. All in favor.
2. Approval of minutes from Oct 28. Approved unanimously.
3. Approval of Consent Calendar. Approval postponed - needs to be redone.
4. Update about the seat L on the Student Fairness Committee. Needs to be a non-MPP person. Fuentes Martin will provide a candidate. Several student seats are empty. Hard to reach quorum. Hard to recruit students on committees - students busy.
5. Update on Time, Place and Manner Policy.
Fuentes-Martin: some information on TPM on the last Senate meeting might be incorrect. There have been some scheduled and unscheduled events this semester. Protests have been low attendance. Protests have been low risk. How's is low risk assessed - amplified sound, likelihood to occupy buildings, cause disruptions, outsiders involvement. Incident management team assesses risk (Fuentes-Martin, Dukes, Chief Carlos). If high risk, IMT: Incident management team, will have a larger discussion. May appoint EIC. No incidents reported for high risk events (Oct 9 anniversary and election).
6. Fuentes Martin, VP of Student Affairs presentation.
 - a. Phase 1: Created 'Dean of Students' Office.
 - i. Student Conduct & Ethical Development
 - ii. Behavior Intervention Team
 - iii. Student Involvement
 - iv. Ombudsperson
 - b. Phase 2: Identity Based Centers
 - c. New unit: Equity & Belonging

The whole division is still 1 VPSA, 3 AVP (one being also the Dean of Student)

No budgetary implications. No growth in personnel and expenses.

Any changes in committee assignments? Fill vacancies priority

7. Senior AVP Andrew Wright Proposal to hire FERPA Consultant. We had policy before FERPA from 1966 to which we adhere. FERPA requires university to follow their own policies.
 - a. Consultant Leroy Gurpa to examine all our policies and give recommendations about best practices.
 - b. Start training the campus e.g. town hall (Lisa enrollment officer), and have a specific training about SJSU
 - c. 4 recent complaints. Innocent (displaying student names)
 - d. Need to rescind the 1966 S66-20 policy because it's too strict. Update or rescind. It is better to rely on FERPA instead of our own policy.

e. Budget coming from enrollment management.

8. Vice Provost (VP) Magdalena Barrera gave an update on the constitution of the Review Committee for the Dean of Graduate Studies. (Confidential, no minutes). Discussed the representativeness.

9. VP Magdalena Barrera update on CFETI AVP search update. Waiting for UP to offer an initial verbal offer. Probably won't start until Summer 2025 (VP Magdalena Barrera will continue to run meanwhile).

10. Consideration of applications for the General Unit faculty member for the Exceptional Assigned Time Committee. Candidate chosen: Stephanie Preston from Counseling & Psychological Services.

11. About the Senate meeting order. Now the order is less than \$200 in each meeting. SpartanEat required at least \$250 to order. However, it is allowed not to order from SpartanEat now and continue to order from Door Dash.

SJSU	ACADEMIC SENATE
12-09-2024	CONSENT CALENDAR

2024-2025	COMMITTEE SEATS
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ADD TO VACANT SEATS

COMMITTEE TYPE	COMMITTEE NAME	SEAT	SEAT TITLE	NAME	ZIP	PHONE	TERM ENDS	CONSENT CAL	FACULTY AT-LARGE
POLICY	Curriculum & Research	E	Business (FAL)	Raha Shojaei	0098	44552	2025	10/7	x
POLICY	Professional Standards	D	Education	Dawn Hackman	0028	42042	2025	12/02	x
POLICY	Professional Standards	F	General Unit (FAL)	Sarika Pruthi	0164	46540	2025	10/21	x
OPERATING	General Education Advisory	1	Student-AS Board Member	Chima Nwokolo			2025	10/7	
OPERATING	Intl Programs & Students	1	Student	Michael Brown			2025	10/21	
OPERATING	Institutional Review Board IRB	J	Science (FAL)	Jason Laker	0073	43654	2025	10/7	x
OPERATING	Student Fairness	B	Administration Representative	Lisa Giampaolo	0036	46083	2026	10/7	
OPERATING	Student Fairness	K	Social Sciences (FAL)	Veneice Guillory-Lacy	0073		2025	10/7	x
OPERATING	Student Fairness	3	Student	Sahib (Siya) Johal			2025	10/21	
OPERATING	Undergraduate Studies	G	Humanities & Arts	Chunhui Peng	0091	44615	2025	10/21	x
SPECIAL AGENCY	Accreditation Review	G	Member of President's Cabinet	Shawn Whalen		41177		10/7	
SPECIAL AGENCY	Academic Freedom Committee	A	Administration representative	Shawn Whalen			2027	12/02	
SPECIAL AGENCY	Academic Freedom Committee	B	Faculty representative - tenured	Caroline Chen			2025	12/02	
SPECIAL AGENCY	Academic Freedom Committee	C	Faculty representative - tenured	Ayce Erdogan			2026	12/02	
SPECIAL AGENCY	Academic Freedom Committee	D	Faculty representative - tenured	Kenneth Peter			2025	12/02	
SPECIAL AGENCY	Academic Freedom Committee	E	Faculty representative - lecturer	Sabrina Pinnell			2026	12/02	
SPECIAL AGENCY	Academic Freedom Committee	F	Staff representative	Neil Ordinario			2026	12/02	
SPECIAL AGENCY	Academic Freedom Committee	G	Student representative	Leonardo Plazola			2025	12/02	
SPECIAL AGENCY	Strategic Planning Steering	F	Student-Graduate Student	Dhruv Vyas			2025	10/21	
OTHER	Transit/Traffic & Parking [TRAFFIC]	G	Faculty	Emmanuel Sequeira	0066	43585	9/30/2025	10/7	

REMOVE FROM SEATS

COMMITTEE TYPE	COMMITTEE NAME	SEAT	SEAT TITLE	NAME	ZIP	PHONE	TERM ENDS	CONSENT CAL	FACULTY AT-LARGE
OPERATING	General Education Advisory	1	Student-AS Board Member	Sehtej Khehra				10/7	
OPERATING	Student Fairness	H	Humanities & Arts	Tina Korani	0055	43285	2025	12/02	
OPERATING	Student Fairness	L	Staff Member (Non-Management)	Emerald Green	0196	45106	2025	10/7	
OPERATING	Student Fairness	1	Student	Adrienne Belardes			2025	10/7	
OPERATING	Undergraduate Studies	G	Humanities & Arts	Allison Johnson	0090	43257		10/7	
SPECIAL AGENCY	Student Success	H	Faculty-at-Large	Sarika Pruthi	0164	46540	2025	10/21	
OTHER	Transit/Traffic & Parking [TRAFFIC]	G	Faculty	Miwa Merz	0069	43519	9/30/2024	10/7	
OTHER	University Sustainability	L	Staff Member	Connie Kim	0075	43758	2025	12/02	
OTHER	University Writing Committee	G	Director of Testing (Non-Voting))	Derrick Koh	0039	46283	EXO	12/02	

1 **SAN JOSÉ STATE UNIVERSITY**
2 **Academic Senate**
3 **Instruction and Student Affairs Committee**
4 **December 9, 2024**
5 **Final Reading**

AS 1880

6 **Amendment A to University Policy S12-1,**
7 **Faculty Office Hours**

8 Whereas, Faculty office hours are a critical method to support our students; and
9 Whereas, In an older version of this policy, SJSU required five scheduled office
10 hours per week, and
11 Whereas, The influence of technology on the mode of faculty office hours has
12 continued to evolve over time and provided flexibility of options to support
13 students; and
14 Whereas, S12-1: Faculty Office Hours requires that the policy be reviewed every five
15 years; and
16 Whereas, Those reviews have not been conducted regularly; be it therefore
17 Resolved, That S12-1 be amended as follows.

18 Approved: November 18, 2024

19 Vote: 9-0-1

20 Present: Gambarin, Giampaolo, Kelly (non-voting), Leisenring (non-voting), Masegian,
21 Mathur, Meniketti, Plazola, Sadawarti, Sen, Sullivan-Green, Vogel

22 Absent: Han, Rollerson, Tucker

23 Financial Impact: Updates for this policy do not have any direct financial impact.

24 Workload Impact: The change in identifying scheduled office hours as distinct between
25 instructional and non-instructional assignments could impact the number
26 of office hours expected of a faculty member. Additionally, such changes
27 could prompt departments to review their guidelines for office hours.

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San Jose State University

Faculty Office Hours Policy

I. Office Hours for Instructional Assignments

- a. Faculty members are expected to be available to their students for instruction-related support. To achieve this availability faculty members are expected to schedule instructional office hours during which they will be available to their students for consultation.
- b. Faculty members who are teaching a full load are expected to hold a minimum of two (2) regularly scheduled office hours per week. The mode in which scheduled office hours are held should provide maximum opportunity for students to engage with the faculty member. For example, faculty teaching online courses may hold all scheduled office hours online, while faculty teaching in person may hold all scheduled office hours split between online and in person.
- c. In addition to regularly scheduled office hours, faculty are expected to meet with students by appointment (in-person or online) at mutually convenient times and within reason. This time is not only restricted to one on one meetings, but can include group forums as well as other modes of interaction and messaging in which student questions are addressed as is reasonable to address trends and student/faculty availability.
- d. For faculty members who are teaching less than a full load, the minimum number of scheduled office hours may be prorated, but the number of scheduled hours will not be less than one hour per week unless the faculty member is not teaching.
- e. Individual departments may develop guidelines on scheduled instructional office hours that differ from this policy. Departmental guidelines should be developed collaboratively and must be approved by a faculty vote in compliance with S17-6: Departmental Voting Rights. The guidelines must include a rationale explaining the reason for divergence from the University policy and must be approved by the appropriate dean.

II. Office Hours for Non-Instructional Assignments

- a. Faculty may be required to have office hours for non-instructional assignments, such as advising, research-related, or service activities. The time(s), mode(s), and number of these office hours may be dictated by

62 departmental, college, or university guidelines or an expectation of faculty
63 assigned time. The details (times/modes/numbers) of these non-instructional
64 office hours should be made available to students as widely as possible.

65 b. If the office hours are based on departmental guidelines, they must be
66 developed collaboratively and must be approved by a faculty vote in
67 compliance with S17-6: Departmental Voting Rights. The approved guidelines
68 must include a rationale explaining the reason for the policy and must be
69 approved by the appropriate dean.

70 III. Professional Expectations

71 It is important that established office hours be kept and responses to student
72 communications be timely. Faculty members are responsible for these
73 obligations as a part of their academic assignments. Faculty may make changes
74 to scheduled office hours as long as they give maximum possible notice to
75 students, depending on the reason for the change, and reschedule office hours in
76 a timely manner. It should be noted that faculty do a considerable amount of
77 advising and consultation through email and other electronic and analog media.

78 IV. Revision of the University Faculty Office Hours Policy

79 It is in the best interests of students and faculty that the policy be reviewed to
80 make sure that it is effective and workable, particularly in the context of changing
81 educational technologies. Review of this policy should take place no less than
82 every five years by an appropriate Academic Senate committee.

1 San José State University
2 Academic Senate
3 Professional Standards Committee
4 December 9, 2024

AS 1883

5 **Final Reading**

6 Policy Recommendation

7 **Statement of Academic Freedom and Establishing the Academic Freedom Committee**

8
9 **Legislative History:** This proposal would rescind S99-8 Professional Responsibility Statement
10 and replace it with two policy recommendations: AS 1884 Statement on Faculty Professional
11 Responsibility and AS 1883 Statement on Academic Freedom and Establishing the Academic
12 Freedom Committee.

13 **Rationale:** When Amendment A to S99-8 and S99-9 was approved on August 21, 2023,
14 language about the charge and creation of the Academic Freedom Committee (AFC) was
15 accidentally embedded into S99-8 Professional Responsibility Statement, making information
16 about the AFC difficult to find. This proposed change rescinds S99-8 and separates it into two
17 distinct policies: “Statement of Faculty Professional Responsibility” and “Statement of
18 Academic Freedom & Establishing the Academic Freedom Committee.” While faculty
19 professional responsibility and academic freedom are deeply interconnected, the policies need to
20 be separated so that they can be clearly identified by their titles. Together with the newly-
21 approved F24-2 Board of Professional Responsibility, these policies provide important
22 contemporary guidance on matters related to faculty professional responsibility and academic
23 freedom; creating two new policies from S99-8 will also update the policy numbers to allow
24 ease of identification and to indicate their currency.

25
26 Approved: December 2, 2024
27 Vote: 6-0-0
28 Present: Chen, Kazemifar, Nwokolo, Raman, Riley (Chair), Smith, Peter (non-
29 voting guest), Lee (non-voting guest)
30 Absent: Barrera, Pruthi, Muller, (Dukes, non-voting guest)

31
32 **Financial Impact:** No new costs anticipated beyond some modest travel costs associated with
33 sending members of the Academic Freedom committee to conferences.

34
35 **Workload Impact:** No new workload issues anticipated. On the contrary, being able to find the
36 Statement of Academic Freedom and the charge of the Academic Freedom Committee will save
37 time.

38
39 **Preamble:** Academic Freedom is at the heart of the success of the modern university, but in
40 recent years faculty, students, and others have begun to lose touch with an understanding of this
41 critical concept. The classic statements in defense of academic freedom were articulated at the
42 start of the twentieth century by the American Association of University Professors (AAUP) in
43 response to egregious acts in which faculty appointments, research programs, and curricular
44 content were attacked or manipulated for political reasons. Faculty organized and fought hard to
45 secure tenure and other protections, and by the 1950s they won a key court decision that

46 eloquently summarized the need for academic freedom. “Teachers and students must always
47 remain free to inquire, to study and to evaluate, to gain new maturity and understanding;
48 otherwise our civilization will stagnate and die.”¹
49

50 Today, however, many faculty and others do not know much about the history of academic
51 freedom, its legal status, or its ultimate purpose. When the term is used it is sometimes perceived
52 incorrectly as an individual privilege rather than as a critically important tool for fulfilling the
53 academy’s scholarly and educational roles. Professional Standards believes it is the responsibility
54 of each new generation of faculty to take on the challenge of renewing the community’s
55 understanding of academic freedom, and has crafted this policy recommendation to fulfill this
56 task.
57

58 A generation ago, the Academic Senate combined the Academic Freedom Committee with a new
59 board focused on professional ethics. The motivation was sound—to symbolize the deep
60 interconnection of academic freedom to professional responsibility. We continue to agree with
61 this principle, but the former Board of Academic Freedom and Professional Responsibility
62 (BAFPR) was not a consistently effective committee. Its sweeping responsibilities, extended
63 membership, and restricted qualifications resulted in a committee that was difficult to fill and
64 which was torn between its educational and quasi-judicial functions. As a result, the BAFPR was
65 divided into two bodies: the Board of Professional Responsibility (*see* F24-2 Board of
66 Professional Responsibility) and the Academic Freedom Committee. By creating a smaller
67 committee with a sharper focus, Professional Standards sought to create a vibrant, active
68 committee of experts to engage in the continual education of the University on academic
69 freedom issues and provide useful and timely information to faculty, students, and administration
70 when issues related to academic freedom arise.
71

72 1. Statement of Academic Freedom²

73 1.1. In General

74 1.1.1. The primary mandates of a university—the discovery and dissemination of
75 knowledge and understanding, are absolutely dependent upon academic and
76 intellectual freedom. Freedom in research is fundamental to the advancement of
77 truth. Freedom in teaching is fundamental for the protection of the rights of the
78 student in learning and of the faculty³ in teaching.

79 1.1.2. Political attacks on academic freedom, including government attempts to exert
80 control over curriculum, restrict the freedom to pursue all avenues of scholarly
81 research, and censor the speech of faculty, have many historical precedents. Such
82 attempts to control teaching and research destroy higher education.

83 1.1.3. San José State University has a responsibility to society to defend and to maintain
84 these freedoms, and to ensure that those engaged in academic pursuits can

¹ *Sweezy v. New Hampshire*, 34 U.S. 234, 250 (1957)

² Derived from the *International Statement on Academic Freedom and Tenure*, 1984. Signatories include the American Association of University Professors, the American Federation of Teachers, the National Education Association, and similar groups from the United Kingdom, New Zealand, Canada, Australia, Ireland, and France.

³ The faculty of the university include all those who engage in scholarly activities and/or those who directly or indirectly participate in instructional activity. Thus faculty members include professors, lecturers, teaching assistants, research assistants, coaches, counselors, librarians, and all those faculty employees under Unit 3.

85 effectively execute their responsibilities. SJSU faculty must remain free of the
86 forces of special interests and political interference if they are to fulfill society's
87 expectations and their educational responsibilities.

88 1.1.4. All members of the university community: students, staff, and all faculty
89 employees, shall have the protections of academic freedom
90

91 1.2. Academic Freedom as it Relates to Tenure

92 1.2.1. Tenure is one mechanism specifically created to protect academic freedom, and
93 those faculty who hold the protection of tenure have an obligation to protect the
94 academic freedom of all members of the university community.

95 1.2.2. Tenure constitutes an important procedural safeguard of academic freedom and
96 professional responsibility and, as such, is essential for the maintenance of
97 intellectual liberty and high standards in education and in scholarship. It is one
98 means by which university faculty members are protected against personal malice or
99 political coercion, and by which it is ensured that those who, following rigorous
100 evaluation, secure continuing employment, can be dismissed only on professional
101 grounds according to due process.

102 1.2.3. Historically, the indispensability of academic tenure to academic freedom in
103 universities throughout the world has been proven by events in situations where
104 tenure has not existed. We must not forget the lessons of the past but must work to
105 ensure that SJSU continues to fulfill the educational needs of a free society.

106 1.3. Academic Freedom as it Relates to Professional Responsibility

107 1.3.1. According to the AAUP, Academic freedom “is a professional right extended to
108 members of the profession and is subject to certain limitations. Academic freedom
109 means that faculty are free to engage in the professionally competent forms of
110 inquiry and teaching that are necessary for the purposes of the university. It does not
111 mean that individual faculty members are free to teach or publish whatever they
112 want without repercussions.” AAUP makes clear that the academic freedom of an
113 individual faculty member is subject to matters of professional responsibility,
114 including those related to 1) the collective; 2) professional ethics; and 3)
115 professional competence. AAUP says more about each category below:
116

117 **“The Collective:** The faculty who are responsible for a particular course of study
118 may share responsibility for determining courses to be offered or texts to be
119 assigned to students. The shared academic freedom to make this decision trumps the
120 freedom of an individual faculty member to assign a textbook that he or she alone
121 prefers.”
122

123 **“Professional Ethics:** A faculty member must act ethically in their teaching and
124 research; for example, by following regulations on human subject research.”
125

126 **“Professional Competence:** In order to produce and disseminate the highest quality
127 of knowledge in a given field, academics are regulated by other academics who are
128 in a position to judge the work of their peers. A faculty member is not entitled to
129 teach something that their academic peers judge is invalid--for example, teaching

130 that 2+2=5 would not be protected; neither would teaching intelligent design in an
131 evolutionary biology class.⁴

132
133 Professional responsibility is thus the natural complement of the academic freedom
134 essential to the university's mission. Through their responsible professional conduct,
135 faculty members promote and protect academic freedom. Because faculty members
136 belong to a profession with the rights of self-government, they also have the
137 obligation to establish standards of professional conduct and procedures to enforce
138 them. These standards are set in the SJSU Statement of Professional Responsibility.⁵
139

140 1.3.2. Academic freedom is a privilege granted to faculty in return for their obligation to
141 serve the public good, which they do through the advancement of scholarship, the
142 search for truth, and the higher education of our communities. We agree with the
143 AAUP 1915 Declaration that “not only that the profession will earnestly guard those
144 liberties without which it cannot rightly render its distinctive and indispensable
145 service to society, but also that it will with equal earnestness seek to maintain such
146 standards of professional character, and of scientific integrity and competency, as
147 shall make it a fit instrument for that service.”⁶
148

149 2. The Academic Freedom Committee is established as a Special Agency.

150 2.1. Charge of the Academic Freedom Committee (AFC):

151 2.1.1. AFC shall monitor the state of academic freedom both at San Jose State and in the
152 broader academic environment. In addition, it shall safeguard and promote academic
153 freedom at SJSU, and shall serve as an advisory body on issues arising from the
154 application of academic freedom on our campus.

155 2.1.2. AFC shall educate and advise on the meaning and scope of academic freedom and
156 its application. To do so, AFC shall familiarize itself with policies, laws, court
157 decisions, and current events concerning academic freedom. As part of this function
158 it shall maintain contact (and membership if possible) with the American
159 Association of University Professors (AAUP) and familiarize itself with relevant
160 AAUP publications. Members of AFC should attend AAUP conferences on
161 academic freedom when possible.

162 2.1.3. AFC shall work in concert with the Center for Faculty Development to educate
163 and orient new faculty on academic freedom issues, by attending and presenting at
164 events such as faculty orientations.

165 2.1.4. AFC shall educate all constituencies of the San Jose State Community on our own
166 policies on academic freedom. It shall host at least one academic freedom forum
167 each year, on a topic related to academic freedom and designed to stimulate interest
168 in academic freedom.

169
170 3. Organization of the AFC

171 3.1. Membership

⁴ <https://www.aaup.org/programs/academic-freedom/faqs-academic-freedom>

⁵ S99-8 at the time of this policy recommendation

⁶ American Association of University Professors, *1915 Declaration of Principles on Academic Freedom and Academic Tenure*.

- 172 3.1.1. Four faculty members, three of whom must be (or have previously been) tenured,
173 chosen university-wide for their expertise and/or interest in academic freedom
174 issues. One of the four faculty may be from among our emeriti faculty. One of the
175 four faculty may be a lecturer or a probationary faculty member. These faculty will
176 serve 2 years terms and may be renewed twice (for a total of six years) before
177 rotating off the committee for a minimum of one term.
- 178 3.1.2. One student.
- 179 3.1.3. One administrator.
- 180 3.1.4. One Staff member (Non-MPP)
- 181
- 182 3.2. Chair. Each year the AFC shall choose its own Chair from among the tenured (or
183 previously tenured) faculty members of the committee.
- 184
- 185 3.3. Reporting.
- 186 3.3.1. If the AFC has suggestions for policy changes it shall report them to the
187 Professional Standards Committee of the Academic Senate.
- 188 3.3.2. The Chair of the AFC shall be permitted to address the Professional Standards
189 Committee and the Academic Senate to report on issues relating to academic
190 freedom.
- 191
- 192 3.4. Selection.
- 193 3.4.1. All candidates for membership shall submit statements discussing their expertise
194 and/or interest in academic freedom issues, and (if faculty) a curriculum vitae.
- 195 3.4.2. Faculty candidates for membership shall be screened by the Executive Committee
196 and approved by the Senate.
- 197 3.4.3. The Administrative representative shall be designated by the President after
198 consultation with the Executive Committee.
- 199 3.4.4. The student representative shall be designated by Associated Students after
200 consultation with the Executive Committee.
- 201 3.4.5. Meetings. The AFC should meet at least once every month during the academic
202 year.

1 San José State University
2 Academic Senate
3 Professional Standards Committee
4 December 9, 2024

AS 1884

5 **Final Reading**

6 Policy Recommendation
7 **Statement of Faculty Professional Responsibility**
8

9 **Legislative History:** This proposal would rescind S99-8 Professional Responsibility Statement
10 and replace it with two policy recommendations: AS 1884 Statement on Faculty Professional
11 Responsibility and AS 1883 Statement on Academic Freedom and Establishing the Academic
12 Freedom Committee.

13 **Rationale:** The Statement of Professional Responsibility in University Policy S99-8 was not
14 updated for nearly a quarter of a century even as the statements upon which it was based were
15 changed.¹ In recent years, many institutions of higher education have enacted policies to
16 describe unprofessional conduct that does not fall under any specific statutory protections (often
17 described as “bullying”), but which is nevertheless disruptive to the work of the University and
18 undermines the environment for free pursuit of scholarship. Recent amendments to S99-8
19 provided such a definition and framed it as an example of behavior that falls outside of
20 acceptable standards for professional responsibility among faculty. However, when S99-8 was
21 modified by Amendment A to S99-8 and S99-9 on August 21, 2023, the Statement of Academic
22 Freedom and the creation of the Academic Freedom Committee was accidentally embedded into
23 the Statement of Faculty Professional Responsibility, making the former difficult to find. This
24 proposed change rescinds S99-8 and separates it into two distinct policies: “Statement of Faculty
25 Professional Responsibility” and “Statement of Academic Freedom & Establishing the
26 Academic Freedom Committee.” While faculty professional responsibility and academic
27 freedom are deeply interconnected, the policies need separation. Together with the newly-
28 approved F24-2 Board of Professional Responsibility, these policies provide important
29 contemporary guidance on matters related to faculty professional responsibility and academic
30 freedom; creating two new policies out of S99-8 will update the policy numbers and titles to
31 allow ease of identification and indicate their currency. Additional clerical updates were made to
32 section F, Additional References, to reflect current University policy numbers and titles.

33
34 Approved: December 2, 2024
35 Vote: 6-0-0
36 Present: Chen, Kazemifar, Nwokolo, Raman, Riley (Chair), Smith, Peter (non-
37 voting guest), Lee (non-voting guest)
38 Absent: Barrera, Pruthi, Muller, Dukes (non-voting guest)

¹ Derived in part from the Academic Senate of California State University proposed policy AS-2080-92/FA-I, May 7-8, 1992. Also consulted were the original sources on which AS-2080-92/FA-I was based, including earlier AAUP documents: primarily the *Statement of Principles on Academic Freedom and Tenure* (1940), the *Statement on Professional Ethics* (1966, revised 1987 and 2009), the *Statement of the Association's Council: Freedom and Responsibility* (1970, revised 1990).

- 39
- 40 Financial Impact: None anticipated
- 41 Workload Impact: None anticipated

42 **Statement of Professional Responsibility for Faculty²**

43 A. Preamble

44 Professional responsibility is the natural complement of the academic freedom essential to the
45 university's mission. Through their responsible professional conduct, faculty members³
46 promote and protect academic freedom. Since faculty members belong to a profession with
47 the rights of self-governance, they also have the obligation to establish standards of
48 professional conduct and procedures to enforce them. The following standards provide
49 guidance for certain ethical questions which may arise over the course of a faculty member's
50 career, but they are not an exhaustive list. They are built upon the foundations of academic
51 freedom; they are the ideals to which all faculty members should aspire.

52 B. Faculty Responsibilities

53
54 The responsibilities of faculty members may be considered from five related, but somewhat
55 conceptually distinct, perspectives: (1) as members of an academic profession; (2) as
56 teachers⁴; (3) as colleagues; (4) as members of an academic institution; and (5) as members of
57 a community.

58 1. As members of an academic profession, faculty members:

- 59
60 a. serve as intellectual leaders; they
- 61 - seek and state the truth as they see it.
 - 62 - develop and improve their instructional and scholarly competence
 - 63 - exercise critical self-discipline and judgment in applying, extending, and
 - 64 transmitting knowledge.
 - 65 - practice, foster, and defend intellectual honesty, freedom of inquiry and
 - 66 instruction, and free expression on and off the campus.
 - 67 - promote the free and open exchange of ideas in the classroom as related to the
 - 68 subject matter.
 - 69 - strive to foster a campus environment that i) supports a robust discussion of
 - 70 issues (including political and societal issues), ii) promotes respect for the
 - 71 opinions of others, and iii) encourages sensitivity to the possibility of multiple
 - 72 interpretations of speech and actions.
 - 73 - do not allow their subsidiary interests to compromise their freedom of inquiry.
 - 74
- 75 b. engage in research and other professional and creative activities; they

² Ibid.

³ The faculty of the university include all those who engage in scholarly activities and/or those who directly or indirectly participate in instructional activity. Thus faculty members include professors, lecturers, teaching assistants, research assistants, coaches, counselors, librarians, and all those faculty employees under Unit 3.

⁴ Teaching is meant in an inclusive sense. All those who directly or indirectly contribute to instructional activity are teachers. For example, librarians and other academically related faculty contribute to instructional activity, even in those cases where they do not engage in direct classroom instruction.

- 76 - perform their research with honesty and integrity.
- 77 - respect the ethical and legal considerations⁵ that underlie their work and output,
- 78 as consistent with the ethical principles and guidelines of their discipline.
- 79 - comply with guidelines governing any grant or other funds related to a research
- 80 or creative project.
- 81 - strive to contribute to the body of knowledge in their discipline and to
- 82 disseminate such knowledge appropriately.
- 83 - critically evaluate their work prior to dissemination.
- 84 - use university and other resources with integrity and consideration of the
- 85 mission of the university.

86 2. As teachers, faculty members:

- 87
- 88 a. treat students fairly and respectfully; they
- 89 - assure that their evaluations of students reflect only matters relevant to the
- 90 students' academic performance.
- 91 - guard against improper disclosure of confidential information regarding
- 92 students.⁶
- 93 - ensure that their professional contacts with students are free from any
- 94 exploitation, harassment, or discrimination.
- 95 - acknowledge significant academic or scholarly collaboration with or assistance
- 96 from their students.
- 97 - adhere to published descriptions of course content and grading practices, such as
- 98 those contained in syllabi and course catalogs.
- 99 - maintain awareness of and adhere to University policies governing student rights
- 100 and responsibilities.
- 101 b. encourage the free pursuit of learning; they
- 102 - encourage students to make their own judgments and to express them when
- 103 appropriate.
- 104 - allow students to take reasoned exception to or to reserve judgment about the
- 105 data or views offered in a course of study.
- 106 - refuse to tolerate exploitation, harassment, or discrimination by students in an
- 107 instructional setting.
- 108 - protect student academic freedom
- 109 c. exhibit and uphold the highest scholarly and ethical standards of their disciplines; they
- 110 - foster honest academic conduct.

⁵ Such ethical and legal considerations include compliance with copyright laws and not plagiarizing.

⁶ The confidentiality of student records and information is also governed by law and SJSU policy. See the federal Family Educational Rights and Privacy Act (often referred to as the Buckley Amendment), information available from either the SJSU Division of Student Affairs or the SJSU Office of Faculty Services, and University Policies S66-20 and S90-5 (and any related updates or modifications) available at the Senate Web site.

- 111 - do not instruct, advise, or supervise students with whom they have personal or
112 professional conflicts of interest.⁷
113 d. serve as intellectual guides and advisors; they
114 - are available during reasonable, posted hours to assist students who request their
115 intellectual and academic help.
116 - utilize instructional time to help students learn course materials.

117 3. As colleagues and co-workers, faculty members:

- 118 a. respect and defend free inquiry even when the methodology used or the findings and
119 conclusions reached differ from their own.
120 b. show due consideration for diverse opinions.
121 c. acknowledge the contributions of others to their academic work.
122 d. seek objectivity in their professional evaluations.
123 e. do not evaluate or supervise those with whom they have personal or professional
124 conflicts of interest.⁸
125 f. avoid exploitive, harassing, or discriminatory behavior.
126 g. hold themselves and colleagues to high ethical standards and address ethical abuses
127 when they become known.

128 4. As members of an academic institution, faculty members:

- 129 a. observe the stated regulations of the institution that are consistent with the statement
130 of academic freedom in Amendment A to University Policy S99-8, and with their
131 contractual and legal obligations.
132 b. maintain the right to criticize regulations and seek their revision.
133 c. assure that their outside interests do not compromise the obligations of their primary
134 appointment.
135 d. request a leave of absence or resign when the claims of outside interests preclude the
136 fulfillment of substantial academic obligations.
137 e. give appropriate notice of their intent to interrupt or terminate their services to the
138 university.
139 f. share in the responsibilities for governing the university.
140 g. share in periodic review and improvement of curriculum.
141 h. cooperate in the pursuit of stated goals of one's program, department, college, or
142 university.
143 i. help ensure that the university meets its commitment to maintain an environment that
144 values diversity and that is free from discrimination and harassment.

⁷ For a discussion of the concept of "conflicts of interest" in the context of this Statement of Faculty Responsibility, see Section C of this policy. A separate University policy (S99-11) exists dealing with conflicts of interest for principal investigators; see the Senate Web page.

⁸ See note 6.

- 145 5. As members of a community, faculty members:
- 146 a. publicly distinguish when they speak or act as private citizens from when they do so
 - 147 as an official representative of the university so as not to lead others to mistake them
 - 148 as a spokesperson for San José State University or the California State University
 - 149 system.⁹
 - 150 b. recognize that breaking legal and civil codes for academic gain is also an
 - 151 infringement of professional ethics.¹⁰
 - 152 c. promote conditions of free inquiry.
 - 153 d. further public understanding of academic freedom.

154 C. Conflicts of Interest

155 *Definition:* In the context of professional responsibility, a conflict of interest is an agreement,
156 relationship, or other arrangement, be it personal or professional, formal or informal, that
157 undermines the faculty's disinterested performance of its professional duties and obligations.

158 *Importance:* Students have a just expectation that they will be instructed, evaluated and
159 supervised by a disinterested faculty. Faculty members have a similar expectation that their
160 professional and academic evaluations and supervision are free from the self-interest of their
161 peers. Maintaining disinterestedness is one of the faculty's central ethical responsibilities. The
162 disinterestedness of the faculty assures both the academic integrity of the University and the
163 faculty's academic freedom.

164 *Conflicts of interest between faculty and students:* In addition to the legal contracts existing
165 between students and the University, there is an equally important "social contract" between
166 them and the faculty, in which each fulfills its duties and obligations to the other. Many of the
167 faculty's responsibilities under this "contract" are found in Section H-B.2. of this document.
168 Interests that conflict with those obligations include actions or requirements of the faculty that
169 appear to be grounded in private interest or gain, not in professional responsibility. Examples
170 of conflicting interests are: requiring the purchase of course materials from which an
171 instructor makes a profit (texts and other materials professionally reviewed, published, and
172 distributed are excluded); and giving academic credit for student research which the instructor
173 puts to use for private gain or profit.

174 Other conflicts of interest may arise in view of the disproportion of influence and power
175 between faculty and students. Instructors, thus, ought not engage students in their classes or
176 under their supervision in relationships that are so personal that the presumption of
177 professional disinterest is difficult to maintain. Faculty members, for example, ought not
178 instruct or supervise students who are obligated to them financially; and faculty ought not
179 supervise or instruct students with whom they have relationships grounded in interests

⁹ See also California Education Code Section 89005.5.

¹⁰ See also California Government Code Section 8314 on unlawful use of state resources by state employees.

180 inconsistent with their professional responsibility and the mission of the University. These
181 conflicts of interest include but are not restricted to sexual relationships.

182 A similar caveat applies, of course, to the instruction and evaluation of students who are
183 family members, since faculty disinterestedness is problematic in this case as well.

184 Exceptions to these injunctions may be made after consultation with an instructor's
185 department chair or other appropriate party, such as a supervisor or a dean. The grounds for
186 exception must be compelling (e.g., curricular or staffing restrictions in a student's chosen
187 academic program).

188 While acknowledging that the propriety of a personal relationship between a student and an
189 instructor is indeed a sensitive issue for all involved, the faculty holds that the rights of faculty
190 and students to free association must be honored and protected in instances when professional
191 disinterestedness is not expected or required. The faculty also acknowledges that
192 disinterestedness thrives best in an atmosphere free from suspicions of favoritism, nepotism,
193 coercion and harassment.

194 Conflicts of interest in professional relationships: Faculty members rightfully expect unbiased
195 evaluations of their academic and professional performance. The responsibilities of the faculty
196 in this regard are detailed in Section II.B.3. of this document. Examples of conflicts of interest
197 here include evaluating or supervising faculty who are family members or parties in
198 relationships grounded in interests (e.g., personal, professional or financial interests) that
199 preclude disinterestedness.

200 Beyond questions of peer evaluation, the faculty must ensure that its research or comparable
201 activities are consistent with the mission of the University and with professional standards.
202 The faculty must maintain a disinterested pursuit of truth in their professional activities, one
203 uncompromised, for example, by the pursuit of fees, royalties, and other forms of
204 compensation. Disinterestedness comes into question when subsidiary concerns or private
205 gain makes one's intellectual honesty and freedom of inquiry problematic.

206 The faculty holds that the right of a faculty member to freely associate with colleagues must
207 be honored and protected in instances when professional conflicts of interest are not at issue.
208 Following the principle of disinterestedness, the faculty also recognizes that non-academic
209 relationships between faculty members may become sensitive issues when placed in the
210 context of professional evaluation and supervision (e.g., the recruitment, retention, tenure or
211 promotion of faculty). A faculty member should be excused from these duties when a
212 potential conflict of interest exists. If it is not possible to excuse a faculty member in such
213 circumstances, the faculty member who conducts the evaluation or supervision should advise
214 his/her chair or other appropriate party (e.g., a supervisor or dean) of the situation.

215 Importance of ethical conduct in fact and appearance: Recognizing a conflict of interest in
216 the area of faculty responsibility is often a matter of common sense; at other times it is a
217 matter of law. But beyond the ethical minimums of law and common sense, there exists a
218 higher standard toward which the faculty should strive. That is, a faculty member ought to

219 avoid actual conflicts of interest as well as the appearance of such conflicts whenever
220 possible. This ethical standard is not born of scrupulosity. Rather, it arises from the faculty's
221 full awareness of the wide scope of thought and expression it enjoys under the protection of
222 academic freedom.

223 D. Bullying and Other Unprofessional Conduct

224 *Definition¹¹*: In the context of Professional Responsibility, “other” unprofessional conduct is
225 defined as repeated unprofessional behavior that does not fall under statutory protections,
226 including but not limited to Title IX, discrimination, harassment, or retaliation. Of particular
227 concern in this area is bullying. Bullying is behavior that a reasonable person would find
228 hostile, intimidating, offensive, and unrelated to the University’s legitimate instructional or
229 research interests. Such behavior is generally pervasive or severe to the extent that it makes
230 conditions inhospitable and undermines another person’s ability to carry out their
231 responsibilities to the university. A single act will typically not be sufficient to qualify as
232 unprofessional conduct or bullying, but an especially severe or egregious act may so
233 qualify. Examples of bullying could include, but are not limited to:

- 234 1. Abusive expression directed at another person in the workplace, such as derogatory
235 remarks that are outside the range of reasonably accepted expressions of disagreement,
236 disapproval, or critique in an academic or professional setting;
- 237 2. Unwanted physical contact and/or aggressive, derogatory, hateful, or otherwise
238 unprofessional nonverbal and/or nonvocal expressions;
- 239 3. Exclusion and/or isolation leading to harm to another person’s reputation or hindering of
240 another person’s work;
- 241 4. Sabotage of another person’s work and/or impeding another person’s capacity for
242 academic expression;
- 243 5. The sharing of personal or private information about another person causing
244 embarrassment, intimidation, shaming and/or humiliation; and
- 245 6. Cyberbullying, which is the use of electronic/digital communication in any form to engage
246 in any of the behaviors listed herein

¹¹ This definition is partially derived from the following sources:

- The CSU Chancellor’s Strategic Workgroup Black Student Success Report
(<https://www.calstate.edu/impact-of-the-csu/diversity/Documents/CSU-Black-Student-Success-Workgroup-Report-2023.pdf>)
- The University of California, Berkeley definition of “bullying”
(<https://campuspol.berkeley.edu/policies/bullying.pdf>)
- The University of Wisconsin, Madison policy on Hostile and Intimidating Behavior
(<https://hr.wisc.edu/hib/principles-and-policies/>)
- The University of New Mexico Respectful Campus Policy (<http://policy.unm.edu/university-policies/2000/2240.html>)
- The California State University, Chico Policy on Campus Behavior and Violence Prevention
(<https://www.csuchico.edu/pres/em/2012/12-025.shtml>)

247 *Importance:* Severe, persistent, or pervasive unprofessional behavior can undermine other
248 faculty member's performance of their professional duties and obligations with regard to the
249 university's mission, and chill the environment for free pursuit of learning. While it is often
250 easier to recognize conduct of concern when it occurs in a relationship with a power
251 imbalance, this policy is meant to specifically include bullying between individuals of
252 perceived equal levels of power, as well.

253 E. Applicable Laws and Regulations Governing Conduct

254 Various federal and state laws and regulations apply to the university and its employees.
255 Faculty members must take responsibility for awareness of such rules and to comply with
256 them. Many of these laws and regulations are noted in this and other University policies
257 related to faculty responsibilities (a partial list is included at Section F below).

258 Examples of laws and regulations applicable to the university and its employees include:

- 259 1. California law prohibits use of state resources or the "California State University" name
260 to
261 advocate a position regarding a candidate or ballot proposition.¹²
- 262 2. As a recipient of federal and state funds, and other grants, the university and its faculty
263 involved in research projects or programs may be governed by certain laws, regulations,
264 and guidelines.
- 265 3. Federal and California laws dealing with non-discrimination, equal employment
266 opportunity, and affirmative action govern employment practices at SJSU and are
267 relevant to faculty members involved in retention, tenure, promotion, and similar
268 employment decisions.
- 269 4. In order to protect the privacy of students, federal and California laws prohibit certain
270 disclosures of student records.

271 Faculty members may obtain assistance in gaining awareness and understanding of laws and
272 regulations that may govern their conduct from their department chair (or equivalent unit
273 head) and the Office of Faculty Services.

274 F. Additional References

275 University policies that relate to academic freedom and faculty responsibilities include:¹³

¹² See California Government Code Section 8314, California Education Code Section 89005.5, and *Stanson v. Mott*, 17 Cal.3d 206, 210 (1976). The CSU Office of General Counsel's *Handbook of Election Issues*, dated February 1997, provides general guidance to the legal background on the use of state resources in elections. This handbook is available at the Web site for this policy on Professional Responsibility. It is also available from the SJSU President's Office.

¹³ Faculty are encouraged to review University Policies (which are available at <https://www.sjsu.edu/senate/university-policies/> as well as in the Academic Senate Office) to be sure they are fully aware of the most current policies pertaining to their activities as teachers, researchers, mentors, and employees and members of the SJSU/CSU community. Any questions about these policies or matters covered by this policy on Professional Responsibility, or relevant federal and state laws, should be

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1. F24-XXX, Statement of Academic Freedom and Establishing the Academic Freedom Committee
 2. F24-2, Board of Professional Responsibility—provides an implementing mechanism for some of the policies described or referenced in this document
 3. S92-12, Statement on Academic Freedom and Artistic Expression
 4. F12-5, Policy and Procedures for Responding to Allegations of Scientific or Other Misconduct in Funded Research
 5. S99-11, Conflict of Interest Policy For Principal Investigators
 6. S14-6, Policy and Assurance for Humane Care and Use of Animals at San José State University
 7. F17-1, Protection of Human Research Subjects
 8. F18-3, Charge and Membership of the Institutional Review Board (IRB)
 9. S18-5, Research, Scholarship, and Creative Activity: Advisor-Student Relationship, Sponsored Projects, and Proprietary and Confidential Information in RSCA
 10. S16-15, Student Rights and Responsibilities

293 **History**

294 S93-12, Professional Responsibility, superseded F67-17, Academic Freedom and The Common
295 Good (approved February 5, 1968), and S88-9, AAUP Statement on Professional Ethics
296 (approved May 6, 1988). S88-9 superseded S67-10, Professional Ethics (approved May 11,
297 1967). S94-3 added the explanation on conflicts of interest to S93-12 (originally added as
298 Appendix A) and made slight changes to two footnotes. S95-9 added Appendix B on conflicts of
299 interest for principal investigators. S93-12 was approved as University Policy on May 13, 1993,
300 S94-3 was approved on April 12, 1994, and S95-9 was approved on April 6, 1995. S99-8 was
301 further modified by Amendment A to S99-8 and S99-9 on August 21, 2023, which accidentally
302 embedded the Statement of Academic Freedom and the creation of the Academic Freedom
303 Committee into the Statement of Professional Responsibility.

directed to the department chair, college dean, Office of Faculty Services, or Academic Senate Office, as appropriate.

San José State University
Academic Senate
Professional Standards Committee
December 9, 2024

AS 1885

First Reading

Policy Recommendation
Amendment E to University Policy F12-6, Evaluation in Effectiveness in Teaching for all Faculty

Legislative History: The proposed amendment would modify section H.5 of the existing policy, F12-6, Evaluation in Effectiveness in Teaching for all Faculty.

Rationale: The Student Evaluation Review Board (SERB) wants to test whether opening SOTES earlier than allowed under F12-6 section H.5 would result in higher response rates, allow more time for students to respond, and enhance the integrity and quality of the survey results. Additionally, an increasing number of courses are shorter in length and the current timeframe described in F12-6 does not provide sufficient time for students to complete the SOTES. Changing the policy as recommended here will address this concern (new language is underlined and language to be removed is in ~~strikeout~~).

Resolved: That section H.5 of F12-6, Evaluation in Effectiveness in Teaching for all Faculty, be modified as follows

Approved: December 2, 2024
Vote: 6-0-0
Present: Chen, Kazemifar, Nwokolo, Raman, Riley (Chair), Smith, Peter (non-voting guest), Lee (non-voting guest)
Absent: Barrera, Pruthi, Muller, (Dukes, non-voting guest)

Financial Impact: None.

Workload Impact: None foreseen.

5. The period of time in which the SOTES will be administered shall be set by SERB in consultation with the AVP for ~~IEA~~ IRSA, but shall not be ~~earlier than the final ten days of class~~ earlier than the normal time when the student's final grade is released ~~nor later than the normal time when the student's final grade is released~~ later than the University-published timeframe for culminating activities. The specific "window" for administration of the survey will be established so as to best enhance the integrity and quality of the survey results. A minimum of ten calendar days or fifty percent of the course term (whichever time period is shorter) will be provided for students to respond.

1 San José State University
2 One Washington Square
3 San Jose, CA 95192
4

5 AS 1881, Sense of the Senate Resolution, Concerning the Interim CSU Time, Place and
6 Manner (TPM) Policy and Connected Chancellor’s Directive, the Process of Its Creation
7 and the Implications of the Policy for Campus Operations and Freedom of Expression for
8 Faculty, Student, Staff, and Unions on the SJSU Campus
9

10 **Whereas**, prior to Fall 2024, the CSU had a time, place and manner (TPM) policy in place
11 statewide and in application on CSU campuses including SJSU prior to Fall 2024, and
12

13 **Whereas**, prior to Fall 2024, SJSU was following its TPM policy with regards to use of public
14 and private areas on campus up to this point in order to deal with for public gatherings,¹ and
15

16 **Whereas**, the CSU Chancellor created an interim TPM policy in response to the State Budget
17 Act of 2024 (SB108) as well as the Public Postsecondary Education: Equity in Higher Education
18 Act (SB1287)² without full input from individual CSU campuses or their administration, faculty,
19 staff, students, labor groups, and other affected parties,³ and
20

21 **Whereas**, a policy with this amount of importance for campus life would normally involve
22 extensive collaboration from such affected parties, informally and through established formal
23 channels in the CSU Board of Trustees, the Academic Senate of the CSU (ASCSU),⁴ the Cal
24 State Student Association (CSAA), unions,⁵ and others; and
25

26 **Whereas**, the CSU Chancellor immediately implemented this policy immediately at the start of
27 the Fall 2024 semester with little opportunity for SJSU to prepare for the policy’s changes, aside
28 from quickly designating spaces as “public”, “limited” and “private” in an addendum,⁶ but not

1. See <https://bit.ly/3YNwX6r> for the SJSU President’s Directive of January 1, 2024 with the past TPM policy. We would like to note here that the SJSU Administration acted to help faculty understand the older policy; interim AVP and Dean of Students Dawn Lee met with College Deans and Department Chairs in May 2024 to discuss it.

2. SB1287 requires the CSU Board of Trustees to implement new TPM measures and “to submit a report, on or before January 2, 2025, and annually thereafter, to the Legislature on the implementation and administration of the bill.” See https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202320240SB1287.

3. Please see Footnotes 3 and 4 for resolutions and statements from the ASCSU and the California Faculty Association.

4. ASCSU Chair Elizabeth Boyd received a draft of the interim TPM on August 6, 2024 for feedback, which was then sent to the ASCSU Executive Committee on August 7th. The ASCSU Executive Committee was given six days to respond. The Chancellor issued the policy on August 15, 2024. See the ASCSU Resolution on the Interim TPM Policy for more information: <https://bit.ly/4fqFlif>

5. See CFA statement: <http://bit.ly/3C2s2Xg>

6. The interim TPM policy is here (<https://calstate.policystat.com/policy/16412929/latest/>) and the SJSU Addendum, which delineates the public, limited and private spaces on our campus, is

29 ~~having~~ **with no opportunity** ~~time~~ to discuss the impacts on faculty, students, staff and others in
30 conducting classes, labs, concerts, or other public gatherings; and

31
32 **Whereas**, this TPM policy could affect SJSU faculty members in terms of pedagogy, as they
33 may have problems conducting class activities in areas of the **SJSU** campus due to **the limitations**
34 **of** this interim policy,⁷ and/or may feel unable to discuss particular topics in class, **which could**
35 **be** a potential violation of academic freedom; and

36
37 **Whereas**, this interim **TPM** policy could have a chilling effect on student organizations⁸ ~~in terms~~
38 ~~of being able~~ **with respect** to gathering, conducting activities, and/or using their rights of free
39 speech on **the SJSU** campus, and

40
41 **Whereas**, ~~this~~ **the interim TPM** policy may violate the rights of labor unions and related groups
42 on **the SJSU** campus to organize their respective work units and conduct related activities, which
43 may be in violation of the collective bargaining agreements (CBAs) between the CSU and these
44 organizations,⁹ and

here:<https://bit.ly/3YNwWzp> The Addendum was issued on August 16, 2024, just days before classes ~~were to begin~~ **for the 2024-25 academic year**. Note that almost all classroom spaces are now “limited.” Access hours to these environments are Monday-Saturday until 10:30 p.m. While it is true that few students are in the buildings after this time, the ability to conduct research in labs, use the practice rooms in the Music building, conduct informal study meetings and attend events in these buildings could be affected. This policy was created to limit access in order to prevent encampments and the taking over of buildings and other campus environments, but did not adequately consider that there might be legitimate reasons for students to be in limited environments after the designated hours.

⁷. While the Addendum does allow “academic” activities in the limited environments (covering most of the classrooms on campus), events which might cross the line over regular class and discussion, such as bringing in speakers, may not be covered if they are considered an “event.” The lack of clear language supporting free expression under “academic” activities also does not help faculty who may now feel that their ability to express views in class could be scrutinized. This policy was created primarily with security in mind – not protecting freedom of expression. See the AAUP statement on new TPM policies across the U.S. at <https://bit.ly/4fqOHuR>.

⁸. Please see the TPM Policy and SJSU Addendum, both documents linked under Footnote 3. The provisions for limiting or cancelling events due to sound amplification, disruption, blocking traffic or access to buildings are vague and could allow decisions on the part of campus police to close down a student event preemptively, even if formally approved beforehand. ~~The mask policy at campus events (see Chancellor’s Directive at <https://bit.ly/4e4qxFj>) may prevent people from attending events if they need to wear a mask for medical reasons.~~ The spontaneous event policy in the TPM also may restrict freedom of expression, if students now feel they cannot gather without prior approval.

⁹. While it was understood between the Chancellor’s Office, the CFA and other unions on this campus that the TPM would not be imposed on union activities until a meet-and-confer process was completed, the Chancellor’s Directive states that the interim TPM does now apply to “represented persons.” Because of this situation, CFA has filed a Public Employees Relations Board (PERB) charge alleging infringement of labor rights.

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Whereas, this the interim TPM policy and the events surrounding its creation and implementation seem to reflect an unwillingness of the CSU Chancellor to uphold the norms and practices of shared governance in the CSU between administration, faculty, staff and students;

The Academic Senate of SJSU is **Resolved**:

- 1) While ~~we understand~~ **the Senate understands** that a new state law forced the Chancellor to **rush the implementation** of a flawed interim TPM policy, **the process failed to live up to the democratic tradition of shared governance principles** because **it** excluded many of the affected parties (particularly faculty, staff and students) from its creation. **However**, there is now an opportunity to shape and implement a TPM policy at SJSU that encourages protections for free speech and expression while making the campus safe **and avoiding undue disruption to the university's educational mission**;
- 2) ~~That t~~The shaping and implementation of any TPM policy at SJSU ~~should~~ **must** be done in a **way manner** that protects academic freedom and student activities, and keeps the **SJSU** campus open as much as possible ~~to~~ **for** the business of student learning.
- 3) ~~Any TPM policy, interim or future, must not interfere with federal and state laws guaranteeing the rights of unions to organize and conduct activities at SJSU.~~

Further, ~~the SJSU~~ Academic Senate **of SJSU** is **Resolved** that:

- ~~5) 4)~~ The process of creating ~~the next, official~~ **any future** TPM policy ~~should~~ **must** be a collaborative process that includes ~~the~~ **all** parties affected by the policy, **including but not limited to**: individual campus administrators, faculty, staff, and students. The ASCSU and other official organizations representing these ~~groups~~ **parties** should be a part of the process of drafting and revising ~~the~~ **any TPM** policy ~~from the beginning~~ **at all stages** of the process, ~~in~~ **the** spirit of shared governance. ~~should be part of the process at all stages, and not at the very end.~~
- ~~6) 5)~~ The shaping and implementation of any TPM policy must be done in a way that protects the rights of free speech and expression under the First Amendment; ~~in a campus environment, that~~ **which** includes academic freedom, assigned student activities, and activities of student organizations and groups. This must be ~~done in~~ **balanced** with the needs of security on campus. As much of the campus as possible should be open to the business of student learning.
- ~~7) 6)~~ Any TPM policy must not interfere with federal and state laws guaranteeing the rights of unions to organize and conduct activities in the workplace.

SENATE MANAGEMENT RESOLUTION
TEMPORARY DISPOSITION OF SENATE SEAT
16-HHS-27 AND THE CHAIR OF THE ORGANIZATION AND
GOVERNMENT COMMITTEE

Rationale:

Joshua Baur was elected by the faculty of the College of Health and Human Services to serve as one of their Senators in a term set to expire in Spring 2027. Subsequently, he was elected by the Academic Senate to serve as Chair of the Organization and Government Committee for a term set to expire in Spring 2025.

Following these two elections, the Department of Public Health and Recreation agreed to eliminate Senator Baur's academic major and this was approved by the College of Health and Human Sciences and all University committees and administrators. Senator Baur requested to move his appointment to a department in the College of Social Sciences beginning January, 2025, which was also supported by the administration of both colleges and the provost. This creates a situation which is unprecedented in Senate history.

An Academic Senator may only be elected from the college of their assignment, but Senator Baur's term would have him serve as the Senator from HHS for 2 ½ years while he was no longer assigned to HHS. On the one hand, the Constitution and Bylaws of the Senate cannot intend for Senators to represent colleges other than their own. On the other hand, Senator Baur's transfer

does not reflect the will of the voters who elected him. Does the place of residency or the mandate of election take precedence?

A strict enforcement of the residency requirement would require Senator Baur to leave the Senate—at least on a short-term basis—and for immediate new elections to occur to name a replacement for the College of HHS. This would also require the Senate to choose a new Chair for O&G midway through the year. Both of these developments would be disruptive but would be necessary without the temporary change to the Bylaws established below.

This measure will enable a more reasonable transition period to occur at the end of the academic year rather than mid year, by ending the term of seat 16-HHS-27 in May rather than at the moment of Baur's transfer to his new college in January. This preserves the long term principles of residency and democracy while minimizing the short term disruption of this administrative decision.

Resolved: Senator Baur will continue to represent the College of Health and Human Services through Spring 2025, despite his transfer to the College of Social Sciences in January. He is instructed to continue to consult HHS faculty and represent their views.

Resolved: The term for seat 16-HHS-27 shall expire in Spring 2025. Senator Baur will not be eligible to run for election for any HHS seat but will be eligible to run for a senate seat in his new college: Social Sciences. Seat 16-HHS-27 shall be available for a 2-year term to be filled by spring elections as per normal processes.

Resolved: This Senate Management Resolution expires in May 2025 at the end of this Senate term.

Approved: 11-0-1 Executive Committee, December 2, 2024

Report and Recommendations from
Committee on Senate Representation,
Academic Senate of San José State University

December 5, 2024

Committee on Senate Representation

Committee Work Period:

December, 2023 - December, 2024

Committee Members:¹

Co-Chairs:

Kataoka, Reiko

Sundrud, Janet

Faculty Representatives:

Curry, Julia

Dawkins, Denise

Elahi, Behin

Muñoz-Muñoz, Eduardo

Nellen, Annette

Peter, Kenneth

MPP Representatives:

Bryant, Patience

Kaufman, Michael

Williams, Jahmal

Staff Representatives:

Chander, Harish

Nguyen, Nha-Nghi

Student Representatives:

Clark, Acacia

Gambarin, Katelyn

Lacson, Ariana

Multani, Sarab

Support Staff:

Barbieri, Grace

¹ Some members served for a portion of this period. The committee consists of: two co-chairs; five faculty members; two MPP members; two staff members; two student members; and one support staff member.

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SJSU Committee on Senate Representation
Report and Recommendations, December 2024

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Executive Summary

1. Introduction

In fall 2023, the Academic Senate (Senate) of the San José State University (SJSU) established a Special Committee of the Senate - the Committee on Senate Representation (CSR). It consists of faculty, MPP-staff, Non-MPP staff, and student representatives, and is tasked to develop “recommendations on ways to further strengthen equitable, inclusive, and effective shared governance.”

2. Background: SJSU Academic Senate

According to Peter (2023), the SJSU Senate is a blended parliamentary body that is both (1) a professional body as a group of experts and (2) a democratic body that presents the broad will of the university’s citizens. In the course of its history, the Senate has expanded its membership considerably, broadening eligibility to non-tenured Assistant Professors and then to Lecturers.

3. The Issues

Establishment of the CSR was motivated by a series of referrals that asked for changes in Senate membership and representations. Some asked specifically about staff members who do not have their own representatives at the Senate, and others asked to promote participation from broader constituents. To operationalize the second point, the committee identified several groups that are represented at the Senate yet have unique concerns and/or expertise, such as Employee Affinity Groups and University Council of Chairs and Directors.

4. Research

4.1. Shared Governance Models:

Shared governance models vary across CSU campuses in multiple aspects:

- A. Size and structure - The model ranges from the largest University Senate at San Diego State University to the most compact Faculty Senate at California State University Maritime. The SJSU Senate falls in the middle of the continuum.
- B. Staff participation - SJSU is one of the five out of 23 campuses that lack staff seats at the Senate.
- C. Voting status of the campus presidents - 17 campuses have “Academic Senates” comparable to SJSU, and 70% of them do not grant the President voting rights, presumably due to the Presidents’ ultimate authority to approve policy recommendations.

During the past decade, both the Senate and WSCUC report identified shortcomings in the SJSU model of shared governance, particularly in the area of meaningful consultation with the Senate and hearing voices from staff members.

4.2. Staff Survey

In a span of two weeks between February 5th to 16th, a staff survey was conducted, to which 315 staff members, MPP and Non-MPP combined, responded. Major findings that guided the committee's recommendations (Section 6) include the following:

- A. Only 20% of the respondents feel their voices and their peers' voices are reflected in the university's decision making process.
- B. The majority (63%) feels that the Senate is important to the university's mission.
- C. Only 26% feel they know how to get involved in the Senate.
- D. The majority (67%) feel that sufficient support would enhance staff member's willingness to serve in the Senate.
- E. Open-ended responses suggest power dynamics and differentials between administrators/faculty and the staff imperil equitable participation and freedom of expression of staff members.
- F. There were substantial responses indicating a disregard for staff input.

These findings suggest significant merits of active participation of staff members to the Senate, which can be promoted through sufficient information and support, as well as reform of the professional culture of the university and the Senate.

4.3. Interviews and Inquiries

The committee collected varied viewpoints regarding ways to broaden representation in the Senate from chairs of other CSU campuses, union leaders, campus leadership members, and members representing students, faculty, and staff members. Through this work, the committee learned numerous points for deliberations and recommendations, including the following:

- A. Emerging consensus on potential restructuring of the Senate membership
- B. Available support such as logistics in implementing elections of additional senators
- C. Current barriers that may limit the opportunity for services in the Senate and Senate committees
- D. Suggestions for ways to remove such barriers short-term and long-term

5. Discussions: Strengths and Needs

From extensive research in the past year, the committee learned that the Senate exerts much influence over important decisions on academic matters and that the university continues to affirm its commitment to shared governance. On the other hand, the committee also learned of opportunities to further improve the representative structure and necessary conditions to implement such changes. These needs include the following:

- A. Acknowledging the current contributions of the SSP staff members as senators and Senate committee members.

- B. Adding senators from a general staff group that is currently not represented at the Senate
- C. Establishing explicit protections for staff members' independence and freedom in expressions.
- D. Providing opportunities to engage with groups that are represented but have unique concerns and/or specialized expertise.
- E. Educating the campus community about the Senate and how to be involved.

6. Recommendations

The committee considered various recommendations, some as immediate actions and others for future considerations. Care was taken so as to maintain the academic focus of the Senate, as reflected by the rule of the Senate that at least 2/3 of the members must be faculty.

Recommendations for immediate actions include the following:

- A. Define "Faculty"
- B. Define "Staff" and further delineate "SSP Staff" and "General Staff"
- C. Separate Unit 4 SSP III and IV members from General Unit
- D. Create four new staff seats: two for SSP and two for General Staff senators
- E. Change the President's membership to non-voting for policy resolutions
- F. Reduce the number of Dean's seats by one
- G. Add four more faculty seats to account for the additional two non-faculty senators with voting rights on policy resolutions
- H. Implement these changes from the next general election (spring 2025)
- I. Add protective language to the Bylaws of the Senate to ensure proper support for staff senators

These recommendations and other necessary details to implement these changes are written in the two policy recommendations: (1) AS 1876 Amendment to the Constitution of the Academic Senate of San José State University and (2) AS 1877 Amendment to Bylaws of the Academic Senate of San José State University.

7. Concluding Remarks

On November 4, 2024, the SJSU Academic Senate passed AS 1876 and AS 1877. AS 1876 was subsequently approved by the campus vote and signed by the President on December 2, 2024 as University Policy F24-4. AS 1877 was also signed by the President on December 2, 2024 as University Policy F24-5. The new Constitution and Bylaws will expand the Senate, inviting a wider range of voices and expertise in the decision-making process in the Senate. The committee also acknowledges there is more work to be done. While the Senate is not the only shared governance body at the university, it plays a critical role as an advisory body for the university. It is our hope that the Senate will continue its effort to further improve shared governance at SJSU.

1. Introduction

On September 11, 2023, the Academic Senate passed the “Senate Management Resolution Establishing a Special Committee on Senate Representation” ([SM-F23-1](#)), which established the Committee on Senate Representation (CSR). The committee consists of faculty, MPP-staff, Non-MPP staff, and student representatives, and it is tasked with developing “recommendations on ways to further strengthen equitable, inclusive, and effective shared governance” at the San José State University (SJSU). The committee collected data through literature review, inquiries to Senate Chairs of other CSU campuses, meetings with SJSU campus constituents, and a survey of staff members.

This is a summative report from the committee. This report provides a brief history of the SJSU Academic Senate, comparing different models and implementations of Senate representation. It then presents perceptions, opinions, and ideas on how to strengthen shared governance at SJSU from the staff survey and numerous meetings with campus leaders, union leaders, and other constituents, while considering implications of these findings. Based on the findings, the report proposes ways to make structural changes in the Senate and Senate Committees while removing barriers for broader representation. Given the limited time frame of the committee’s work, the recommendations presented in this report are limited in their scope. Therefore, the report also identifies groups that have representation at the Senate but have unique concerns that should continue to be consulted in decision making processes, when appropriate, thereby facilitating continued dialogue and efforts to further strengthen shared governance at the San José State University with the Academic Senate as the principal advising agency for the university.

2. Background: SJSU Academic Senate

2.1. Purpose of the Senate

According to Peter (2023, see Appendix A), there are two functions of an Academic Senate:

1. Professional bodies, whereby the administration of the University accepts the recommendations of the Senate because the recommendations were produced by a group of experts.
2. Democratic bodies whereby the administration of the University accepts the recommendations of the Senate because those recommendations are said to reflect the broad will of the university’s citizens.

Peter (2023) further explains that the SJSU Academic Senate was never an exclusively faculty body, but began with administration and tenured faculty. Over the years it has steadily expanded by including administrators both from high and mid levels of administration, larger numbers of students, an alumni representative, an emeriti representative, and Honorary Senators (a small

number of highly experienced former Senate leaders who do not participate in votes). The Senate has also liberalized its definition of eligible faculty, beginning in early days where tenure was required, expanding to include non-tenured Assistant Professors, and then Lecturers.

“Thus, the SJSU Academic Senate has become a blended parliamentary body with claims both on its professionalism and on democratic legitimacy, although its current structure and charge lean more toward the professional side than the democratic side.”
(p.1)

2.2. History of the Senate

An extensive history of the senate can be found in the [“Senate History”](#) by T.M. Norton (1999). Major events involving SJSU’s senate membership and representation (Table 1) include the creation of the Faculty Council in 1952 and many significant changes in 1974, such as the adoption of the name “Academic Senate” and a constitution with a 37 member body which had seven (7) administrators, six (6) students, and 24 faculty. In 1994, the constitution was updated to separate administrators from faculty representatives, include “non-instructional” faculty members, and establish the General Unit.

Table 1. Developments of the SJSU Senate for its membership and representation

Year	Notable Events
1862	San José Normal School was established as a public institution of higher education.
1952	The inaugural Faculty Council was established. The campus recognized the need for a formalized body to represent the faculty's interests and participate in university governance.
1960	The state adopted a Master Plan for Higher Education which required all campuses to create an academic council.
1963	The Faculty Council ratified the Constitution for the Organization of the Faculty, which designated the Council as the official representative body of the faculty, but it also included substantial administrative representation.
Late 1960s	The Faculty Council added student seats to the representative body.
1974	The Faculty Council changed its name to the Academic Senate. They adopted a substantially revised constitution called the “Constitution of the Academic Senate”. A new preamble stated that its purpose was to provide for participation in campus governance by the SJSU academic community and it was described as the "principal agency for formulation of policy for the

	University." The new membership was seven administrators, six students, and 24 faculty - 37 members in all.
1992	The Academic Senate had grown to 54 members: nine administrators, seven students, and 38 faculty. The principle of two-thirds faculty membership was confirmed by a specific amendment.
1994	<p>SM-S94-3 was passed; it recommended the prohibition of full time administrators from serving as faculty representatives; it also classified the following personnel (who do not hold academic rank as faculty) as faculty representatives: coaches, librarians, and counselors, and other Student Services Professionals. The intent of this change was to include non-instructional "faculty" personnel in the decision making process.</p> <p>SM-S94-4 was passed; it recommended the creation of a new category of representation for professional staff (which would be called the General Unit) who exercise individual judgment and responsibility based on specialized education and experience, but excluding members of the faculty electorate, administrators, and others administrative representatives; it also excluded staff in clerical and technician classifications.</p>
1996	The Academic Senate restructured the Executive Committee; policy committee chairs were now to be elected by the whole Senate, and these chairs, together with the other Senate officers, would constitute the Executive Committee's faculty membership. To avoid undue enlargement and maintain balance, the functions of the Chair of the Committee on Committees were transferred to the Secretary; the Faculty-at-Large position was eliminated.
2023	SM-F23-1 was passed; it established a Special Committee on Senate Representation. It was motivated by the past referrals (see Section 3.1), and charged to consider ways to further strengthen equitable, inclusive, and effective shared governance at the SJSU Academic Senate.

2.3. Composition of the Senate

The [Constitution of the Academic Senate](#) defines its representative bodies as "University administration, faculty, and students." Currently there are 18 non-faculty members (administration, alumni, emeriti, and student representatives) and 36 faculty members as listed in Article II of the Constitution, satisfying the requirement that at least two-thirds of the total membership of the Senate shall be faculty senators. Table 2 shows the current membership of the Senate.

Table 2. Membership of the SJSU Academic Senate (as of spring 2024)

Senate Classifications	Constitutional Classifications	Description/Notes
2 ex officio	Faculty	Current Senate Chair and Past Senate Chair
1 ex officio	Student	Associated Students President
5 administrators	Administration	President, Provost, Vice President for Administration and Finance, Vice President for Student Affairs, and the Chief Diversity Office.
4 deans	Administration	At least two must be deans of academic colleges.
3 statewide senators	Faculty	One of them serves as the elected SJSU Representative at the Academic Senate of the CSU.
31 faculty	Faculty	Instructional and non-instructional faculty and SSP III and IV staff members. At least two-thirds of the total membership of the Senate must be faculty members (Constitution Article II, Section 1).
3 honorary senators ²	Non-Voting	There is no stipulated number of honorary senators.
1 emeritus	Emeritus	Designated by the SJSU Emeritus Faculty Association.
6 students	Students	Students in good standing and selected by Associated Students.
1 alumni	Alumni	Elected by the SJSU Alumni Association.
57 total members; 54 voting members		

3. The Issues

3.1. Past Referrals

There have been several referrals presented to the Organization and Government Committee, each of which asks for specific changes regarding Senate membership and representation. The contents of these referrals are summarized in Table 3 below.

² Honorary Senators are recognized in [SM-S93-4](#), replaced by [SM-F96-3](#), as follows: “The Academic Senate may, in its discretion, confer the title of Honorary Senator on any member of the university community for long and distinguished service to the Senate and the University” (SM-F96-3).

Table 3. Past referrals on Senate representation³

2000	Referral O&G-F00-2 by Annette Nellen, Senator from the College of Business, requested the Senate to add staff and temporary faculty to the Academic Senate.
2003	Referral O&G-F03-3 by Annette Nellen, Chair of the Academic Senate, requested the Senate to consider its composition and whether it was assigning seats appropriately for its constituents. She also raised questions about staff and temporary faculty participation in the Academic Senate.
2018	Referral O&G-F18-4 by Eva Joice, SJSU staff member, requested that staff have dedicated seats on the Senate that are not restricted to specific classifications that would be exclusionary to the staff at large.
2021	Referral O&G-F21-1 by Joanne Delamar, Janet Sundrud, and Sarah Schraeder, SJSU staff members, requested the senate add a minimum of three staff seats - one Academic Affairs division staff seat, one Student Affairs division staff seat, and one General Unit staff seat (open to staff from any division).
2022	Referral O&G-F22-1 by Ravisha Mathur, Senator from the College of Education, requested the establishment of a Special Committee to develop a proposal for Senate membership expansion to meet the campus needs.
2023	Referral O&G-S23-1 by Sarah Schraeder, SJSU staff member, requested the senate revise or remove language in its constitution and Bylaws to allow for broader staff representation, beyond SSP III and IV.
2024	<p>Referral O&G-S24-1 by Ravisha Mathur, Chair of the Organization and Governance Committee, requested that the senate review the membership structures of the other senates in the CSU system (with recognition that not all CSU senates are Academic Senates). In addition, she requested the senate to look at other Academic Senates nationally and to conduct research about involvement of students, staff, and faculty so that the senate could have discussion about the impact of involvement based on size, structure, and function across senates in the system and nationwide.</p> <p>The referral also recommended expansion of the Academic Senate to include staff seats from Academic and/or Student Affairs, additional student seats for graduate students; additional faculty seats, and seats that reflect participation of other groups on campus (e.g., Solidarity Network and University Council of Chairs and Directors).</p>

³ All of the referrals cited in Table 3 are available in Appendices B to H.

3.2. Composition of other CSU Senates

Each CSU campus adopts its own faculty governance structure with various sizes, ranging from the largest University Senate at San Diego State University to the most compact Faculty Senate at California State University Maritime. The Academic Senate of the SJSU falls in the middle of the continuum in terms of its size and structure. The size and representational structure of faculty governance of each campus as of spring 2024 are summarized in Table 4 below.

Table 4. CSU Senate Membership as of spring 2024

Member Seats by Group (Voting and Non-Voting)							
CSU Campus	Type	Faculty (Unit 3)	Students & Alum	Admin (MPP)	Staff (Unit 4)	Staff (General)	Staff %
Bakersfield	Academic	19	1	2	1	1	8.33%
Channel Islands	Academic	57	1	14	0	7	8.86%
Chico	Academic	32	4	7	0	4	8.51%
Dominguez Hills	Academic	58	1	20	1	2	3.66%
East Bay	Academic	42	1	0	2	1	6.52%
Fresno	Academic	72	2	6	1	1	2.44%
Fullerton	Academic	44	2	4	0	2	3.85%
Humboldt	University	23	3	6	0	4	11.11%
Long Beach	Academic	61	5	18	0	8	8.70%
Los Angeles	Academic	54	6	12	0	2	2.70%
Maritime	Faculty	20	0	0	0	0	0.00%
Monterey Bay	Academic	66	2	3	0	1	1.39%
Northridge	Faculty	84	1	1	0	1	1.15%
Pomona	Academic	36	1	0	1	1	5.13%
Sacramento	Faculty	66	4	0	2	0	2.78%
San Bernardino	Faculty	37	1	2	0	0	0.00%
San Diego	University	94	9	14	1	13	10.69%
San Francisco	Academic	68	3	10	0	3	3.57%
San José	Academic	37 ⁴	8	9	3	0	5.26%
San Luis Obispo	Academic	56	2	5	7	0	10.00%
San Marcos	Academic	74	1	19	1	1	2.08%

⁴ The faculty total for SJSU includes 1 emeritus (retired) faculty member, who is classified as non faculty in the Constitution, but included here in the faculty category.

Sonoma	Academic	30	3	4	2	1	7.50%
Stanislaus	Academic	43	2	2	0	1	2.08%
Average		51	3	7	1	2	5.17%

3.3. Underrepresented Groups at SJSU

There are many types of constituencies on the SJSU campus. Some of these groups can be characterized as ‘underrepresented’ groups – groups that are impactful to overall campus operations, but either (1) do not currently have designated representatives on the Academic Senate, or (2) have unique concerns that may or may not be raised by their designated representatives. For some groups, their needs of representation are pointed out in past referrals (see Section 3.1 above). This list should not be considered comprehensive.

3.3.1. Non-Represented Groups

The following groups currently do not have designated representatives on the Senate:

- **Staff (Non-MPP, Non-SSP III & IV):** Staff comprise 35% of all employed personnel at San José State University, as of fall 2023, according to [Employee Quick Facts](#). Many staff interact with students and faculty in their daily work.

3.3.2. Represented Groups with Unique Concerns

The following groups have unique concerns that may or may not be raised by their designated representatives:

- **Employee Affinity Groups:** These groups provide opportunities to make identity-specific connections across campus, specifically within underrepresented and marginalized communities. The SJSU campus currently have eight affinity groups: (1) [Asian Pacific Island Faculty and Staff Association](#), (2) [Black Faculty and Staff Association](#), (3) [Chicano/Latino Faculty & Staff Association](#), (4) [GAIN: Gathering of Academic Indigenous and Native Americans](#), (5) [Jewish Faculty and Staff Association](#), (6) [Muslim Faculty and Staff Association](#), and (7) [PRIDE Faculty and Staff Association](#). Since these organizations are composed of faculty and staff, the faculty members are more likely to be represented within the Senate but the staff are currently not represented within the Senate.
- **Graduate Students:** These students comprise 17% of our student enrollment and 14% of our Full Time Equivalent Students (FTES) as of spring 2024, according to the [Enrollment Dashboard](#) and [Yearly Course Enrollment by College](#). Graduate students are often balancing their work life and their family life, in addition to attending school. As such, they might feel less able to engage with Associated Students’ governance and are less likely to run for leadership positions that would establish them as student senators.

Additionally, graduate students may commute from afar and/or only be on campus occasionally. This could create barriers to graduate student participation since Senate meetings are held monthly on campus and cannot accommodate remote participation.

- **International Students:** This group of students have unique issues and needs, including language barriers, visa-issues, and restrictions on work opportunities (Farnsworth, 2018). The campus has [International Student and Scholar Services](#) and the Senate has the International Programs & Students Committee to address these issues and concerns.
- **Lecturers:** Lecturers represent 54% of SJSU's Full Time Equivalent Faculty (FTEF) in fall 2023, according to [Faculty Quick Facts](#). Lecturers have unique issues and needs as their positions are temporary, their appointments are conditional, and only a small number of them have full-time appointments (Stein 2023). However, a substantial number of lecturers do serve on the Senate, so they are not without a voice.
- **Solidarity Network:** This is an affiliation of campus organizations that are dedicated to the enrichment of student life. The affiliates include [MOSAIC Cross Cultural Center](#), [Student Health Center Wellness & Health Promotion](#), [A.S. Cesar E. Chavez Community Action Center](#), [PRIDE Center](#), and [Gender Equity Center](#). Since these organizations are composed of faculty, staff, and students, there is some representation on the senate. However, these groups are focused on diverse identities and thus can provide unique perspectives.
- **University Council of Chairs and Directors:** This group provides a forum for discussion and dialogue among SJSU's department chairs and school directors. It also serves as a communicative pipeline among chairs/directors and units across the university ([UCCD](#)). This group does occasionally run for faculty senator seats, but they may feel pressured to serve as a "faculty" representative, rather than a "chair" representative. They also cannot easily represent other chairs outside of their college, so members of this group might feel their viewpoints are not fully heard within the Academic Senate.
- **Student Employees:** This group is composed of current students who are also working at SJSU as part-time employees. This includes student assistants, work study students, graduate students, teaching associates, and instructional student assistants, and other such positions. During the 2023-24 academic year, there were 2,500 student employees working at SJSU, which represents 7% of the total student population. This group has a unique perspective because they support university operations, work up to 20 hours a week, and interact with campus employees, faculty, and students on a daily basis, while also keeping up with their academic activities. Given this population's dual roles on campus, they might have a more nuanced relationship with the campus that differs from the regular student experience.

4. Research

4.1. Shared Governance Models

4.1.1. What is Shared Governance?

One succinct definition of shared governance comes from SUNY (n.d.), “‘Shared governance’ in higher education refers to structures and processes through which faculty, professional staff, administration, governing boards and, sometimes, students and staff participate in the development of policies and in decision-making that affect the institution.”

Shared governance is considered one of the hallmarks of the American higher education system. Rosowsky (2022) remarks that “Principles of shared governance and best practices for ensuring the faculty had voice in university policymaking were articulated as early as 1920, when the American Association of University Professors (AAUP) published its first statement on shared governance between faculty, administrators, and trustees.” Without shared governance, they argue that a university would be more akin to an autocracy or dictatorship, where the administrative leadership decides how the university will be run without faculty input or buy-in.

The Higher Education Employer-Employee Relations Act (HEERA) of 1978 was created to reaffirm and institutionalize the tradition of shared governance within the CSU system. Specifically, it reads:

The Legislature recognizes that joint decisionmaking and consultation between administration and faculty or academic employees is the long-accepted manner of governing institutions of higher learning and is essential to the performance of the educational missions of these institutions [...].”

In response, the California State University Academic Senate (CSUAS) further established guidelines in 1981 regarding the role of shared governance as it relates to collective bargaining. They affirmed their commitment to shared governance in 2018, and created a shared definition for the CSU:

Shared governance refers to the appropriately shared authority, responsibility and cooperative action among governing boards, administration and faculty in the governance and accountability of an academic institution.⁵

The American Association of University Professors (1988) explains shared governance is critical to the operation of higher education:

The variety and complexity of the tasks performed by institutions of higher education produce an inescapable interdependence among governing board, administration, faculty, students, and others. The relationship calls for adequate communication among these components and full opportunity for appropriate joint planning and effort. Joint

⁵ The committee would like to thank the Accreditation Review Committee for sharing with us resources on the conceptual framework of shared governance, including this 2018 CSU definition, from their 2023 subcommittee report.

effort in an academic institution will take a variety of forms appropriate to the kinds of situations encountered.

This statement describes well what we all know - that a campus community must communicate effectively with one another and allow for collaboration and discussion, if we want to achieve the best outcomes for our students and our institution.

4.1.2. Shared Governance at SJSU

SJSU has a long history of shared governance, and the Academic Senate has often consulted with different constituents on campus when making critical decisions around the formulation and updating of campus policies. However, during the past decade, the SJSU Academic Senate has identified shortcomings in its model of shared governance.

In 2012, the CSU Chancellor's Office (CO) sought to make significant changes to the upper division general education curriculum without sufficient consultation. This led to the issuance of SJSU's Sense of the Senate Resolution [SS-F12-3](#) which conveyed faculty's frustration at the original policy being considered and their support of a revised policy that was drafted in response to the initial outcry.

In 2013, the SJSU Senate raised concerns about its university governance with Sense of the Senate Resolution [SS-F13-5](#) and called for a prompt review by the Chancellor's Office.

The campus continued to have concerns about the implementation of shared governance. Campus leadership was in a constant state of flux, and each new leader brought with them vastly different ideas about SJSU's future. A WASC Accreditation Report explains:

During the WASC accreditation team's site visit conducted April 13-16, 2015 it was apparent that maintaining this legacy [of shared governance] was challenged by a lack of trust between the administration and the faculty and by the ongoing personnel changes in the University's top leadership. (SJSU ARC, 2017)

All of these activities culminated in the 2015 Sense of the Senate Resolution [SS-S15-6](#), which presented a Statement on Shared Governance and established guiding principles for the four areas of shared governance – (1) collegiality, (2) engagement, (3) consultation and decision making, and (4) communication.

The report further expanded on the importance of engagement by providing the following five Principles of Engagement:

1. Create an environment where it is safe to speak, regardless of one's position within the University.
2. Consider whom we serve and why we are here.
3. Commit to an environment of trust and assume good intentions on the part of all.
4. Consult, collaborate, and cooperate.

5. Foster healthy conflict and respectful debate.

The Principles of Engagement apply not only in the context of shared governance but to the entire campus life.

In 2018, the CSU Academic Senate issued [AS-3348](#) supporting the adopt the “Tenets of System Level Governance in the California State University” and SJSU echoed its support with Sense of the Senate [SS-F18-6](#), “Supporting the Adopting of the Tenets of Shared Governance by the Academic Senate of the California State University.”

SJSU has continued to integrate best practices around engagement, collegiality, and shared governance, and this is most readily visible in the [Free Speech Policies at SJSU](#) that were announced in 2023.⁶

In addition to the facilitation of engagement and protection of free speech, principles of collegial decision-making through collective consultation and transparent communication are the underpinnings of the Strategic Goals for SJSU. [Strategic Plan 2023](#) articulates one of the goals as follows:

“Be an inclusive, welcoming and well-balanced community and institution that ensures longterm financial sustainability and effectiveness and also attracts, retains and sustains faculty and staff members and students.” (Goal 3: Grow and Thrive)

The significance of this goal, in the context of shared governance, is reflected in the desired outcomes, which include the following key features:

- “Foster an inclusive environment and infrastructure where diverse populations can flourish.”
- “Offer professional development that allows staff and faculty members to develop and pursue career growth, while fostering leadership skills across the university.”
- “Provide opportunities for all stakeholders to engage actively in campus conversations on issues of importance.”

Thus, SJSU has demonstrated commitment to shared governance in its highest possible form and promises to follow the principles of collegial collective decision making through free speech. Within the SJSU Academic Senate, these ideals are implemented in the organizational structure consisting of the Executive Committee, Committee on Committees, four Policy committees, nine Operating Committees, eight Special Agencies, and six Other committees.

⁶ However, see Sections 4.2 (Staff Survey) and 5 (Discussions) on how hierarchical work relations can impact matters of free speech concerning faculty and staff members, even though Title IX prohibits discrimination and harassment based on protected categories and retaliation for reporting to Title IX ([SJSU Statement of Nondiscrimination](#)).

4.1.2.1. Consultative Bodies at SJSU

The university, with its complex organizational structure, has numerous entities that advocate their constituent members and facilitate communication across different units and entities of the university. These bodies include, but are not limited to:

- Academic Affairs Leadership Team
- Academic Affairs Resource Team
- Associated Students
- Budget Advisory Committee
- Campus Committee on Diversity, Equity, and Inclusion
- Council of Deans
- Finance Advisory Council
- Innovation Advisory Council
- International House Student Council
- IT Peer Advisory Council
- Latino Advisory Council
- Lecturers' Council
- President's Cabinet
- Research, Scholarship and Creative Activity Advisory Council
- Staff Council
- University Council of Chairs and Directors
- University Council on Accessibility and Compliance
- University Leadership Council
- Veterans Advisory Committee

Nevertheless, the Academic Senate is the principal agency for formulating university policies, and as such, it is imperative for democratic functioning of the Academic Senate that the voices and perspectives of these consultative bodies are reflected in the work of the Senate and Senate Committees.

4.1.3. Shared Governance Models at other CSU Campuses

Given that CSU campuses share many characteristics, this section reviews the shared governance models employed at San Francisco State University (SFSU) and CSU San Bernardino (CSUSB).

SFSU has been grappling with how best to involve staff in shared governance to address issues of staff morale, equity, and retention. Mooney (2019) was charged by the campus president to

explore models employed at other California universities. His research affirms much of what has already been addressed in this report. However, he mentioned that 14 CSU campuses engage with some form of a Staff Council, though these groups might also go by the names of Staff Forum, Staff Caucus, Staff Assemblies, or Staff Committees.

In his recommendations, he talks about the importance of the President's Office in setting the campus values that would allow staff to participate in shared governance:

I think it would [be] meaningful to the campus to have a statement from the President's Office laying out the philosophy, vision, and mission for shared governance on our campus. I think that the staff, in particular, have not felt included when the campus talks about shared governance and might need to be told, explicitly, that their voice matters and is welcome to participate. Many staff may not have a complete understanding of what shared governance is and isn't. I also think that many staff are nervous that not all administrators on campus are really that invested in staff participating in shared governance if it means time taken away from work. Many staff will want to hear the message directly from their supervisor that they can and should participate in shared governance where they can add a meaningful contribution.

It is worth noting that we have heard similar concerns from the staff at SJSU. It seems that staff within a university can be discouraged from and anxious about participating in shared governance. If they don't have sufficient support from their managers (and the university administration,) then staff will view their participation in shared governance as potentially unsafe and threatening. We will elaborate on these points in Section 4.2.

CSUSB stands as an interesting counterpoint, because they have a [Statement on Shared Governance](#) that emphasizes the importance of collaborative decision-making among various constituents including the administration, faculty, staff, and students:

At CSUSB, shared governance involves joint decision-making and consultation between administration and faculty, with expanded involvement of staff and students. While the President holds primary administrative responsibility, faculty have primary responsibility in areas such as curriculum, research, and faculty status. The Faculty Senate serves as a key consultative body on academic matters, while the Staff Council and Associated Students, Inc. also play important roles. Consultation is highlighted as a fundamental aspect of shared governance, involving the exchange of information and ideas among stakeholders before final decisions are made. The process emphasizes transparency, collaboration, fairness, and accountability, with a commitment to considering input from all parties involved. Moving forward, CSUSB plans to evaluate and enhance its shared governance practices through a Shared Governance Steering Committee composed of elected faculty, staff, and student representatives, along with appointed administrative leaders (AGB Consulting, 2020).

This statement is aligned with established principles of shared governance in higher education, as outlined in the "Tenets of System Level Shared Governance in the California State

University" (CSUAS, 2018) and the "Statement on Government of Colleges and Universities" (AAUP, 1966/2002).

CSUSB further elaborates:

"Staff employee participation in the shared governance process provides the opportunity to contribute staff expertise, experience, and institutional knowledge in a variety of areas for the mutual benefit of all parties concerned." Furthermore, they argue "Consultation is the key component of effective shared governance. Consultation between faculty, staff, students, and/or administration within this context is defined as a mutual exchange of information, ideas, opinions, and recommendations starting from the initial formulation of policy and procedures affecting those stakeholders where the decision will have impact."

We believe it would be a best practice to publish a statement on shared governance on the SJSU website that explicitly calls for staff involvement. We must also understand why and how staff feel discouraged from participating in our campus' shared governance.

4.1.4. Presidential Voting on Policy Resolutions

In comparing the composition of faculty senates at other CSU campuses, each campus has differing opinions on whether their President should serve on the Senate, and whether they should be established as a voting member or not. There could be several variables that impact whether a president participates or not:

- Presidents have ultimate authority to approve policy recommendations, and so their vote is deemed unnecessary during the policy creation process.
- The Senate might be restricted to faculty members, and therefore MPP positions may not be welcome to engage in the voting process.
- The Senate might not have good relations with their President and might not want them to have a vote during senate meetings.

We have identified the voting status of all 23 CSU campus presidents in Table 5 (below). 17 out of 23 CSU Senates are considered to be "Academic Senates," the same as SJSU. Within these Academic Senates, 70% of them **do not** grant the President voting rights. We have surmised that this is because the President has ultimate authority to approve policies that are approved in the Academic Senate. It should also be noted that 70% of these senates **do allow** the president to participate as a member of the senate, and therefore they would have speaking rights within the Senate meetings.

Table 5. Voting Status of President within Different Types of CSU Senates

<i>Senate Type</i>	Voting Member	Non Voting Member	Does not Participate
Academic	5	7	5
Faculty	0	1	3
University	2	0	0
Grand Total	7	8	8

4.2. Staff Survey

4.2.1. Introduction, Methods

In a span of two weeks, between February 5th to 16th, 2024, the Senate Representation Staff Survey was conducted to learn and understand staff perspectives about the Academic Senate at SJSU. The main part of the survey asks questions on: (1) perceived impact of the work of the Senate; (2) respondents’ understanding of the Senate; (3) respondents’ interest and willingness to participate in the Senate; and (4) what support would promote staff members’ participation. The survey was administered online, and the estimated time of completion, as projected by Qualtrics, was 7 minutes.

The availability of the survey was announced by e-mail, distributed by the University Personnel,⁷ to both SJSU staff and SJSU auxiliary staff members and both MPP and Non-MPP members. 1652 members received the email, 1244 members opened the email, and 315 members responded to the survey, yielding the response rate of 25%.

4.2.2. Analysis and Results

Of the 315 responses, those responses that did not answer any of the main questions (Question Part 2) were excluded, leaving 249 responses for analysis. Below are the summative results. See Appendix I for more detailed results and the survey instrument.

4.2.2.1. Respondents’ Profile

All of the respondents are current SJSU staff members. Below is a summary of their professional profiles in terms of: (1) job classification, (2) division, (3) union representation, and (4) length of work at SJSU. The groups that had a 6% or lower percentage of respondents are combined to form an “other” category.

- Job classification: Non-MPP (80%); MPP (20%)
- Division: Academic Affairs (50%), Student Affairs (13%), Administration & Finance (10%), Other divisions (27%)
- Union: 55% CSUEU (Unit 2, 7, 9); 21% Non-represented (C99, E99, M98); 14% APC (Unit 4). Other bargaining units (10%)

⁷ Many thanks to Joanne Wright and Melanie Schlitzkus for their assistance.

- Length of work: 10+ years (40%); 6-9 years (17%); 3-5 years (16%); 1-2 years (15%); less than 1 year (11%).

4.2.2.2. Respondents' Perceptions on the Senate

The survey contained a series of questions asking the respondents their opinions and perceptions on: (1) how well their voices are heard; (2) the importance of the Senate; (3) their understanding of the Senate; (4) their willingness to serve on the Senate; (5) their understanding of how to get involved; (6) effect of support on participation, and (7) availability of support for them. Below is a summary of the responses to these questions:

- Only 20% of the respondents feel their voices and their peers' voices are reflected in the university's decision making process.
- The majority (63%) feel the Academic Senate is important to the university's mission.
- Not many respondents feel they have a good understanding of the Senate (35%), Senate Committees (26%), or how the Senate impacts their day-to-day work (29%).
- Not many respondents expressed willingness to serve on the Senate (26%) or Senate Committees (29%).
- Only 26% of the respondents feel they know how to get involved in the Senate.
- The majority (67%) feel that sufficient support would enhance staff members' willingness to serve at the Senate.
- The majority (61%) feel that their managers would support the respondents' service in the Senate.

These responses seem to suggest that staff members recognize the significant role that the Senate plays in shaping various aspects of their work life and that they are potential contributors to the university-level services. The key to bring this group of members into the Senate system as active participants seems to be in two areas: One is distribution of information so that members would know the availability of the committee and other service opportunities as well as how to apply for these positions; and the other is sufficient support from their supervisors and managers.

4.2.2.3. Comments on security and independence

One hundred and fifteen respondents also answered the open-ended question on how to ensure staff members' sense of security and independence in expressing their views at meetings. These responses were coded by two committee members with an inductive approach, seeking cross-rater reliability in the proportional salience of themes.

When characterizing the current state of affairs, 30% of respondents raised issues with power dynamics and differentials between administrators and faculty and the staff, to the extent that they imperil equitable participation of staff in Senate procedures. There are concerns about the

senate as safe space where freedom of expression can be exercised without adverse consequences, as illustrated by a response that states

“While we have a degree of protection as staff, there is no protection against manager retaliation without paper trails. Some managers are careful with their image in public and in writing, but will privately say or act in a manner where they use their power to intimidate employees not on their ‘good’ list.”

The implications of this comment, and a substantial number of additional responses, reflect a disregard for staff input and even negative consequences for those who voice diverging points of view. It should be noted that this theme stands in contrast to the only three comments that seem to imply that such interactions do not take place.

In relation to the present challenge to public expression by staff, 25% of responses posit that these issues are systemic in nature and would benefit from a deep reform of the university and senate professional culture (e.g., “By changing the work culture of SJSU to be more supportive and respectful of staff and the work that we do.”; “There should be discussions/debates about things and people agree, challenge or disagree with one another. People should be able to do all of those things and still be professional and kind to one another.”) 20% of respondents recommend or allude to a need for anonymity in the submissions of comments while others call specifically for an effective communication of the roles and procedures in the Senate (15%), as well as an increased recognition of staff contributions and increased representation (approximately 10% each).

In addition, over 20% of respondents call for an increased voice for staff members in the Senate. One respondent tied the salient themes in the survey by calling for a demonstration of:

“the importance of their voices in the academic senate. Staff are extensively involved in the division of academic affairs, many goals would not be met without staff support and knowledge. Release time and support from higher ups that staff voices are needed would support staff feeling honored to serve instead of feeling overwhelmed and stressed about how their manager will react (usually not supportively).”

In light of these results and comments, many of which were detailed and eloquent calling for a reenergizing of the dialogue in the Senate and the balance of power, the SJSU community must take action.

4.3. Interviews and Inquiries⁸

In order to collect varied viewpoints on the topics of needs and constraints of establishing broader representations at the SJSU Academic Senate, a set of targeted questions were sent to the Senate Chairs of other CSU campuses and a series of interviews were conducted with campus leaders representing students, faculty, and staff members. Selected highlights from these inquiries and interviews were summarized below.

⁸ All meeting and inquiry notes are available in Appendices J to W.

4.3.1. Chairs of other CSU campuses

With the assistance of the SJSU Senate Chair, we reached out to the Senate Chairs at other CSU campuses and received four responses. Of those who responded, all of them were supportive of staff involvement in the senate, but they did have different definitions of who qualified as a staff senator and how to distribute their seats. We learned that staff senators might include librarians, counselors, coaches, Student Service Professionals (SSPs), and physicians (San Luis Obispo) or it could be included of all staff members paid by state funds (Fresno). Also, these staff senators may be elected from SSP staff or from General or 'At-Large' staff categories (Dominguez Hill, Fresno). Regarding the staff election, a campus might partner with its Staff Council to conduct elections (Sonoma) or a different type of caucus (San Luis Obispo). A couple of campuses reported that staff members are also represented in the respective Executive Committee of the Senate (Fresno, San Luis Obispo).

4.3.2. Union Leaders

4.3.2.1. Units 2, 5, 7, and 9: CSU Employees Union

The meetings with union leaders of the CSU Employees Union (CSUEU) were centered around the topics of needs, challenges, and potential consequences of restructuring and expanding the current Senate structure to add Staff representatives. The SJSU chapter president, who represents nearly 1000 staff members at SJSU, was wholly in support of having representative(s) from a wider group of staff members (that extend beyond the SSP III and IV classifications). It was learned that the main challenge facing staff is to obtain approval of their managers to grant them time for the service work. The chapter president believes that support from the administrative leaders is also critical.

4.3.2.2. Unit 3: California Faculty Association

The meeting with the president of the California Faculty Association (CFA) - San José Chapter focused on removing barriers between staff and faculty so that they could form more cooperative and respectful relationships. The university is dependent on the academic expertise of faculty and the administrative knowledge of staff to function effectively. More engagement between these two groups within the Academic Senate could improve relations across campus.

4.3.2.3. Unit 4: Academic Professionals of California

The meeting with the stewards of the Academic Professionals of California (APC), or the Unit 4, representing primarily non-faculty (non-unit 3) Student Service Professionals (SSPs), underscored the importance of preserving SSP representatives in the Senate and possibility broadening the electorate to all SSPs rather than limiting to SSP III and IV categories. The need to establish measures to ensure freedom of expression without the risk of negative repercussions and hours to perform university services were also pointed out.

4.3.2.4. Unit 6: Teamsters, Local 2010 - Skilled Trades

The meeting with the stewards of the Teamers, Local 2010 - Skilled Trades revealed challenges to the employees serving as staff senators in the SJSU Academic Senate. The first challenge was that Unit 6 employees are all hourly employees. They cannot be released from their work; rather, they would have to be paid for every hour of participation in Senate activities. The second challenge involved their unit being understaffed, which means that active employees must take on additional work to keep up with the general maintenance of the university. They do not believe that they would be given leave to participate in ongoing senator responsibilities.

4.3.2.5. Unit 8: Statewide University Police Association

The meeting with a steward of the Statewide University Police Associate (SUPA) focused on the relationship between university police officers and university policy. The University Police Department is tasked with enforcing the rules and regulations that are signed by the university president. The officers are imbued with the right to issue misdemeanor charges to individuals who violate university policies. As such, there were concerns about potential ethical conflicts that could arise from a police officer who was serving as a senator, and thereby tasked with proposing university policy, while also enforcing university policies as part of their daily responsibilities.

4.3.2.6. Unit 11: Academic Student Employees

The meeting with a steward of the Academic Student Employees (UAW) focused on student employees' desire to be involved in university governance. However, they raised concerns that SJSU's current model, whereby Associated Students is tasked with selecting six student representatives to serve on the Academic Senate, does not provide much opportunity for student employees to be elected to student senator seats. They would like to see a more democratic system, such as a general election of the entire student body to select student senators.

4.3.3. University Personnel

The University Personnel (UP) provides a variety of services to all of the university employees. As such, the committee invited Senior Associate Vice President Joanne Wright for one of the meetings to understand more about conditions of engaging in service work during staff members' regular working hours, as well as ways to protect free expressions of views at campus. The members were reminded of the [university's free speech policies](#), including the [time, place, and manner policy](#), and there was an acknowledgment that power dynamics are also at play. During the meeting a member offered a past incident where a staff member resigned after criticizing the administration. As an approach to gain support for cultural change at SJSU, the committee was advised to connect its committee work with Goal 3 of the [SJSU Transformation 2030 Strategic Plan](#). It was also pointed out that a specific policy change needs to take place before the allowance of release hours for service work may be considered. This

meeting highlighted the need for policy change for substantive changes of staff members' activities during their work hours to become possible.

4.3.4. The President and Provost

Both the president and provost are senators and ex-officio members on the Executive Committee of the Academic Senate. Therefore, the discussion focused on the structure of administrative representations and approaches to enable staff representations at the Senate. The committee learned that it is uncommon for the university president to participate in Senate meetings as a voting member. It was also suggested that the committee might consider expanding senate representation of critical personnels from the Academic Affairs such as VP for Undergraduate Education, College Deans from Graduate Studies and Information, Data, and Society, and also to consider University Council of Chairs and Directors. On the topic of staff representation, the balance between opportunities and workload issues was pointed out.

4.3.5. SSP Senators

Student Service Professionals provide a wide range of services to "assist students in making successful progress toward their degree objectives" ([CSU Classification Standards, 2013](#)). The discussion revealed that while most of the SSPs are Unit 4 'staff' members, there are some Unit 3 'faculty' SSP members at SJSU, and a handful of employees that might be members of both bargaining units. This suggests there is a need for criteria when classifying each member as "staff" or "faculty" member for the purpose of the Senate membership. It also highlighted the need of ensuring the restructuring of the Senate and re-classification of SSP members, if they take place, will not reduce the opportunities to participate in the Senate and Senate Committees. The participating members were overall supportive to the idea of establishing SSP staff and General staff representatives of their respective electorates.

4.3.6. Associated Students

Associated Students (A.S.) advocates and maintains the student voice through the A.S. Board of Directors. As the current student body consists of about 75% undergraduate students, 24% graduate students, and 1% credential program students, the discussion focused on participation of undergraduate and graduate students to the operations of the A.S. From the meeting, the committee learned that the past general trend was that more undergraduate students apply to the A.S. Board of Director positions and therefore undergraduates are more likely to be selected as student senators. In order to increase participation from graduate students, they might consider a change to their Bylaws to allow non-elected students to serve on the Senate as student representatives. Partnering with the Office of the Provost and the College of Graduate Studies to facilitate recruitment efforts was discussed as an approach worthy of pursuing.

4.3.7. Lecturers' Council and Senators

The Lecturers' Council is a forum for lecturers and lecturer advocates at SJSU. As lecturers represent at least 60% of the faculty on campus, 54% of the FTEF, they form a major

constituency for university policy making. It was learned that lecturers' major concerns include job security, sense of belonging, and voting rights at the department, some of which are unique to lecturers. While lecturers desire their unique concerns to be heard, having a designated lecturer representative on the Senate may not be the best way, because it would separate them from the rest of the faculty. Establishing a working committee on lecturers affairs seems attractive but implementation might face challenges. One area of concern is lack of representation on the Professional Standards (PS) committee. Per the [Bylaws](#) (4.5.3.3), priority for appointment is given to tenured faculty. A collaborative approach whereby the PS committee consulted the Lecturers' Council, when appropriate, or adding a designated seat for a lecturer might be considered.

4.3.8. University Council of Chairs and Directors

The University Council of Chairs and Directors (UCCD) provides a forum for department chairs and school directors and serves as a conduit of communication between chairs/directors and various units as well as the provost of the university. The discussion focused on the merit and possible model of a UCCD representative to the Senate. It was learned that UCCD members have insight into university operations and often implement the policies that originate in the Senate. As such, there is no Senate agenda on which the UCCD does not have relevant perspectives. If a representative is considered, it would be an elected member from the UCCD rather than an ex-officio member. While the voting right would be preferred, the most important aspect is the speaking privilege given to the representative so that their concerns are directly brought to the Senate.

4.3.9. Council of Deans

The Council of Deans meets several times a month on matters related to academic affairs, the functioning of colleges, budget, and other issues, as they arise. A CSR member consulted with the Council and received feedback that the deans felt that three deans could fairly represent the Council on the Senate, especially given the regular communication of the deans.

4.3.10. Staff Council

Formed in 2019, the Staff Council serves as a platform for staff across divisions to connect with one another and share information. It also plays a role in nominating staff representatives for university committees, when requested by university leadership. As of fall 2024, the group had a membership of 530 staff (and managers) out of 1600, representing about 33% of the staff population. The Staff Council has been strongly in support of staff representation on the Academic Senate; they are specifically requesting at least 2 general staff seats for staff senators. However, the Staff Council is concerned that management might not be supportive of staff involvement in the senate, nor grant them release time for this work.

5. Discussions: Strengths and Needs

5.1. Strengths

It is evident that SJSU has a long tradition of shared governance where the Academic Senate exerts much influence over important decisions on academic matters. The university has affirmed its commitment to shared governance (e.g., [SS-F12-3](#), [S-S15-6](#), [SS-F18-6](#), and [SM-F23-1](#)), and the Senate has provided the statement of shared governance with the four key areas: (1) collegiality, (2) engagement, (3) consultation and decision making, and (4) communication (see Section 4.1.2 above), and it has repeatedly endorsed decision-making process where the above four central tenets apply (e.g., [SS-S15-6](#), [AS-1866](#)).

5.2. Needs

Despite the repeatedly affirmed commitment of the university, the [2022 Report of the WSCUC Team for Reaffirmation of Accreditation](#) identified shared governance as one of the key areas of concern and encourages the university to continue work on “to be more inclusive of all stakeholders” (p.14). In the light of this concern, and prompted by the number of referrals that calls for broader representations at the Senate, which dates back at least to 2018 (see Section 3.1), a variety of data have been collected through published sources, a survey with staff members, and email inquiries and interviews with campus constituencies. Below is a summary of recurring themes that emerged from analyzing these data.

5.2.1. Acknowledging the Contributions of SSP Staff

Since 1994, SSP III and IV’s at SJSU have been classified as faculty insofar as they “may be declared by bylaw to be directly related to the instructional program of the University.” (SJSU Academic Senate, n.d.). These staff members are not represented by the faculty union, and yet they are respected within the Senate as having professional expertise that is indispensable to the institution.

However, SSPs have shared that they have been overlooked or outright dismissed from serving in certain senate positions because they are not Unit 3 union members. This inconsistency could compound feelings of frustration and resentment within a constituency that has been classified as “faculty” for the past thirty years.

We believe that it is imperative to preserve SPP members’ voting rights and eligibility to be elected as senate officers.

5.2.2. Creating Seats for Non-represented Groups

The following constituency was identified as not being represented within the Academic Senate (in Section 3.3.1):

- **General Staff (Non-MPP, Non-SSP III & IV, Non-Student):** Both the past referrals and additional data collected by the committee show the needs and merits of considering additional staff seats at the Senate.

The committee believes that this group warrants strong consideration for new senate seats moving forward.

5.2.3. Establishing Explicit Protections for Staff

Tenure and academic freedom generally result in faculty feeling little to no restraint in raising issues and ideas they view as important, even if they may be contrary to university managers. However, staff without such protections may feel constrained in raising some ideas and issues if they believe there could be repercussions from management.

Based on our survey and interviews, we want to acknowledge the major concerns expressed by our staff, who are not represented within the Senate. Staff want to (1) receive time to do service work, and (2) be able to express views freely without negative repercussions.

If we want to empower staff to participate openly and freely in shared governance, then we must make sure there are some protections in place that allow them freedom of speech, without fear of retaliation.

5.2.4. Providing Opportunities to Engage with Unique Perspectives

The following constituencies were identified as represented groups with unique concerns (in Section 3.3.2,) as these groups perform essential tasks for the university's educational mission, are directly impacted by academic policies, and yet they may not feel that their voices are being represented within the Academic Senate. As such, each group deserves consideration to ensure that their unique needs and perspectives are being heard and reflected in the process of decision-making for the formulation of university policies.

- **Employee Affinity Groups:** Affinity groups are composed of people who share a common identity or experience, such as race, gender, sexual orientation, or nationality. They are a safe space for people to meet and connect with others who share their experiences. These affinity groups could offer insights and suggestions on how to better support individuals from these underrepresented communities.
- **Graduate Students:** Currently, the Academic Senate has a committee that is responsible for graduate studies and research, but there is no designated space for graduate students to address their needs in other areas. From its interview, the committee learned that graduate students have barriers to participation because they often work during the day and take evening classes. Meeting schedules of the Senate and committees might impede their ability to participate.
- **International Students:** This group of students is not represented as a separate group in the Senate and they do have unique issues and needs. The Senate has the

International Programs & Students Committee to address these issues and concerns. Furthermore, international students also serve as board members within Associated Students. The current system seems adequate in terms of providing means for their participation in the process of policy recommendations.

- **Lecturer Faculty:** Lecturers participate at the Senate, but they have unique work experiences, conditions, and needs, as revealed in the interview. However, establishing its own seat(s) separately from the rest of the faculty seats comes with a risk of alienating themselves from a larger body of representatives at the Senate. The need for an alternative way to hear unique voices of this group was expressed.
- **Solidarity Network:** This is an affiliation of campus organizations that are dedicated to the enrichment of student life. Several of the organizations focus on student diversity and community involvement. It could be valuable to consult with the Solidarity Network to provide some voice to our diverse faculty, student, and staff communities.
- **Student Employees:** Student employees often feel like they have two conflicting identities—one as a student, and the other as a part-time employee. They might struggle to negotiate these two identities and feel isolated within both populations. Based on our interviews, this group seems to want more engagement from campus administration to feel that their voices are being heard.
- **University Council of Chairs and Directors (UCCD):** The UCCD has insight into university operations and they must often implement policy that is being approved at the senate. While the [standing rules of the Senate](#) (9.a.) allows the chair of the UCCD or designee to be recognized to speak on agenda items, the committee learned of the desire of the Council to have its own representative at the Senate to allow for better communication between SJSU's academic departments/programs and the Senate.

In the section below, the committee will discuss its concerns related to proposing each of the above constituents as separate electorates; these risks include alienating constituents and/or provoking competitions among different constituencies. In this regard, the committee is reminded that, for some groups, speaking rights may be more important than voting rights.

5.2.5. Consideration of Dual Representation

During our discussions with campus groups, we were often asked to consider whether we would recommend designating a special seat for one or another of many interest groups that are part of the faculty. According to Britannica (2024), interest groups are defined as “any association of individuals or organizations, usually formally organized, that, on the basis of one or more shared concerns, attempts to influence public policy in its favour. All interest groups share a desire to affect government policy to benefit themselves or their causes.” This definition could apply to UCCD, the Lecturer’s Council, CFA, affinity groups, and more. Although these constituencies have unique concerns (as identified in Section 3.3.2), CSR became concerned that establishing interest group seats within the Academic Senate would conflict with democratic principles, since it might create situations where someone has more than one constituency representing their

interests and because it would be difficult to fix a limit on which groups should be given these privileges.

Using the faculty constituency as an example, we know that faculty are represented through a kind of district system, with the colleges being the functional equivalent of the districts. We note that the Senate has had many members of the various proposed interest groups elected through the normal processes. To designate any special seat that is not part of that system would result in one of two unwelcome outcomes. If the faculty represented by the special seats were allowed to continue to vote in their college elections, then they would be represented twice—once by their college Senator(s) and once by their (proposed) special senator. Other faculty however who were not part of a designated special seat would be represented only once. This is fundamentally undemocratic. It also would complicate the clear lines of communication that should exist between a representative and their constituents.

Alternatively, those faculty represented by a special seat could be excluded from participation in the normal college elections. This would probably be a worse outcome, since it would tend to segregate those faculty in the special districts from their own colleges.

The same concerns would arise if we allowed for interest groups within the student population; for example, if we created special seats for graduate students, international students, and/or student employees.

The issue has some similarities to a longstanding debate in city governments between “at large” elections and district based elections. If the existing system is not resulting in a sufficiently diverse and representative body of Senators, then a long term reform might be to shrink the size of the districts to something smaller than whole colleges. Such a reform, however, was well beyond the scope of work that the committee was willing to undertake at this point, since our focus was on a group that was entirely unrepresented—staff—more than a group that is already represented—faculty.

Some may note that there are already some groups with “special seats,” such as the Emeritus Association and the Dean’s Council. However, these seats do not overlap with the college constituencies, and so avoid the problems noted above.

5.2.6. Educating the Campus Community about the Senate

From its interviews and survey, the committee also learned the more general needs that apply across constituencies. One theme that repeatedly surfaced was the need for more information regarding what the Senate and Senate Committees do, what service opportunities are available, when and how to apply for service work, who are eligible to apply, run for the elected offices, and vote for their representatives, just to name a few.

6. Recommendations: What Could be Done and How

Based on the needs that are described in Section 5, the committee considered both immediate recommendations with specific implementation plans and long-term recommendations without

necessarily formulating how it might be implemented. For the long-term recommendations, the committee hopes that the provided recommendations serve as starting points for continued dialogue and advocacy for shaping the Senate in its best possible form.

6.1. Changes to Senate Bylaws and Constitution

6.1.1. Definition Changes

As noted in Section 5.2.1, one major concern is the current usage of the term “faculty.” Currently, Unit 4 staff members, who hold the title of Student Services Professionals (SSP) III and IV, are classified as “faculty” for purposes of the Senate. But it can be confusing to label a specific segment of the staff as “faculty” when they are in fact classified as staff employees by the University. Therefore, the committee proposes to change and clarify the terms “faculty” and “staff” as follows:

- Faculty - This term refers to the SJSU employees who are represented by the Collective Bargaining Unit 3 (CFA). This group includes both instructional and non-instructional faculty
- Staff - This term refers to other SJSU employees who are not MPPs and not students. When further clarification is needed, the following terms would be used:
 - SPP Staff - Staff members who hold a job title of SSP within Unit 4.
 - General Staff - All other staff members.

6.1.2. Senate Membership

For a clearer alignment of the Senate membership structure with the proposed term change in Section 6.1.1., the committee recommends the following changes in General Unit membership as follows:

- General Unit - The membership of the General Unit would be restricted to Unit 3 faculty members outside of the seven represented colleges. The members include instructional faculty and SSPs in the (1) Colleges of Graduate Studies and Information, Data, and Society, (2) Professional and Global Engagement program, as well as (3) faculty coaches, counselors, and librarians. This would effectively remove SSP Unit 4 members from the General Unit.

Further, to broaden representation (in alignment with Section 3.1. Past Referrals) and ensure that SSP staff have continued representation on the senate:

- Create a Staff Representatives category with:
 - 2 seats for Unit 4 SSP Staff representatives
 - 2 seats for General Staff representatives
- *Note: Elections will be held by University Personnel

Through our discussions with campus constituents, we have identified changes that would enable us to add these staff seats while avoiding superfluous seats for faculty. These proposed changes have been positively received by the impacted parties.

- Change President's membership from voting member to non-voting member for policy resolutions, retaining voting rights to Senate Management Resolutions and Sense of the Senate Resolutions.
- Reduce Dean's seat by 1

If implemented, the total number of non-faculty would be increased to 20 members with voting rights on policy resolutions. Furthermore, as a result of these changes:

- The total number of college/GU representatives will be increased to 40, all of whom have rights to vote on policy resolutions.
- Changes will be implemented for the next election so as not to remove any elected officials from their seat before their term expires.

6.1.3. Protective Language

As we identified in Section 4.2.2.3, specific concerns have been raised by staff that warrant protective language be added to ensure proper support for full engagement and participation of staff senators in the decision making process at the Senate.

We suggest the addition of the following language to Senate Bylaws:

- Protective language for staff representatives:

"Staff Senators represent staff, and do not represent their supervisors or administrators. Supervisors and administrators must at all times make clear that the Staff Senators have protected, independent voices that will be respected. Negative evaluations of Staff Senators based upon opinions they express at the Senate are inappropriate. Staff Senators shall be given time to attend scheduled senate and policy committee meetings as well as time for meeting preparation and work on committee assignments."

6.2. Institutionalizing Staff Service

We believe that institutional changes should be considered to ensure that all staff members have clear processes for engaging in shared governance.

For general staff members, ways to expand their opportunity to serve on Senate committees might be considered. Currently there are only a few seats for general staff members, other than the support staff role.

- Make changes to senate committees to be more inclusive of staff participation:
 - Add more staff seats to existing Senate committees, when appropriate.

- Consider changing current non-voting staff membership to voting membership.

Based on meetings with campus constituencies, the committee believes that University Personnel has an important role to play in implementing policy changes that would allow for broader staff participation in service opportunities. Such changes would support staff's participation in shared governance activities and foster a more inclusive culture at SJSU. Our recommendations include:

- Establish a formal process for managers to approve service work across the university, as well as release time for Senate and Senate committees. It would include, for example, paperwork for requesting participation in service work from staff members that would be routed to appropriate managing personnel for their approval.
- Implement mechanisms to evaluate whether managers are supporting staff involvement in university service work.

As we learned from our meetings with University Personnel, major institutional changes require consultation across multiple constituencies, including unions. We believe that campus-wide collaborations are necessary to implement these changes and integrate them into university culture and procedures.

6.3. Additional Recommendations

We have engaged in numerous conversations with a variety of campus constituents and it has become apparent to us that there are more opportunities for further improvements at SJSU. We would like to suggest the following recommendations be considered for discussion at the Senate and/or Senate committees in the future.

- Publish a “Statement on Shared Governance” on the SJSU website and include resources and policies that explain how to engage in shared governance (see, for example, [SS-S15-6](#)).
- Increase communication from the Academic Senate to the SJSU community at-large for upcoming policy changes and how to engage with their Senate representatives, and provide senators with a list of their constituencies so they can maintain more frequent communication. In addition, informational materials might be developed and be included as a part of the onboarding materials for newly hired employees.
- University leadership and Associated Students could work together to identify engagement opportunities with students, encouraging them to apply to Associated Students for student representation positions. We believe this could increase graduate and international student participation in the Senate.
- Establish a standing rule that reflects SJSU's tradition of addressing members as “Senator” rather than their administrative titles.
- Consider ways to minimize scheduling conflicts for elected faculty senators. Some faculty have been unable to fully engage with the senate because they were given a course that directly conflicted with the senate meeting times (Mondays, 2:00-5:00pm).

- While creating additional designated seats for groups with unique concerns is not recommended at this time (see Sections 3.3.2 and 5.2.4), future effort to continue strengthening shared governance at the Senate and Senate Committee might include ways to further reinforce ample and meaningful communication and consultation with these constituencies. In addition, we recommend the Senate continue to support recruitment efforts for and provide mentoring services to underrepresented groups.

7. Concluding Remarks

The committee presented the amendments to the Constitution and the Bylaws of the Academic Senate, AS 1876 and AS 1877 respectively to the Academic Senate. The first reading in the AY 2023-24 session was on May 6th; the first reading in the AY 2024-25 session was on September 9th, and the final reading was on September 30th. With additional amendments, AS 1876 and AS 1877 both passed the Senate with unanimous votes on November 4th. Since constitutional amendments require the campus-wide faculty vote and presidential approval for ratification (Constitution, Article VI), AS 1876 was approved by the faculty vote on November the 22, 2024. The President signed AS 1876 and AS 1877 on December 2, 2024 as [University Policy F24-4](#) and [University Policy F24-5](#).

The revised Constitution and Bylaws address specific recommendations in this report:

- 6.1.1. Definition Changes
- 6.1.2. Senate Membership
- 6.1.3. Protective Language

Since these proposals were not comprehensive of all of our recommendations, there is still more work to be done. This work includes:

- 6.2. Institutionalizing Staff Service
- 6.3. Additional Recommendations

While the Academic Senate is not the only shared governance body at the university, it plays a critical role as an advisory body for the university. It is our hope that the Senate will continue to discuss how best to implement the recommendations presented in this report in an effort to continue improving the shared governance model at San José State University.

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Appendix A. A Brief Review of SJSU Academic Senate History and Philosophy As it Relates to Membership Concerns

**Kenneth B. Peter
Honorary Senator and former SJSU Senate Chair**

The structures of two competing models for shared governance.

The various governance assemblies found at universities can serve one or both of two distinct functions.

1) They can be professional bodies. This is literally where the word “professor” originates. In such bodies, the administration of the University accepts the recommendations of the Senate because the recommendations were produced by a group of experts. Professors are considered to be experts on research, curriculum, and the professional standards which they use to evaluate each other. The fact that they have advanced degrees and have attained tenure (and other means of advancement) through a rigorous process is said to be evidence of their professionalism, and a reason to accept their recommendations. The arena of recommendations they make is restricted to their professional expertise: academic matters. This is an ancient theory, dating to medieval times. For the sake of simplicity, we can call such bodies “academic senates.”

2) They can be democratic bodies. This is a newer concept at American universities, emerging over the last half century. Such a body is thought to be broadly representative of all the “citizens of the university.” Administrations may accept the recommendations of the Senate because those recommendations are said to reflect the broad will of the university’s citizens. Many non professionals and non academics may be members of the body, including students, non academic administrators, alums, staff, and community representatives. Assemblies of this sort do not have boundaries on the recommendations they make other than to say that their recommendations concern the people who inhabit the University. For the sake of simplicity, we can call such bodies “university councils.”

It has been increasingly common at American universities to blend aspects of these two functions. For example, the SJSU Academic Senate, which is the oldest such body in the CSU, was never composed exclusively of faculty, but began with administration and tenured faculty. Over the years it steadily expanded by including administrators both from high and mid levels of administration, larger numbers of students, an alumni representative, an emeriti representative, and Honorary Senators (a small number of highly experienced former Senate leaders who do not possess a vote). The Senate has also liberalized its definition of eligible faculty, beginning in early days where tenure was required, expanding to include nontenured Assistant Professors, and then Lecturers. The SJSU Academic Senate requires 2/3 of its members to be faculty. Thus, the SJSU Academic Senate has become a blended parliamentary body with claims both on its professionalism and on democratic legitimacy, although its current structure and charge lean more toward the professional side than the

democratic side. (A truly democratic body would contain something on the order of 80-90% students, given university populations.)

It is worth pointing out that some universities cover the two main functions by having two separate bodies. For example, Princeton has both a Council of the University Community, and also Faculty Meetings. The Council is very broadly representative, meets infrequently, and provides an opportunity for Administration to receive input from the full community. Its most powerful committee is the Priorities Committee, which recommends budget allocations. Princeton's academic matters, however, are determined by policies created by Faculty Meetings, which is the equivalent of a Senate, except every faculty member is entitled to attend. In practice, the Faculty Meetings set up permanent committees that do most of the academic policy work.

The key point is that the membership of the representative body needs to be related to the functions of that body. A body that is limited to professional and academic matters needs to be staffed by professionals, but a body that is meant to speak for an entire community must be broadly democratic.

The historical underpinnings of SJSU's Academic Senate

SJSU has the oldest Academic Senate in the CSU, dating to a Faculty Council that was begun in 1952, long before the CSU was created as a system. This period of our Senate's history is lucidly explained in former Senate Chair Ted Norton's *Notes on the History of the Academic Senate (1999)* and I will not repeat very much of it here.

<https://www.sjsu.edu/senate/about-us/senate-history/index.php>

There were two critically important turning points in the development of the Faculty Council into a modern Academic Senate at SJSU. Throughout the 1950s and very early 1960s the Council was more or less powerless under President Wahlquist, who appointed Department Heads and ran the institution as if he were a high school principal—which he had in fact been. The budget was governed in fine detail by the “orange book,” a document filled with formulae created by the State Department of Education, and faculty were appointed, evaluated, and promoted by administrators. San Jose College had grown up as a teacher's college, and it did not have a Board of Trustees of its own, but was run by the State Board of Education which appointed Presidents and promulgated budget formulae.

In 1960 the State passed the Donohoe Act that separated higher education in California into three separate systems, and San Jose became part of the middle-tier California State system. Clark Kerr, the architect of this so called “Master Plan” told me (in 1996) that he approached San Jose's President Wahlquist and offered to make San Jose the next campus of the University of California, because Kerr thought UC needed to expand into the (then) rapidly growing south bay. According to Kerr, Wahlquist declined, saying “I will never let my college be governed by a faculty senate.” (The University of California had a powerful Academic Senate.) Kerr moved forward with plans to build UC Santa Cruz instead. I have never heard

this story confirmed elsewhere, but even if apocryphal it most probably was accurate in its reflection of the hostility that Wahlquist had to the concept of shared governance.

The replacement of Wahlquist with President Robert Clark was a major turning point for the Senate, as it was for the SJSU in general. Clark had been Provost at Oregon and formed the first administration under the auspices of the CSU Board of Trustees. This liberated the campus from the stultifying centralized control of the State Department of Education. The CSU board allowed its campuses to be largely decentralized—given that several of them had not wanted to be absorbed into the system in the first place. In that atmosphere Clark was left free to construct a system of shared governance. Clark valued shared governance and appointed as his Academic Vice President the highly popular and faculty-centric Hobert “Burt” Berns. (Academic Vice President was the equivalent of Provost; the title was changed in the 1990s. Clark and Berns presided over a greatly enlarged and very young faculty who had been hired during the enormous post WWII expansion of San Jose College. These faculty mostly came from universities where shared governance was a reality, and Clark and Berns supported their reform efforts as they constructed a meaningful body that would make policy-recommendations. For example, Ted Norton, a Constitutional Law Professor, came from the University of Chicago as did a number of the Senate’s “founding faculty.”

But this Senate kept ballooning in size as the University grew. As Norton puts it:

The administrative membership of the Academic Council grew larger as the institution grew. As new deanships and vice presidencies were created, those appointed became members, as did the Library Director and the Provost of the new College when they were classified as deans. During the later 60's, student members were added, and the council ended up with more than 60 members: 20 administrators, 34 faculty, and nine students. Experience showed this body of 63 to be too large for constructive debate, and it obviously was not a distinctively faculty body.

And so the second turning point came in 1974, when a new constitution was adopted. Norton himself worked on the new document, although he modestly does not claim much credit in his history.

The new document was entitled "Constitution of the Academic Senate," and the Senate was described as the "principal agency for formulation of policy for the University." The new membership was seven administrators, six students, and 24 faculty - 37 in all. By 1992, it had grown to 54: nine administrators, seven students, and 38 faculty. The principle of two-thirds faculty membership was confirmed by a specific amendment.

In practice, however, the effectiveness of the SJSU Academic Senate has varied depending upon the management style of the incumbent University President. Some Presidents, such as Robert Clark, Robert Caret, and Donald Kassing were highly inclined to work with the Senate. Caret, for example, had previously been a Chair of an Academic Senate before entering administration.

But while the effectiveness of the Senate may sometimes wax and wane, it has had a remarkable record of success with policy recommendations over the years. While there has never been a precise count, prior to the Papazian administration Presidents signed every policy recommendation produced by the Senate with only a few exceptions. (I know of only 2, but there may have been more.) Probably the reason for this is that administrators serve on the Senate and on its policy committees, which allows administration to influence the formulation of policy along the way and to head off “veto-bait” before it ever reaches the President’s desk. This has tended to make for more collegial and less confrontational interactions between our Senate and Administration, in comparison to exclusively faculty Senates in which the President’s veto pen is the first feedback provided on a policy recommendation. Over the years, SJSU has acquired the reputation of having one of the most effective Senates in the CSU for this reason—it produces high quality policy as its first aim rather than devoting itself to conflict and posturing.

Collective Bargaining, HEERA, and legal protection for Academic Senates

The SJSU Academic Senate was thus created and was recommending policies before the state of California permitted collective bargaining in higher education. That changed when the state adopted the Higher Education Employer-Employee Relations Act (HEERA) in 1978. In some states, collective bargaining and Academic Senates had come into conflict—the creation of collective bargaining could even mean the elimination of shared governance. To prevent that from happening in California, the Chair of the CSU Academic Senate, San Jose State’s own David Elliot, lobbied members of the California State Legislature to insert language in HEERA to protect academic senates. Thus, HEERA not only created collective bargaining, it also was the first legal protection for Academic Senates and remains a core document protecting shared governance in the CSU. This key protection is found in California Education Code 3561:

(b) The Legislature recognizes that joint decision making and consultation between administration and faculty or academic employees is the long-accepted manner of governing institutions of higher learning and is essential to the performance of the educational missions of these institutions, and declares that it is the purpose of this chapter to both preserve and encourage that process. This chapter shall not be construed to restrict, limit, or prohibit the full exercise of the functions of the faculty in any shared governance mechanisms or practices, including the Academic Senate of the University of California and the divisions thereof, the Academic Senates of the California State University, and other faculty councils, with respect to policies on academic and professional matters affecting the California State University, the University of California, or the college named in Section 92200 of the Education Code. The principle of peer review of appointment, promotion, retention, and tenure for academic employees shall be preserved.

In reviewing this provision of HEERA, several features stand out. First, this provision protects the professional model and not the democratic model of campus assemblies. It specifically calls out faculty, although there is a reference to “academic employees” too. It specifically

protects peer review for RTP and says it applies to “policies on academic and professional matters.” There is thus nothing in HEERA that protects or requires students, administration, or other groups who wish to participate in “faculty councils.”

Once HEERA was passed, the Statewide Academic Senate set to work to clarify how it should be interpreted and applied. Probably the most influential document created by the ASCSU in its history was “Responsibilities of Academic Senates within a Collective Bargaining Context.” This document was ultimately approved by SJSU President Gail Fullerton, by CSU Chancellor Anne Reynolds, and by the CSU Board of Trustees. This document and all the approvals can be found on the SJSU Senate website as appendixes A-D to the Senate handbook.

<https://www.sjsu.edu/senate/docs/appendixa.pdf>
<https://www.sjsu.edu/senate/docs/appendixb.pdf>
<https://www.sjsu.edu/senate/docs/appendixc.pdf>
<https://www.sjsu.edu/senate/docs/appendixd.pdf>

Since this document was administratively approved at all levels, it carries weight beyond that which goes with the normal resolutions expressed by the ASCSU. For almost half a century it has been the touchstone document defining the powers of academic senates in the CSU.

Even a cursory reading, however, will show that this document overwhelmingly concentrates on academic and professional powers. Senates were left to deal with these matters, while collective bargaining would deal with working conditions. This dividing line has been difficult to enforce, however, and the collective bargaining system has often intruded into areas that had been considered Senate matters, such as when teaching evaluations were bargained, or when the union lobbied the Legislature for curricular requirements. Nevertheless, the “Responsibilities” document lists powers that include matters concerning degrees, grades, appointment, tenure, and promotion, curricular policies, faculty appointments to bodies, academic standards related to athletics, libraries, student conduct, institutional missions and goals, the academic calendar, the appointment and review of academic administrators, and more. Campus budgetary consultation was not listed, but a few years later this was included when the Chancellor’s office required each campus to have a Budget Advisory Committee.

Early Experiment with Staff Representation

Over the decades the issue of whether staff should have representation on the Senate has come up several times. In the past faculty were skeptical that staff representatives would have sufficient expertise to vote on those professional and academic matters that faculty felt they were experts on, and thus they were resistant to formally adding staff senators. That attitude has likely changed over the years as staff have played an increasingly important role in the support of faculty and students.

The Senate did eventually create a limited compromise on the issue of staff representation, and this compromise offers some constructive lessons. The Constitution was amended to define (for purposes of the Constitution, although obviously not for collective bargaining

purposes) certain specialized staff to be considered “faculty” and thus eligible to run for office. It defines faculty to include “administrative staff positions as may be declared by bylaw to be directly related to the instructional program of the University.” The bylaws then declared that “Employees classified as Student Services Professional III or IV” would be considered as if they were faculty and allowed to run and serve as Senators from the General Unit.

In practice, until recent times, very few SSP staff ever ran for the Senate. The General Unit is the catch-all unit for Senate representation for faculty who do not fall under one of the conventional academic colleges, and thus SSP staff would compete with Librarians, Counselors, and a handful of other faculty to win a Senate seat. This experiment did not assure that there was a regular staff voice on the Senate, nor did it assure that all staff had an opportunity to serve or even an opportunity to vote for a Senator. The SSP III and IV group had historically been a very small portion of the overall staff at SJSU.

This has changed in recent years as the University has hired an influx of SSP staff, and SSP staff now occupy 4 of the 5 General Unit seats. One of those four is a rare Unit III SSP member and thus represented by the same union as teaching faculty, while the other three are Unit IV SSP staff.

Despite its limitation, the SSP bylaw provision offers useful lessons. For example, in past years we have had some SSP Senators who departed the Senate after they felt they had been inadequately supported. Not every SSP senator over the years has had the full support of their supervisors. It can be difficult for staff to be released from their assigned duties to participate in all the Senate meetings that a Senator is expected to attend—including policy committees. Staff are sometimes told that such work is a matter of “volunteerism” and that they will not or cannot be compensated for their time on the Senate. On one occasion, an SSP Senator was approached by a supervisor after the Senator gave a critical speech before the Senate, and that Senator quit the Senate soon thereafter. The power differential between this Senator and supervisors made the Senator feel pressured. Staff, in other words, do not have the same protections and support systems that faculty enjoy, and expanded membership for staff will need to include concrete provisions to enable them to be fully free, secure, and independent participants.

More recent Senate Developments at San Jose State University

During the Qayoumi administration, in 2013, relations between the President and the Senate reached enough of an impasse that the Senate called for the Chancellor to “undertake a prompt review of SJSU governance.”

<https://www.sjsu.edu/senate/docs/SS-F13-5.pdf>

An external panel was appointed to review the situation at SJSU, and the Chancellor himself visited as well. A mediator was appointed and all parties worked together to craft a statement on shared governance, which was adopted in Spring 2015, just months before Qayoumi’s departure.

<https://www.sjsu.edu/senate/docs/SS-S15-6.pdf>

This document was the product of Administration/Senate collaboration coming out of the prior crisis, and provides the most current description of shared governance at SJSU. The document declares that decision making at SJSU should be “fully collaborative,” “consultative,” and “distributed.” The document also cites CSU documents, HEERA, and scholarly sources to elaborate and define shared governance, and it is a useful background read.

Unfortunately, this document was seemingly forgotten almost as soon as it was issued. The incoming administration had not been party to its construction, the Chancellor and mediator who helped construct it soon departed, and the document was never cited or consulted to help navigate the tensions that quickly developed between the Senate and the Papazian administration. Papazian had previously been President at a university with a history of conflict between its faculty-senate and its administration and when there Papazian vetoed about as many measures coming from that senate as she signed. Upon arrival at SJSU. Papazian continued to veto policy recommendations, rather than adjusting to the different SJSU tradition of exerting administrative influence at the front end of policy formulation. Papazian was protective of presidential prerogatives, often pointing out that “shared governance is not shared management.” But defining the boundary between HEERA’s “joint decision making” and “management” becomes an acute exercise when relations are strained, and an unnecessary one when they are good. One can almost predict how successful any given administration will be by how vehemently the “dividing line” is or is not articulated and defended.

One case in point may be particularly useful as the Senate contemplates expansion. Early in the Papazian administration the Senate proposed to expand the faculty awards policy to add a staff award. Administration shut down the effort. Several reasons were given. The lack of staff representation on the Senate was only the first—it would be seen as condescending to offer an award to a group that was not represented. But the administration was also concerned that staff were placed under different collective bargaining agreements than faculty, and their agreements (unlike the faculty agreement) made no provision for participation in shared governance. A strict interpretation of the CBAs, we were told, precluded a shared governance body from doing anything that might impinge on staff working conditions, and awards would be among them. In a parallel effort, staff activists succeeded in creating a Staff Council which lobbied for and won the creation of a system of Presidential staff awards which were not officially connected to shared governance. Staff finally would be recognized for their outstanding achievements, but not because of Senate action.



San José State
UNIVERSITY

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REFERRAL FROM: Executive Committee

Tracking # O & G F00-2

DATE: July 11, 2000

SUBJECT: Senate membership

REFERRED TO: O&G
Chair: Stacks

FROM: Annette Nellen

Time Constraints: AY 2000/2001

History/Description of this item:

The Academic Senate consists of tenured and tenure-track faculty, some administrators, an emeritus faculty member, an alumni, and students. It does not include any staff or temporary faculty. Thus, arguably, the Senate is not as representative of the range of perspectives about campus operations as might be ideal. One issue discussed at Executive Committee is that currently there is no mechanism on campus for having all staff vote for a representative to the senate. This issue would need to be addressed in your response.

Instructions:

Research the membership of other CSU senates. Talk to a sampling of staff and temporary faculty to get their views on Senate membership. Review the pros and cons of this proposal, including how terms of office would be structured (for example, the existing appointment and terms of office rules applicable to tenured and tenure-track faculty would not work for temporary faculty) and how these new potential members would be selected.

Appendix C. Referral O&G-F03-3



A campus of The California State University

Office of the Academic Senate • One Washington Square • San Jose, California 95192-0024 • 408-924-2440 Fax: 408-924-2410

TRACKING NUMBER: O&G-F03-3
REFERRAL FROM: Annette Nellen
DATE: November 24, 2003
SUBJECT: Membership of the Senate
REFERRED TO: Organization & Government

Time Constraints:

History/Description of this item: The membership of the Senate has not been looked at in a broad manner for many years. Administrative positions have changed over the years and roles of some employees have changed. The O&G Committee has had referrals in recent years to look at the General Unit, and whether lecturers and staff should be represented on the senate.

The primary governance role served by an academic senate is with respect to the curriculum as broadly defined to include all instructionally related matters, research and related activities, and faculty roles and status. To this end, it is important that the Senate membership include faculty from all colleges and the library, and people in Academic Affairs and Student Affairs who are involved with instruction and curriculum matters. In addition, because finances affect the curriculum and faculty matters (and vice versa), the Senate must include personnel involved with finances.

Instructions: Look at the “categories” that presently make up the senate to see if any change should be made to add or remove seats, or to be more specific regarding the seats. Look at who is missing, who is frequently invited in to address the senate, the use of honorary senators, and what other senates do (see attached list for CSU senates). Consideration should also be given to whether or not any senators should be non-voting. In addition, consider whether people currently not included in the senate (such as the VP of Advancement and people in Student Affairs) should be added to particular committees whether or not you think they should be added to the Senate. Specific areas to explore include:

Category	Items to consider
Administrators	1. The VP of Advancement is the only VP who is not a member of the Senate. Questions often arise regarding fundraising and at times, alumni perspectives could be

Corrections – please send to Annette Nellen, Chair of the SJSU Academic Senate at senate.chair@sjsu.edu Thank you.

November 2003

	<p>useful to the senate's work.</p> <ol style="list-style-type: none"> 2. The President is a voting member of the Senate even though we are really advisory to him/her (for example, nothing becomes university policy unless signed by the president). 3. The only AVP specified as a senate member is the AVP for Faculty Affairs. Given the senate's key role in curriculum matters, we do not call for the AVPs of UGS or GS&R to be senators. There were many times when Lee Dorosz was called on by the Senate Chair to answer a question. The constitution calls for 4 academic deans, at least 2 of whom shall be deans of colleges. Consider whether these slots should be specified to include AVPs who administer curriculum matters.
Faculty	<ol style="list-style-type: none"> 4. Should a CFA rep be a member of the senate? While many faculty senators are CFA members, if they are not involved actively in CFA chapter leadership, they likely are not able to provide the CFA perspective. Since we would primarily want this person's attendance and input, consider whether this should be a non-voting or honorary seat if you decide representation is needed. 5. Should the General Unit be broken down to ensure that the Senate has someone from the library, counseling, academic services, student affairs and athletics? For example, if the GU seats were all taken by coaches, we would miss the input of the library and counseling. Also consider this question with respect to committee seats. For example, with the librarians' increasing role in instruction, should there be a seat on C&R for the library? Also look at committees where there should be a specific person from a particular unit (such as academic services or enrollment services) rather than someone from any area covered by the GU. 6. Also look at updating the language in by-law 1.2 and 1.3 in describing the GU (see attached for an example of changes needed) and making any changes you deem needed to the GU (per 5 above).
Alumni representative	<ol style="list-style-type: none"> 7. We are the only CSU senate with an alum rep. Does the original reason for having an alum still make sense? How does the answer depend on what role the VP of Advancement should have? Also, if additional seats are added for non-faculty, you'll need to consider the balance in order to be sure that 2/3 of senators are faculty (Article II, Section 1 mandate), which may cause to look at the need for this seat.

Students	8. There are 7 seats for students. In the past two years, attendance has been under 50% (it was 3% in Spring 2002) and much time is spent in trying to fill the senate and committee seats set aside for students. Consider whether there is another way to get student input, such as by having the AS officers, a presidential intern, a student club officer, etc. (that is, should the seats be specified for other than filling by AS).
Staff	9. There is no senate seat for someone representing staff concerns and perspectives. Some CSU senates have the chair of their Staff Council on the senate. SJSU does not have a Staff Council. At least one Senate has staff nominate themselves or others for a senate seat with the Executive Committee making the selection. The Senate does address matters relevant to staff and on which many staff have input that faculty might not have. For example, if we are to make changes to the academic calendar for YRO, it will affect staff and they have knowledge about things that will be impacted by such a change that the faculty may not have. Also, we passed a smoking policy last year that affects staff – including those not represented on the senate. Consider how we would benefit from staff input (for example, departmental staff would offer a different expertise than staff in Administration and Finance) and if desired, how we would select the staff rep(s). Also consider how the Senate might benefit by having more people involved and informed of the role and work of the Senate.

Composition of CSU Senates¹

Campus	Executives?	Students?	Staff?	Alumni?	CFA?	Others
Bakersfield	4 deans provost	No	No	No	No	
Channel Islands	President, VPs, AVPs Academic Affairs – all ex officio and non- voting	1 - AS Rep	No	No	Only on Exec Comm (ex officio) appt'd by Exec Comm	
Chico	Yes – ex officio, non-voting	AS Pres and Rep	Yes – chair of Staff Council - voting	No	No	Student Affairs appoints someone each year - voting
Dominguez Hills	President, VPs, some AVPs and deans – non- voting	Yes – selected by AS	No	No	Yes, non-voting	Emeritus Faculty rep too
Fresno	President and others – non- voting	Yes, 2 selected by AS	No	No	No	
Fullerton	President and VP Academic Affairs	Yes, 2	No	No	Yes – CFA Chapter President	Emeritus Faculty rep too One seat is for rep from Student Affairs (could be an executive)
Hayward	President	Yes, 7 (AS Chair on every senate agenda to give a report)	Yes - 1	No	No (CFA rep on every senate agenda to give a report)	Emeritus Faculty rep too 2 reps from students services (SSPIII and above)
Humboldt	Presidents and VPs – non-voting	Yes, AS president – non- voting	Yes – non-voting	No	Yes – non- voting	Emeritus Faculty rep too

¹ Information obtained from Senate webpages; see http://www.calstate.edu/AcadSen/E-Senator/Campus_Senate/Home_Pages.shtml. Campuses shown in bold – information

Corrections – please send to Annette Nellen, Chair of the SJSU Academic Senate at senate.chair@sjsu.edu Thank you.

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Long Beach	President and VPs – voting + some deans and VPs – non-voting	Yes – 5	Yes - 5	No	No	Emeritus Faculty rep too
Los Angeles	President and VPs are honorary members (non-voting)	Yes - 5	No	No	Yes (CFA campus chair is honorary, non voting member. Recent CFA Chairs have also been regular members	Emeritus Faculty rep too
Monterey Bay						
Northridge (faculty senate)	No	Yes, AS President ex officio	No	No	No	Emeritus + 1 person from Student Affairs
Pomona	No	Yes, AS president	Yes	No	No	--
Sacramento	President	Yes – 3 nonvoting	No	No	No	Emeritus – non-voting
San Bernadino	President & VP Academic Affairs – non-voting	Yes, AS President - voting	No	No	No	--
San Diego	President, Provost, VP Student Affairs, 3 deans	Yes – 4	Yes - 4	No	Yes – ex officio	Emeritus Faculty rep too

San Francisco	President, VP Academic Affairs	AS pres, 1 undergrad + 1 grad	Yes (Exec Comm selects a staff rep for Senate)	No	No (but chapter president invited to attend Senate and Exec Comm)	4 at large senators selected by President from faculty, admin, staff or students ²
San Jose	President, Provost, VP Student Affairs, VP Admin & Finance, AVP Faculty Affairs, 4 academic deans selected by that group	AS Pres + 6 students selected by AS process	No	Yes	No	Emeritus Faculty rep too
Cal Poly SLO	President, VP Academic Affairs, VP Student Affairs, 1 dean	AS President and VP	No	No	No	--
San Marcos	President, Provost, VPs, AVPs, deans – non-voting	1 AS rep	Yes – 1, voting; self-nominations, then review of applications by University's Staff & Administrative Appointments Committee	No	Yes – non-voting, ex officio; elected by local CFA president	--
Sonoma	President, VP Academic Affairs, VP Admin & Finance – non-voting	AS Pres + 2 students selected by AS – non-voting	Yes – 1 non-voting	No	No	

² AY 2003-2004 appointments were: VP Finance, VP Development, university counsel and one dean.

Stanislaus	Provost, VP Student Affairs – voting	2 students selected by AS – voting	No	No	No	Emeritus Faculty rep too Exec Asst for Senate Office attends, records and participates when needed for clarification, but non- voting
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Bold – verified by Senate Chair for that campus

The General Unit

Per Senate Handbook:

Constitution: **Section 3a)** For the purposes of this Constitution, the faculty consists of all University staff holding the title of Professor, Associate Professor, Assistant Professor, Instructor or Lecturer, and holders of such other professional and administrative staff positions as may be declared by By-Law to be directly related to the instructional program of the University.

By-law: 1.2 Pursuant to Article II, Section 3 of the Constitution, the following positions and classifications are declared to be directly related to the instructional program. All employees serving in these positions are qualified to vote (using proportional voting based on assignment) with the exception of administrators (covered by the Management Personnel Plan) and employees in clerical and technician classifications. Full-time employees serving in these positions are eligible as faculty representatives (other than administrators and employees in clerical and technician classifications).

1.2.1 Librarians.

1.2.2 Employees in Academic Affairs and Student Affairs classified as Student Services Professional III or IV or Student Services Professional-Academic Related I, II, or III.

1.2.3 Intercollegiate Athletics (excluding volunteers) classified as Head Coaches, Coaches, Coaching Specialists and Coaching Assistants.

1.2.4 Subject to approval of the Executive Committee, the Election Committee is authorized to decide questions of interpretation of this By-Law and may recommend amendments to it to the Organization and Government Committee.

1.3 All full-time employees holding instructional titles listed in Article II, Section 3 of the Constitution who are not members of or included in one of the college representative units, together with all those defined as faculty in Section 1.2 above, are members of the General Unit.

Corrections – please send to Annette Nellen, Chair of the SJSU Academic Senate at senate.chair@sjsu.edu Thank you.

November 2003



A campus of The California State University

Office of the Academic Senate • One Washington Square • San Jose, California 95192-0024 • 408-924-2440 Fax: 408-924-2410

TRACKING NUMBER: O&G-F03-3 (Addendum)
REFERRAL FROM: Annette Nellen
DATE: December 8, 2003
SUBJECT: Membership of the Senate – Addendum to 11/24 referral
REFERRED TO: Organization & Government

Instructions: In addition to the membership questions stated in the November 24, 2003 referral, please also consider the role of the Senate’s Administrative Analyst. The person in this position acts as secretary of the Senate by taking minutes for the Senate, Executive Committee and BAC. In addition, this person works very closely with the Committee on Committees and its chair to maintain records of appointments to the Senate. This person also handles elections. Being present at Executive Committee meetings, this person hears confidential matters. Also, should we be successful in keeping someone in this position for a long period of time, they would have the institutional memory that would not otherwise exist. It is possible that some people already view this person as a member of the Senate due to presence at meetings, handling of elections, and knowledge of senate policies and procedures. Also, when the Senate went into “executive session” earlier this semester regarding a naming, no one, including the Chair, thought to ask Eva to leave the room.

Consider whether there should be a more formal position for the Senate Administrative Analyst in the Senate. While this is a staff position, the person does not represent staff. This person has knowledge beneficial to the Senate, but is only able to speak at a meeting if recognized by the chair.

REFERRAL FROM: Executive Committee

Tracking # O & G F00-2

DATE: July 11, 2000

SUBJECT: Senate membership

REFERRED TO: O&G
Chair: Stacks

FROM: Annette Nellen

Time Constraints: AY 2000/2001

History/Description of this item:

The Academic Senate consists of tenured and tenure-track faculty, some administrators, an emeritus faculty member, an alumni, and students. It does not include any staff or temporary faculty. Thus, arguably, the Senate is not as representative of the range of perspectives about campus operations as might be ideal. One issue discussed at Executive Committee is that currently there is no mechanism on campus for having all staff vote for a representative to the senate. This issue would need to be addressed in your response.

Instructions:

Research the membership of other CSU senates. Talk to a sampling of staff and temporary faculty to get their views on Senate membership. Review the pros and cons of this proposal, including how terms of office would be structured (for example, the existing appointment and terms of office rules applicable to tenured and tenure-track faculty would not work for temporary faculty) and how these new potential members would be selected.

Appendix D. Referral O&G-F18-4



A campus of The California State University

Office of the Academic Senate • One Washington Square • San José, California 95192-0024 • 408-924-2440 • Fax: 408-924-2451

Tracking Number: O&G-F18-4

Referral From: Eva Joice, Senate Admin Analyst/Senate Administrator

Date: November 7, 2017 (Held till October 17, 2018)

Subject: Reorganize General Unit and separate Staff seats on the Senate

Referred to: Bethany Shifflett
Chair: Chair, O&G Committee

Time Constraints: AY 2018-2019

Description of this item: Restructure the General Unit and separate out the Staff seats on the Senate

History: I originally prepared this referral when Provost Andy Feinstein was still the Provost at SJSU. Andy urged me to hold on it as he was in the process of asking O&G to consider this very matter. However, Provost Feinstein is no longer with SJSU, and the issue has been dropped by O&G. Therefore, I would like to move forward with this referral.

The general unit seats on the Senate include all faculty not in one of the colleges, and all SSP III's and SSP IV's. Most of the faculty not in one of the colleges are coaches, counselors, and librarians. However, the SSP IIIs and SSP IVs include both faculty and staff. Some counselors are classified as SSPs, but many of the SSP IIIs and SSP IVs are staff student advisers. The staff are located all over the university including: MOSAIC Cross Cultural Center, UG and Graduate Admissions, many student success centers, Financial Aid, the Student Union, Student Involvement, EOP, COS, ENGR, Peer Connections, Student Outreach and Recruitment, Academic Advising and Retention, the Pride and Gender Equity Center, Developmental Studies, the Bowling Alley, etc. The size of the general unit has expanded rapidly over the past few years due to the influx of student advisers across the campus that are primarily SSP IIIs and SSP IVs. The general unit is now the size of the large colleges and has 5 Senate seats.

The general unit is so specific that in order to determine the membership, the Senate Office must ask for a semi-annual by-name list of these members and must notify each and every member

individually whenever there is an election that involves the general unit, or when there is a vacancy on the Senate for a general unit member. Tracing the membership is very time consuming and difficult to keep track of and requires a separate by name google group that must be added to and deleted from each semester as new members come and go. The staff in the general unit now exceed the number of faculty in the general unit.

Of greater concern is that the staff that are a part of the general unit do not represent the “staff” of the university, they represent only SSP IIIs and SSP IVs as far as classification is concerned and now hold two seats on the Senate. Over the years there may have been some additional classifications of staff that might meet the original criteria for membership in the general unit other than just SSP IIIs and IVs. In addition, some SSP IIIs and IVs are in positions such as the bowling center, and may not meet the original criteria, but are members of the general unit. And, since only the SSP IIIs and SSP IVs are eligible for these seats, only SSP IIIs and SSP IVs can vote on who gets the seats, in addition to the faculty, in the general unit. This means that while they are staff members, they are not representative of the whole staff on campus and are not elected by all the staff on campus, but are voting on matters that pertain to the governance of the university across all classifications of staff. Also, when there is a vote for membership in the general unit, the SSPs now exceed the number of faculty in the general unit and their numbers continue to grow.

Also, these staff represent the faculty per the Senate Constitution, and are also now eligible for faculty awards (see University Policy S13-6A). This is the only group of staff that are eligible to compete for faculty awards, which gives an unfair advantage to a specific group of staff (SSP IIIs and IVs) over other members of the staff. I might also mention that there are no university-wide staff awards, so these are the only staff that are eligible to compete for any awards among all the staff. When I refer to staff, I’m referring to non-MPPs. There may also be issues with CSUEU over this inequality.

Shared Governance is a major concern at this university and across the CSU right now. I would argue how can the Senate complain about the lack of shared governance if the Senate is not willing to give a voice to all constituencies on this campus. The Senate has representation from every constituency on this campus, except staff. WASC has noted that staff feel undervalued at SJSU (page 20 of the WASC Report states, “SJSU administration must take proactive steps to address issues relevant to staff communication, quality of worklife, and campus climate concerns.” Nearly 2/3rds of CSU campuses either have staff on their Senates or are in the process of adding staff, see the chart below provided through a survey of Senate Chairs:

SDSU
SFSU
CSU Long Beach
CSU San Bernadino (working on adding staff now)
CSU Los Angeles (working on adding staff now)
CSU Bakersfield
CSU Stanislaus
CSU Dominguez Hills
CSU Humboldt
CSU Fullerton (working on adding staff now)
CSUSM
CSU Pomona

CSU Chico
Sonoma State
CSU East Bay

SJSU remains one of only eight campuses that do not have a staff voice on their Senate. On at least three previous occasions, referrals have been made to the O&G Committee to seriously consider adding staff to the Senate and O&G has decided not to bring the issue to the full Senate for consideration and it has died in committee. Two of these referrals were from a previous Senate Chair, Annette Nellen over 18 years ago and are attached (O&G-F00-2 and O&G-F03-3). In addition, I have previously submitted an informal referral to O&G to consider this (I was not even asked my reasons or thoughts or to provide any information, nor were any other staff asked to provide their input.) And, Provost Feinstein also asked O&G to consider this last year, but again the matter was dropped.

I have heard arguments that some faculty fear staff will be making decisions on curriculum and that is of great concern. I would argue that since there are two staff members on the Senate at this time, SSP IIIs, and they have been voting on all issues before the Senate as have previous members of the staff that were SSP IIIs and SSP IVs, whatever impact staff would have has already been felt. These staff members did as many of the faculty do, they listen to the arguments, research the issues, talk to peers and others to get their input, read the materials, and then made an informed decision on how to vote. If they felt it was an issue that they did not have enough knowledge to vote on or should not vote on, then I would argue that they would abstain as most of the administrators now do when it comes to issues they believe should be defined by the faculty alone. I would further argue that staff will elect members they feel will represent them wisely, and that one or two votes alone does not seem to have been able to negatively impact the faculty vote in the past. I also question why the staff voice in curriculum matters is really any different than the voice of other groups that are not faculty on the Senate.

I urge you to seriously consider this referral and not to just elaborate on removing the staff from the general unit altogether, but give staff a voice at this university. However, one group of staff should not be given preferential treatment over all other classifications of staff. WASC reported that staff indicated they felt like they were “2nd class citizens” at this university (see page 15 of WASC report). SJSU is usually a leader among campuses in diversity, equality, and inclusiveness, and yet we remain one of only eight CSU campuses that do not include the voice of the staff in their Senate and on policy matters. The staff at SJSU have made it quite clear how they feel. Let the Senate be the first to show staff that this university intends on becoming a strong, unified campus that values all voices in the decisions and the policies it passes that affect this campus and truly believes in shared governance. I would greatly appreciate and like to request a formal response with reasons for the decisions made by O&G.

12/29/18

To: Stefan Frazier
SJSU Senate Chair
Fr: Bethany Shifflett
O&G Policy Committee Chair
Re: Close out of referral

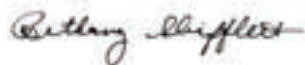
O&G has decided not to take any action related to the following referral: O&G-F18-4.

With regard to the workload generated by having to assemble General Unit lists, O&G has received assurance that University Personnel can be called upon to help generate these lists when needed by the Senate Office.

The constitution specifies representatives from "the University administration, faculty, and students." The Senate bylaws identify "Employees classified as Student Services Professional III or IV" to be related to the instructional program. Thus, employees in the categories SSP III and SSP IV are eligible to be members of the senate. O&G understands that the number of eligible candidates for Senate seats has grown with the expansion of advisors. However, this does not call for a change in the constitution or bylaws.

With regard to staff awards, O&G believes that Professional Standards has previously taken up the issue; O&G does not believe it in its purview to take action in this area.

With respect to general staff seats on the Senate, again, the issue was not simply dropped. O&G collaborated with IEA to gather information from staff and subsequently shared the findings with the strategic planning steering committee.



Appendix E. Referral O&G-F21-1



A campus of The California State University

Office of the Academic Senate • One Washington Square • San José, California 95192-0024 • 408-924-2440 • Fax: 408-924-2451

Tracking Number:	O&G-F21-1
Referral From:	Joanne Delamar, Janet Sundrud, and Sarah Schraeder on behalf of the below listed staff.
Date:	August 27, 2021
Subject:	Staff Seats on Academic Senate
Referred to:	Organization and Government Committee (O&G)
Time Constraints:	Requesting an effective status for the 2022-23 Academic Senate

History / Description of this item / Instructions:

At the 2021 Spartan Sparks staff training event on August 4, 2021, SJSU staff shared with Provost Del Casino they do not feel their voices are heard. They do not feel they have support from their managers to participate meaningfully in the campus community or any professional development activities. Many feel unsupported and are not treated collegially by managers and faculty. Unlike other CSU campuses, the SJSU [Academic Senate](#) does not allow for any staff to participate in the senate nor its committees as voting members. Currently, the [Academic Senate](#) is only composed of instructional and non-instructional faculty (unit 3), students, administrators, and professional advisors (unit 4). SJSU employees are represented by [seven different unions](#), yet only two unions, units 3 and 4, are represented on the [Academic Senate](#), creating inequity for some staff.

[Past Staff Senate seat referral](#) discussions raised concerns that the senate mainly handles faculty matters and that having staff serve on the senate may not add much value. Academic Affairs and Student Affairs staff are directly impacted by policies recommended by the senate. For example, policies related to curriculum, general education, grades, registrations, schedules, and strategic planning directly impact a variety of non-senate represented employees who are responsible for curriculum, articulation, PeopleSoft set up, student placement and data collection, the schedule of classes, and processes in the Bursars' and Registrar's offices to name a few.

Faculty senators do not receive assigned time. This is part of the Unit 3 collective bargaining agreement's "service to the University" requirement. Staff contracts (e.g., [CSU/CSUEU CBA Article 22](#)) allow for professional development. Staff participation in the senate is an opportunity for professional development and can develop staff persons leadership and collaboration skills. There are at least three examples of CSU campuses including staff as

senators. The argument that staff seats are not possible due to existing collective bargaining agreements is not valid because precedents exist in the CSU system.

Examples of CSU campuses providing staff with a voice and vote in their respective Academic Senates and their committees include [San Diego State University](#) (6 senate voting non-MPP staff seats), [CSU East Bay](#) (1 senate voting non-MPP staff seat), and [CSU Stanislaus](#) (1 senate voting non-MPP staff seat).

Effective for the 2022-2023 Academic Senate, this referral requests a minimum of three staff seats in the SJSU Academic Senate. The minimum of three staff seats should be allocated as follows: one Academic Affairs division staff seat, one Student Affairs division staff seat, and one General Unit staff seat (open to staff from any division). In an effort to allow the broadest range of staff representation, staff is defined as any non-MPP/faculty employee. The electorate shall consist of permanent and temporary non-MPP staff, including probationary staff. Elections for staff seats should be administered in accordance with senate rules and all staff should be eligible to vote for their representatives. In support of this policy, we are asking managers to allow staff members elected as senators and committee members to dedicate time during their workday for their positions without penalty.

Presently, staff are able to serve on the following committees: (1) Accreditation Review Committee (2) Alcohol and Drug Abuse Prevention Committee, (3) Budget Advisory Committee, (4) Campus Planning Board, (5) Strategic Planning Steering Committee, and (6) Student Fairness Committee, (7) Program Planning Committee, (8) and Transit, Traffic, and Parking Committee, (9) University Library Board, and (10) University Sustainability Board.

If you are SJSU staff, faculty, students, or administrators and support this referral, please add your information below. By September 3, 2021 5:00 pm, this form will be submitted to the Senate Chair and Senate Office.

Staff Supporters

Add your first and last name, job title/role with the university, SJSU office name, SJSU division. See the [Faculty and Administrator and Student Supporters](#) section if you are not a staff person but want to support this referral.

1. Joanne Delamar, Chair of Spartan Sparks 2020-2021, Executive Assistant to the Dean, Dean's Office, College of Health and Human Sciences, Academic Affairs Division
2. Janet Sundrud, Chair of the SJSU Staff Council, Finance Systems & Operations Senior Analyst, Finance Support, Administration & Finance Division
3. Sarah Schraeder, Curriculum and Academic Program Analyst, Undergraduate Education, Academic Affairs Division
4. Eva Joice, Senate Administrator, SJSU Academic Senate, Academic Affairs Division
5. Werner Goveya, Infrastructure and Data Specialist, Information Technology, Administration & Finance Division
6. Susan Huang, Information Technology Consultant, Information Technology, Administration & Finance Division

7. Sarah Portales, Custodial Day Lead, Facilities Development and Operations, Administration & Finance Division
8. Raymond Koc, Information Technology Consultant, Information Technology, Administration & Finance Division
9. Doug Osumi, Video Production, Department of Intercollegiate Athletics
10. Maya Carlyle, Recruitment and Events Associate/Analyst, College of Health and Human Sciences, Academic Affairs Division
11. Jennifer Nathan, Budget Advisory Committee member, Graduate Studies Analyst, College of Graduate Studies, Academic Affairs Division
12. Harish Chander, Vice-Chair of the SJSU Staff Council, Senior Programmer Analyst, Enterprise Systems, Information Technology Division, Administration & Finance Division
13. Sylvia Guel Ruiz, Executive Assistant to the Dean, University Library, Academic Affairs Division
14. Christine Holmes, Electronic Resources Coordinator, University Library, Academic Affairs Division
15. Rima Nemali, Director, CPGE Student Success Center, College of Global and Professional Education, Academic Affairs Division
16. Laurel Eby, Web Services Librarian, University Library, Academic Affairs Division
17. Andrea Tully, Assistant Director, Center for Community Learning & Leadership, Academic Affairs Division
18. Karen Schlessler, Head of Resources and Analytics, University Library, Academic Affairs Division
19. Tijan White, EOP Transition Support Programs Coordinator, Educational Opportunity Program, Student Affairs Division
20. Evelia Sanchez, Library HR Specialist, University Library, Academic Affairs Division
21. Jake Ohlhausen, Production Support Technician, Equipment Room, Department of Radio, Television and Film, Academic Affairs Division
22. Neil Ordinario, Library Technology Coordinator, University Library, Academic Affairs Division
23. Brian Gothberg, Student Support Analyst, College of Health and Human Sciences, Academic Affairs Division
24. Cuong Doan, Sr. Programmer Analyst, Institutional Research, Institutional Effectiveness and Strategic Analytics, Academic Affairs Division
25. Liliana Gomez, Department Coordinator, College of Health and Human Sciences, Academic Affairs Division
26. John Douglas, Operations Coordinator, Moss Landing Marine Labs, College of Science, Academic Affairs Division
27. Patricia Loredo, Administrative Support Assistant II, College of Social Sciences, Academic Affairs Division

28. Sarinlak Ordonez, Communications Coordinator, Office of the Registrar, Enrollment Management Department, Student Affairs Division
29. Nha-Nghi Nguyen, Administrative Analyst/Specialist, Department of Psychology, College of Social Sciences, Academic Affairs Division
30. Vicky Ocampo, Instructional Support Tech. III, Department of Occupational Therapy, Academic Affairs Division
31. Angee Ortega McGhee, Associate Resource Analyst, Lucas College & Graduate School of Business, Academic Affairs Division
32. Michael Bowling, Program Director, Clinical Laboratory Scientist Training Program, Biological Sciences Department, College of Science, Academic Affairs Division
33. Ayano Hattori, Sr. Project Manager, Planning Design & Construction Dept, Facilities Development and Operations, Administration & Finance Division
34. Afifa Hamad, Program & Operations Specialist, Engineering Extended Studies, College of Engineering, Academic Affairs Division
35. JoAnn Hansen, Facility Space Planner, Planning Design & Construction Dept, Facilities Development and Operations, Administration & Finance Division
36. Sandy Jacobs-Tolle, Administrative Coordinator, Dean's Office, College of Engineering, Academic Affairs Division
37. Sabrina Porter-Parees, College Analyst, Dean's Office, College of Health and Human Sciences, Academic Affairs Division
38. Deb Codioli, Administrative Support, English Department, College of Humanities and Arts, Academic Affairs Division
39. Danny Soares, Head of Document Delivery Services, University Library, Academic Affairs Division
40. Patricia Rodriguez, Administrative Resources Specialist, Office of Research, Division of Research and Innovation
41. Julia Dunn, Graduate Enrollment Support Specialist, College of Graduate Studies, Academic Affairs Division
42. Lauren Flores, Guardian Scholars Program Coordinator, Educational Opportunity Program, Student Affairs Division
43. Fernando Ansaldo-Sánchez, Graduate Enrollment Counselor, College of Graduate Studies, Academic Affairs Division
44. Felicia McKee-Fegans, Executive Assistant and Diversity Program Specialist, Office of Diversity, Equity and Inclusion, Office of the President
45. Alerie Flandez, Academic Advisor, Engineering Student Success Center, College of Engineering, Academic Affairs Division
46. Sarah Greer, Administrative Analyst, Civil & Environmental Engineering, College of Engineering, Academic Affairs Division
47. Adriana Daudt, Administrative Analyst, Aerospace Engineering, College of Engineering

48. Kim Le, Department Resource Analyst, College of Health and Human Sciences, Academic Affairs Division
49. Ellen Peterson, Department Analyst, Design Department, College of Humanities & the Arts, Academic Affairs Division
50. Jaclyn Gordienko, Administrative Analyst, University Housing Services, Student Affairs Division
51. Jesus Santos, Academic Advisor, Engineering Student Success Center, College of Engineering, Academic Affairs Division
52. Subrina Martin, Learning Specialist, Academic Advisor, Student Athlete Success Services, Enrollment Management, Student Affairs Division
53. Jamie Balderrama-Ratliff, Interlibrary Specialist, University Library, Academic Affairs Division
54. Wendee Augustiro, Instructional Support Technician I, Department of Nutrition, Food Sciences, and Packaging, Academic Affairs Division
55. Cheryl Cowan, Senior Associate for Graduate Project Development, Dean's Office, College of Graduate Studies, Academic Affairs Division
56. Marta Ramirez-Rodenas, Graduate and International Student Advisor, Engineering Student Success Center, College of Engineering, Academic Affairs Division
57. Angelica Gomez, EOP Academic Advisor, Educational Opportunity Program, Student Affairs Division
58. Debi Fennern, Administrative Analyst, Chemical and Materials Engineering, Academic Affairs Division
59. Eric Tolle, Data Specialist, Graduate Admissions and Program Evaluations, College of Graduate Studies, Academic Affairs Division
60. Mariah Ramsour, Communications and Events Coordinator, University Library, Academic Affairs
61. Jessica Larsen, Academic Business Strategist, Office of the Provost, Academic Affairs Division
62. Mike Palmieri, Lead Academic Advisor, EOP, Student Affairs Division
63. Lilly Pinedo Gangai, Program Director, Chicanx/Latinx Student Success Center, Student Affairs Division
64. Kristy Williams, Administrative Analyst, Department of Political Science, College of Social Sciences, Academic Affairs Division
65. Sofia Moede, Administrative Analyst, Dean's Office, Lucas College and Graduate School of Business, Academic Affairs Division
66. Anie Clark, Planned Giving Coordinator, Development, University Advancement
67. Elisa Aquino, Program Coordinator, Chicanx Latinx Student Success Center
68. Liz Palfreyman, Administrative Analyst, Meteorology & Climate Science, College of Science, Academic Affairs Division

69. Larissa Bates, Career Counselor, Business Financial Services & Logistics, Career Center, Student Affairs Division
70. Kelly Masegian, Career Counselor, Technology and Engineering, Career Center, Student Affairs Division; Current General Unit voting senator (Unit 4)
71. Christine Bautista, Career Counselor, Education and Public & Human Service, Career Center, Student Affairs Division
72. Judi Garcia, Career Counselor, Math & Science / Humanities & the Arts, Career Center, Student Affairs Division
73. Carrie McKnight, Career Counselor, Graduate Students, Career Center, Student Affairs Division
74. Richard Struck, Academic Advisor, College of Humanities and the Arts, Academic Affairs Division
75. Vidalino Raator, Program Specialist, Study Abroad & Away, College of Professional & Global Education, Academic Affairs Division
76. Michelle Lam, Academic Advisor, CPGE Student Success Center, College of Professional & Global Education, Academic Affairs Division
77. Erlinda Yanez, Department Analyst, Chicana and Chicano Studies, Academic Affairs Divisions
78. Andres Elvira, Orientation Coordinator, New Student and Family Programs, Student Affairs Division
79. Bonnie Sugiyama, Director, PRIDE Center & Gender Equity Center, Division of Student Affairs
80. Angel Chang, Writing Programs & Curriculum Analyst, Writing Center, College of Humanities and the Arts, Academic Affairs Division
81. Jordan Webb, Interim Assistant Director, Student Involvement, Division of Student Affairs
82. Daniel Lopez, Student Success Systems Analyst, Institutional Research, Division of Academic Affairs
83. Michelle Liu, Academic Events & Final Exam Analyst, Academic Scheduling-Office of Institutional Effectiveness and Strategic Analytics, Academic Affairs
84. Derrick Koh, Program Manager, Testing Office, Division of Student Affairs
85. Jean Trinh, Budget Data Specialist, Academic Business & Strategic Operations, Academic Affairs Division
86. Van Huynh, Department Analyst, Environmental Studies Department, College of Social Sciences, Academic Affairs Divisions
87. Claudia Tercero, Coordinator for Development, University Advancement
88. Micah Jeffries, Head of Systems and Metadata, University Library, Academic Affairs Division
89. Deborah (Debbie) Weber, Performing Arts Tech II (Costume Shop Manager), Dept of Film and Theatre, College of Humanities and Arts, Academic Affairs Division
90. Melissa Chu, Assistant to Library Associate Deans, University Library, Academic Affairs Division

91. Thao Leung, Finance Systems & Ops Analyst, Finance Support, Administration & Finance Division
92. James Tan, Database Analysis & Renewals Specialist, University Library, Academic Affairs Division
93. Erin Kelly-Weber, Program Specialist, Study Abroad & Away, College of Professional & Global Education, Academic Affairs Division
94. Paul Olivo, Library Services Specialist III, School of Music and Dance
95. Laura Plunkett, Resource Analyst, Department of Justice Studies, Academic Affairs Division
96. Sara Tipton Perez, Lead Payment Services Analyst, Payment Services, Administration & Finance Division
97. Terra Eggink, Graduate Program Coordinator, Moss Landing Marine Laboratories, College of Science, Academic Affairs Division
98. Karen Eul, Scholarship Analyst, Financial Aid and Scholarships Office, Division of Student Affairs
99. Kingson Leung, Associate Director, Marketing and Program, Associated Students, Division of Student Affairs
100. Kingson Leung, Associate Director, Marketing and Program, Associated Students, Division of Student Affairs
101. Peggy Cabrera, Associate Librarian, Dr. MLK Jr. Library, Academic Affairs Division
102. Carey Netzloff, Academic Scheduling Office of Institutional Effectiveness and Strategic Analytics, Academic Affairs Division
103. Minh Chau Barr, Executive Assistant, Division of Research and Innovation
104. Teri Graziani, Media Specialist/Video Producer, Center For Faculty Development, Academic Affairs Division
105. Brian Cheung Dooley, Communications and Events Coordinator, Lurie College of Education, Academic Affairs Division
106. Lisa Vlay, Executive Assistant, Administration & Finance Division
107. Ivelina Stoyanova, Sr. Programmer/Analyst, Enterprise Systems, IT, Administration & Finance Division
108. Cindy Aubrey, Communicative Disorders & Sciences, Lurie College of Education, Academic Affairs Division
109. Maria Muñoz, Associate Resource Analyst, Lurie College of Education, Academic Affairs Division
110. Isabel Vallejo, Director of Assessment, Accreditation, and Special Projects, Lurie College of Education, Academic Affairs Division
111. Melanie Schlitzkus, Executive Assistant to the Provost, Office of the Provost, Academic Affairs Division

112. Marie Kochevar, ASC, Teacher Education, Lurie College of Education, Academic Affairs Division
113. Cher Jones, College Analyst, College of Science Dean's Office, Division of Academic Affairs.
114. Janene Perez, Student Success Center Director, Lurie College of Education, Academic Affairs Division
115. Patience D. Bryant, Director of Black/African American Equity, Office of Diversity Equity & Inclusion/Office of the President
116. Mai Phan, Staff, School of Social Work, College of Health and Human Sciences, Academic Affairs Division
117. Sophia Vu, Student Retention and Graduation Specialist, ACCESS Success Center, College of Social Sciences, Academic Affairs Division
118. Lynda K. Haliburton ASCII, Communicative Disorders & Sciences, Lurie College of Education, Academic Affairs Division
119. Stephanie Garcia, Academic Advisor, College of Humanities and the Arts, Academic Affairs Division
120. Anna Kurpiewska, Sr Analyst, Programs & Operations, College of Engineering, AAD
121. Ana Paz-Rangel, Executive Analyst, Lurie College of Education, Academic Affairs Division
122. Zeffie Bruce, Academic Employee Relations Analyst, University Personnel, Faculty Services
123. Sheri Tomisaka-Wong, Data Technician, Academic Scheduling, Institutional Effectiveness & Strategic Analytics, Academic Affairs Division
124. Angela Iraheta, Academic Advisor, LCOE Student Success Center, Academic Affairs Division
125. Ana Navarrete, Program Director, UndocuSpartan Resource Center, HWSS, Student Affairs
126. Elma Arredondo, Analyst/Programmer, SA Systems & Student Success Program, Information Technology

Faculty and Administrator and Student Supporters

Add your first and last name, job title/role with the university, SJSU office name, SJSU division.

127. Denise, Dawkins, Assistant Professor, Nursing, College of Health and Human Sciences, Academic Affairs Division
128. Silke Higgins, Associate Librarian, University Library, Academic Affairs Division
129. Michelle DeCoux Hampton, Associate Professor, Special Director Diversity, Equity, and Inclusion, The Valley Foundation School of Nursing, College of Health and Human Sciences, Academic Affairs Division
130. Mary Lynn Wilson, Lecturer, History Department, College of Social Sciences, Academic Affairs Division
131. *I am in favor of the Academic Senate considering this referral.* Stefan Frazier, Associate Professor, Department of Linguistics and Language Development, College of Humanities and the Arts, Academic Affairs Division

132. *I wholeheartedly support the Academic Senate in considering this referral.* Soma Sen, Professor, School of Social Work, College of Health and Human Sciences, Academic Affairs Division
133. Cary Feria, Associate Professor, Department of Psychology, College of Social Sciences, Academic Affairs Division
134. Patricia Backer, Professor, Technology, College of Engineering, Academic Affairs Division
135. Peter Allen Lee, Professor, School of Social Work, College of Health and Human Sciences, Academic Affairs Division
136. Thalia Anagnos, Vice Provost, Office of Undergraduate Education, Academic Affairs Division
137. Melinda Jackson, Associate Dean, Office of Undergraduate Education, Academic Affairs Division
138. Brandon White, Professor, Biological Sciences and Chair, Curriculum and Research Committee
139. Glen Gendzel, Professor and Chair, Department of History, College of Social Sciences, Academic Affairs Division
140. Anoop Kaur, Associated Students, President, B.S. Biological Sciences Major, Concentration in Systems Physiology
141. Emily Chan, Associate Dean, Research and Scholarship, University Library, Academic Affairs Division
142. Nicole Okamoto, Associate Dean, Undergraduate Studies and Student Success, College of Engineering, Academic Affairs Division
143. Nick Szydowski, Scholarly Communications & Digital Scholarship Librarian, University Library, Academic Affairs Division
144. Michael Randle, Academic Advising & Retention Services, Student Affairs Division
145. Armani Donahue, Program Coordinator, Black Leadership and Opportunity Center (The BLOC), Student Affairs Division
146. Walt Jacobs, Dean, College of Social Sciences, Academic Affairs Division
147. Anamika Megwalu, Faculty Director of Library Instruction & Assessment, University Library, Academic Affairs Division
148. Emerald Green, Program Director, Black Leadership and Opportunity Center (The BLOC), Division of Student Affairs
149. *I am strongly in favor of increasing the representation of staff on the Academic Senate. As the central shared governance body on campus, it is critical we have the voices of our staff colleagues highly represented in conversations that are central to the entire campus.* Vincent Del Casino, Provost and Senior Vice President, Professor, Department of Urban and Regional Planning, Academic Affairs Division
150. Guna Selvaduray, Chair, Biomedical Engineering Department, College of Engineering, Academic Affairs Division
151. Henderson Hill III, Director/Student Involvement
152. craig John Alimo, Diversity and Inclusion Trainer, Office of Diversity, Equity, and Inclusion. The last CA Community College *i worked at had a supra senate that consisted of leadership of*

Faculty, Staff, Administration, and Student Senates. i'm wondering if that might work for SJSU in the future, nevertheless i am in support of this proposed increased of representation of staff voices as proposed.

153. David W. Parent, Chair GEAC, COE, EE department. *This is a great idea.*
154. Amy Leisenring, Associate Dean of Inclusive Student Success, College of Graduate Studies
155. Jalylah Burrell, Assistant Professor, African American Studies, College of Social Sciences
156. Chris Cox, Lecturer, SISS department
157. Fernanda Perdomo-Arciniegas, Deputy Diversity Officer, Office of Diversity, Equity, and Inclusion *-for a Senate to be inclusive, it needs to have representation from every constituency - I support this wholeheartedly*
158. Stacey Moultry, Lecturer in Humanities Department, College of Arts & Sciences
159. Condon, Michael, User Experience Unit Head, University Library, Academic Affairs
160. Rendler, Loren, Materials Access Coordinator/CSU+, University Library, Academic Affairs
161. Sheri Rickman Patrick, Adjunct Faculty, The Valley Foundation School of Nursing, College of Health and Human Sciences.
162. Ann Agee, Faculty Director of Collections & Scholarly Communications, University Library, Academic Affairs
163. Winifred Schultz-Krohn, Professor, Occupational Therapy Department, College of Health and Human Sciences, Academic Affairs Division
164. Jung Ah Lee, ILS Applications & Data Coordinator, University Library, Academic Affairs Division
165. Ruma Chopra, History, College of Social Sciences, Academic Affairs Division
166. Junelyn Pangan Peeples, Vice Provost for Institutional Effectiveness and Strategic Analytics, Division of Academic Affairs
167. Audrey M Shillington, Dean, College of Health and Human Sciences, Academic Affairs Division
168. Lee, Wei-Chien. SSPAR-III, Counseling and Psychological Services, Student Affairs
169. Faustina DuCros, Associate Professor, Sociology and Interdisciplinary Social Sciences, College of Social Sciences, Academic Affairs Division
170. Jahmal Williams, Director of Advocacy for Racial Justice, Community & Government Relations, Office of the President
171. Melody Moh, Chair and Professor, Computer Science, College of Science, Academic Affairs Division
172. Thuy Le, Chair & Professor, Electrical Engineering, College of Engineering, Academic Affairs Division
173. Leslie Albert, Director, School of Information Systems & Technology, Lucas College & Graduate School of Business, Academic Affairs Division

174. Evan Palmer, Associate Professor, Department of Psychology, College of Social Sciences, Academic Affairs Division
175. Karin Jeffery, Lecturer, Departments of Psychology and Sociology, College of Social Sciences, and Department of Kinesiology, College of Health and Human Sciences, Academic Affairs Division
176. Tamar Semerjian, Chair & Professor, Department of Kinesiology, College of Health and Human Sciences, Academic Affairs Division
177. Phylis West-Johnson, Director of School of Journalism & Mass Communications, College of Humanities and the Arts, Academic Affairs Division
178. Sylvia Branca, Lecturer, Department of Psychology, College of Social Sciences | Department of Child and Adolescent Development, College of Education, Academic Affairs Division
179. Nidhi Mahendra, Professor & Chair, Communicative Disorders & Sciences, Lurie College of Education, Academic Affairs Division
180. Sung Jay Ou, Lecturer, Department of Anthropology, College of Social Sciences
181. Sang Kil, Justice Studies, College of Social Sciences, Academic Affairs Division
182. Ellen J. Lin, SSPAR III-AY / Counselor Faculty, Counseling and Psychological Services, Student Affairs Division
183. Robert Ovetz, Lecturer, Department of Political Science, Academic Affairs Division
184. Neelam Rattan, Lecturer, Department of Psychology, College of Social Sciences, Academic Affairs Division
185. Amy Nguyen, Lecturer, Department of Psychology, College of Social Sciences, Academic Affairs Division
186. Lesther Papa, Assistant Professor, Department of Psychology, College of Social Sciences, Academic Affairs Division
187. Alessandro De Giorgi, Justice Studies, College of Social Sciences, Academic Affairs Division
188. Michael R. Fisher Jr., Assistant Professor, Department of African American Studies, College of Social Sciences, Academic Affairs Division
189. Emily Slusser, Associate Professor and Department Chair, Department of Child and Adolescent Development, Lurie College of Education, Academic Affairs Division
190. Valerie Carr, Associate Professor, Department of Psychology, College of Social Sciences, Academic Affairs Division
191. Elizabeth Skovran, Associate Professor, Department of Biological Sciences, College of Science, Academic Affairs Division
192. Reiko Kataoka, Lecturer, Linguistics & Language Development, College of Humanities & the Arts, Academic Affairs Division
193. Kaye Sanders, Lecturer, Linguistics & Language Development, College of Humanities & the Arts, Academic Affairs Division

194. Janet Kitajima, Lecturer, Linguistics & Language Development, College of Humanities & the Arts, and Child & Adolescent Development Department, College of Education, Academic Affairs Division
195. Walter Adams, Assistant Professor, Department of Biological Sciences, College of Science, Academic Affairs Division
196. Meghan Gorman-DaRif, Assistant Professor, Department of English and Comparative Literature, College of Humanities & the Arts, Academic Affairs Division
197. Scott Jarvie, Assistant Professor, Department of English and Comparative Literature, College of Humanities & the Arts, Academic Affairs Division
198. David Ensminger, Assistant Professor, Department of Biological Sciences, College of Science, Academic Affairs Division
199. Shawna Bolton, Assistant Professor, Department of Justice Studies, College of Social Sciences, Academic Affairs Division
200. Kevin Lynch, Lecturer, Department of Justice Studies, College of Social Sciences, Academic Affairs Division
201. Sharmin Khan, Lecturer, Linguistics & Language Development, College of Humanities and the Arts, Academic Affairs Division
202. Bradley Porfilio, Professor, Director of the Ed.D. Leadership Program, College of Education, Academic Affairs Division
203. Ruvani Fonseka, Assistant Professor, School of Social Work, College of Health and Human Sciences, Academic Affairs Division
204. Jeremy Abrams, Lecturer, Department of Political Science, Academic Affairs Division
205. Roxana Marachi, Professor, Department of Teacher Education, College of Education, Academic Affairs Division
206. Laxmi Ramasubramanian, Professor, Department Chair, Urban and Regional Planning, College of Social Sciences, Academic Affairs Division
207. Kevin Moore, Lecturer, Linguistics and Language Development, College of Humanities and the Arts, Academic Affairs Division
208. Marc d'Alarcao, Dean, College of Graduate Studies, Academic Affairs Division
209. Camille Johnson, Associate Dean of Research and Faculty Success, College of Social Sciences, Academic Affairs Division
210. Carrie Medders, Senior Director, Technology and Training, University Personnel, Office of the President
211. Bernd Becker, Director of Reference and User Services, King Library Faculty
212. Magdalena L. Barrera, Vice Provost for Faculty Success, Office of the Provost, Academic Affairs Division
213. Ronald Rogers, Interim Vice Provost for Academic Innovation and Online Initiatives, Office of the Provost, Academic Affairs Division

214. José Juan Villagrana, Assistant Professor, Department of English and Comparative Literature, College of Humanities and the Arts, Academic Affairs Division
215. Krissy Hassett, Lecturer in Child Development Department, Lurie College of Education, ChAd Community Outreach Coordinator and Faculty Fellow for Peer Connections, Academic Affairs Division
216. David Schuster, Associate Professor, Department of Psychology, College of Social Sciences, Academic Affairs Division
217. Nicole Dubus, Associate Professor, School of Social Work, College of Health and Human Sciences, Academic Affairs Division
218. Blanca Tavera, Lecturer, School of Social Work, College of Health and Human Sciences , Academic Affairs Division
219. Yolanda Anyon, Associate Professor, School of Social Work, College of Health and Human Sciences, Academic Affairs Division
220. Derek Wang, Field Education Director, Faculty, School of Social Work, College of Health and Human Sciences, Academic Affairs Division
221. Anne Marie Todd, Associate Dean of Academic Programs and Student Success, College of Social Sciences, Academic Affairs Division
222. Timothy Nguyen, Online/Hybrid MSW Program Coordinator and Advisor, College of Health and Human Sciences, Academic Affairs Division
223. Carlos E. Garcia, Professor and Chair, Sociology and Interdisciplinary Social Sciences, College of Social Sciences, Academic Affairs Division
224. Asha Thomas, School Coordinator, Undergraduate and Graduate On-Campus student advisor, School of Social Work, College of Health and Human Sciences, Academic Affairs Division
225. Sarah Arreola, Interim DRO, Lurie College of Education, Academic Affairs Division
226. Johnny C. Ramirez, Assistant Professor, Chicana and Chicano Studies, College of Social Science, Academic Affairs Division
227. Jon Pearce, Professor, Computer Science, College of Science, Academic Affairs Division
228. Curtis A. Jones, Emeritus Lecturer, Electrical Engineering, College of Engineering, Academic Affairs Division
229. Garrick Percival, Professor and Chair, Political Science, College of Social Sciences, Academic Affairs Division
230. Deanna L. Fassett, Assistant Vice Provost for Faculty Development, Academic Affairs Division
231. Sara Wildman, Instructional Designer, eCampus
232. Clifton Oyamoto, Professor and Chair, Psychology, College of Social Sciences, Academic Affairs Division
233. Heidi Livingston Eisips, Adjunct Faculty (lecturer) Marketing & Business Analytics, College of Business, and (lecturer) Interdisciplinary Engineering, College of Engineering; graduate student in EdD Ed Leadership program, College of Education
234. Anthony Bolaños, Instructional Designer, eCampus

235. Jonathan P. Roth, Professor, History Department
236. Megan Chang, Associate Professor, Occupational Therapy, College of Health and Human Sciences, Academic Affairs Division
237. Deanna Peck, Director, Peer Connections, Division of Student Affairs
238. Ravisha Mathur, Associate Professor, Department of Child and Adolescent Development, Lurie College of Education, Division of Academic Affairs

Appendix F. Referral O&G-F22-1



A campus of The California State University

Office of the Academic Senate • One Washington Square • San José, California 95192-0024 • 408-924-2440 • Fax: 408-924-2451

Tracking Number:	<i>O&G-F22-1</i>
Referral From:	Ravisha Mathur
Date:	9/14/2022
Subject:	Academic Senate Expansion- Request for Special Committee
Referred to:	SJSU Academic Senate Executive Committee
Time Constraints:	2023

History/Description of this item / Instructions:

In order to provide for a more focused approach to working on senate expansion, I request that the Senate Chair and the Senate Executive Committee form a Special Committee as outlined in Senate Bylaw 4.7.1 (via a Senate Management Resolution and following the guidance outlined in Senate Bylaw 4.7.8 to create an inclusive charge and membership). The focus and purpose of this Special Committee would be to develop a proposal for Senate membership expansion as aligned with the current campus needs and climate and in accordance with the Senate Constitution and Bylaws.

The Academic Senate at San José State University has traditionally been a space that has focused on the needs of the university in the domains of faculty and student support and development. Our shared governance tradition has allowed us to access our different communities and to seek deep consultation in all of our key policy areas, and particularly around policy implementation. However, the membership structure of the senate has not kept up with the growth of our university. This referral is a request to examine this specific concern within a Special Committee. This committee would subsequently create a proposal for senate discussion, review, and approval. And then, as outlined in Amendment VI of our Senate constitution, include a ratification of this proposal by the faculty electorate.

In its' considerations, the Special Committee would review the membership structures of the other senates in the CSU system (with recognition that not all senates are Academic Senates, and some are fully faculty-only senates, not the route that SJSU should go with our shared governance history and tradition as the first senate in the system). In addition, it would be useful to look at other Academic Senates nationally and to conduct research about involvement of students, staff, and faculty. It would be useful to have discussion about the impact of involvement based on size, structure, and function across senates in the system and nationwide.

Special Instructions:

At a minimum, the expansion should include the addition of staff seats from Academic and/or Student Affairs (as allowable with the respective unions), additional student seats (particularly from our graduate/credential students), additional faculty seats, and seats that reflect participation of other groups on campus (e.g., Solidarity Network, UCCD).

At a minimum, our student population has had tremendous growth over the last four decades and the expansion of our graduate/credential programs necessitate a need to examine student membership, outside of Associated Students. Although there has also been campus conversation about the inclusion of staff (non-MPP) on the senate, this is not the only demonstrated need for expanding the senate. In particular, it would be valuable to add a member of the Solidarity Network or from our identity centers on campus to provide some voice to our diverse faculty, student, and staff communities.

Additional Considerations:

1. Equitable, safe campus-generated conversations that include all constituencies is critical as we consider expansion.
2. Recognition that the senate is not always the right space for discussing campus concerns. Other spaces include employee affinity groups, the President's Cabinet, the President's Leadership Council (PLC), University Council of Chairs and Directors (UCCD), Associated Students (AS), staff council, and the unions. Often the voices of students and staff (and faculty in the case of the Cabinet, PLC, AS, staff council) are not included in these other groups and may be needed to truly get campus inclusion, integration, and involvement. The senate needs to encourage these other groups to also expand their membership, to include faculty, student, and staff seats (non-MPP). Perhaps the Special Committee could also propose a Sense of the Senate resolution encouraging these other groups to also be more inclusive in their membership. This may push the university as a whole to think about membership (who is invited to the table and who isn't) at the broadest level across all the decision-making bodies on this campus.
3. Recognition that the policy committees will need to change their representations as we expand the senate. Perhaps a new policy committee will need to be created, or additional seats will be needed with expansion.
4. With the addition of staff, areas of staff policies will need to be considered. Similar to committees like Professional Standards that deal almost exclusively with faculty affairs, with staff representation, areas of agency and self-evaluation (in conjunction with the union agreements) would benefit from university policies that involve all constituencies' review and Senate vote. As an example, currently in our senate, students, staff, and administrators vote on issues like Retention, Tenure, and Promotion, and thus there may be areas of staff oversight and support that need to be considered when it comes to policy development.
5. With staff involvement, there will need to be open transparent assurances that staff who are involved with senate activities will not be retaliated against or penalized in any way as related to their job functions or if they speak up on the senate floor. Please note that this is a reality for some staff members (SSP IIIs and IVs) who have been prevented from participation in senate and senate activities in the past (by their supervisors).
6. There will need to be a re-examination of the General Unit category as this category already allows SSPIII and IV staff members to serve on the Senate. We currently do have staff on the senate. One question is if we have dedicated staff seats would we narrow the General Unit seats to only faculty?
7. Expansion of student voice outside of Associated Students may be necessary. Especially in relation to graduate or credential students.
8. Although there may be expansions of the full senate and some of the committees, the Senate Executive Committee should not be expanded due to the nature of the conversations in that space and to ensure that efficient reporting of policy chairs and updates can be made.
9. It would be valuable to have open campus fora or discussion/retreat to have deep conversation around the nature of senate activities and membership. In addition, focus groups with the different campus constituencies will be necessary and important to conduct to involve the campus fully in making good decisions that reflect the needs and interests of our communities around senate expansion.
10. Beyond campus conversations, it would be valuable to contact previous chairs of the senate (as a focus group perhaps) to discuss the issue of senate expansion and needed changes.

Senate chairs have a unique perspective on managing the senate and have good insight on recruitment and retention of senators.

11. When we examine the structure of the senate, it may be that there are seats that we no longer need or do not make sense in terms of senate representation. So, it would be valuable to consider the current seats on the senate as well as adding to the seats.

12. Finally, careful consideration should be given to the size of the senate. It is important to consider logistical management, recruitment, resource allocation, and other key issues when it comes to size. The senate budget is finite and beyond the salary for the senate administrator, the yearly budget is approximately \$26,000. This budget is typically utilized to maximum capacity each year, and the reality is, with expansion comes budgetary concerns. Only two people are employed by the senate full-time, the senate administrator and the senate chair. The senate currently represents the 30,000+ students and 2000+ faculty, as we add new groups, we will need to consider how the senate can handle the additional workflow associated with expansion to other campus groups. Consequently, resource allocations should be part of the conversation when it comes to senate expansion.

On completion, please send this form to the Senate Chair and Senate Office.

Tracking Number:	<i>O&G-S23-1</i>
Referral From:	Sarah Schraeder, Research Associate and Program Coordinator for Academic Innovation and Institutional Effectiveness
Date:	January 11, 2023
Subject:	Remove inequitable language to allow broader staff representation on the Academic Senate
Referred to:	Organization and Government Committee (O&G)
Time Constraints:	Requesting an effective status for the 2023-24 Academic Senate
History / Description of this item / Instructions:	
<p>The current Bylaws of the Academic Senate Section 1. ‘Elections and Faculty Representatives’ states “b) Student Services Professional III or IV (e.g., staff advisors).” Effective AY 2023-24, this referral requests the revision of this language to allow more equitable and broader staff participation on the Academic Senate.</p> <p>Reference: www.sjsu.edu/senate/docs/bylaws.pdf</p> <p>Effective AY 2023-24, this referral also requests the removal or revision of the below highlighted language of the Constitution to allow more equitable and broader staff participation on the Academic Senate.</p> <p>Constitution: Article II - Membership</p> <p>Section 3. a) For the purposes of this Constitution, the faculty consists of all University staff holding the title of Professor, Associate Professor, Assistant Professor, Instructor or Lecturer, and holders of such other professional and administrative staff positions as may be declared by bylaw <u>to be directly related to the instructional program of the University.</u></p> <p>Reference: www.sjsu.edu/senate/docs/handbook/constitution.pdf</p>	

Appendix H. Referral O&G-S24-1



A campus of The California State University

Office of the Academic Senate • One Washington Square • San José, California 95192-0024 • 408-924-2440 • Fax: 408-924-2451

Tracking Number:	<i>O&G-S24-1</i>
Referral From:	Ravisha Mathur, Chair, Academic Senate
Date:	12/20/2020 Reforwarding 2/29/24
Subject:	Academic Senate Membership Expansion
Referred to:	Organization & Government
Time Constraints:	Fall 2022/Spring 2023

History/Description of this item / Instructions:

The Academic Senate at San José State University has traditionally been a space that has focused on the needs of university in the domains of faculty and student support and development. Our shared governance tradition has allowed us to access our different communities and to seek deep consultation in all of our key policy areas, and particularly around policy implementation. However, the membership structure of the senate has not kept up with the growth of our university. This referral is a request to examine, and ultimately, update the membership structure of the senate.

In its' considerations, O&G should review the membership structures of the other senates in the CSU system (with recognition that not all senates are Academic Senates, and some are fully faculty-only senates, not the route that SJSU should go with our shared governance history and tradition as the first senate in the system). In addition, it would be useful to look at other Academic Senates nationally and to conduct research about involvement of students, staff, and faculty. It would be useful to have discussion about the impact of involvement based on size, structure, and function across senates in the system and nationwide.

At a minimum, the expansion should include the addition of staff seats from Academic and/or Student Affairs (as allowable with the respective unions), additional student seats (particularly from our graduate/credential students), additional faculty seats, and seats that reflect participation of other groups on campus (e.g., Solidarity Network, UCCD).

At a minimum, our student population has had tremendous growth over the last four decades and the expansion of our graduate/credential programs necessitate a need to examine student membership, outside of Associated Students. Although there has also been campus conversation about the inclusion of staff (non-MPP) on the senate, this is not the only demonstrated need for expanding the senate. In particular, it would be valuable to add a member of the Solidarity Network or from our identity centers on campus to provide some voice to our diverse faculty,

student, and staff communities.

Considerations:

1. Equitable, safe campus-generated conversations that include all constituencies is critical as we consider expansion.
2. Recognition that the senate is not always the right space for discussing campus concerns. Other spaces include employee affinity groups, the President's Cabinet, the President's Leadership Council (PLC), University Council of Chairs and Directors (UCCD), Associated Students (AS), staff council, and the unions. Often the voices of students and staff (and faculty in the case of the Cabinet, PLC, AS, staff council) are not included in these other groups and may be needed to truly get campus inclusion, integration, and involvement. The senate needs to encourage these other groups to also expand their membership, to include faculty, student, and staff seats (non-MPP). Perhaps O&G could write a Sense of the Senate resolution encouraging these other groups to also be more inclusive in their membership. This may push the university as a whole to think about membership (who is invited to the table and who isn't) at the broadest level across all the decision-making bodies on this campus.
3. Recognition that the policy committees will need to change their representations as we expand the senate. Perhaps a new policy committee will need to be created, or additional seats will be needed with expansion.
4. With staff involvement, there will need to be open transparent assurances that staff who are involved with senate activities will not be retaliated against or penalized in any way as related to their job functions or if they speak up on the senate floor. Please note that this is a reality for some staff members (SSP IIIs and IVs) who have been prevented from participation in senate and senate activities in the past (by their supervisors).
5. There will need to be a re-examination of the General Unit category as this category already allows SSPIII and IV staff members to serve on the Senate. We currently do have staff on the senate. One question is if we have dedicated staff seats would we narrow the General Unit seats to only faculty?
6. Expansion of student voice outside of Associated Students may be necessary. Especially in relation to graduate or credential students.
7. Although there may be expansions of the full senate and some of the committees, the Senate Executive Committee should not be expanded due to the nature of the conversations in that space and to ensure that efficient reporting of policy chairs and updates can be made.
8. After significant conversations with the O&G committee, it would be valuable to have open campus fora or discussion/retreat to have deep conversation around the nature of senate activities and membership. In addition, focus groups with the different campus constituencies will be necessary and important to conduct to involve the campus fully in making good decisions that reflect the needs and interests of our communities around senate expansion.
9. Beyond campus conversations, it would be valuable to contact previous chairs of the senate (as a focus group perhaps) to discuss the issue of senate expansion and needed changes. Senate chairs have a unique perspective on managing the senate and have good insight on recruitment and retention of senators.
10. When we examine the structure of the senate, it may be that there are seats that we no longer need or do not make sense in terms of senate representation. So, it would be valuable to consider the current seats on the senate as well as adding to the seats.
11. Finally, careful consideration should be given to the size of the senate. It is important to consider logistical management, recruitment, resource allocation, and other key issues

when it comes to size. The senate budget is finite and beyond the salary for the senate administrator, the yearly budget is currently \$24,000. We utilize that budget to the maximum capacity each year, and the reality is, with expansion comes budgetary concerns. Only two people are employed by the senate full-time, the senate administrator and the senate chair. The senate currently represents the 30,000+ students and 2000+ faculty, as we add new groups, we will need to consider how the senate can handle the additional workflow associated with expansion to other campus groups. Consequently, resource allocations should be part of the conversation when it comes to senate expansion.

On completion, please send this form to the Senate Chair and Senate Office.

Appendix I. Staff Survey

1. Introduction and Methods

In a span of two weeks, between February 5th to 16th, 2024, the Senate Representation Staff Survey was conducted to learn and understand staff perspectives about the Academic Senate at SJSU. The main part of the survey asks questions on: (1) perceived impact of the work of the Senate; (2) respondents' understanding of the Senate; (3) respondents' interest and willingness to participate in the Senate; and (4) what support would promote staff members' participation. The survey was administered online, and the estimated time of completion, as projected by Qualtrics, was 7 minutes.

The availability of the survey was announced by e-mail, distributed by the University Personnel, to both SJSU Staff and SJSU Auxiliary Staff members, and both MPP and Non-MPP members. 1652 members received the email, 1244 members opened the email, and 315 members responded to the survey, yielding the response rate of 25%.

2. Analysis and Results

Of the 315 responses, those responses that did not answer any of the main questions (Question Part 2) were excluded, leaving 249 responses for analysis. Below are the results.

2.1. Quantitative result

2.1.1. Respondents' profile

The first four questions asked the respondents' professional profiles along the four dimensions: (1) roles at the university, (2) divisions, (3) bargaining units, and (4) lengths of work. Tables 1 to 4 present the distributions of the responses and the accompanying Figures 1 to 4 show the proportions of these responses. Taken together, these results characterize our survey's respondents. Below are some highlights:

- Of the respondents, 78% ($n = 194$) of them were Non-MPP staff members and 20% ($n = 49$) were MPP members of the university (Table and Figure 1).
- Nearly half of the respondents (49%, $n = 123$) were from Academic Affairs, and the next two largest groups were from Student Affairs (13%, $n = 33$) and Administration and Finance (10%, $n = 24$) (Table and Figure 2).
- Slightly more than half of the respondents (55%, $n = 136$) were the employees represented by the California State University Employees Union (CSUEU, Unit 2, 7, and 9), and the next two largest groups are those who are not represented by a union (C99, E99, M98) and those employees who are represented by the Academic Professionals of California (Table and Figure 3).
- Finally, the great majority of the respondents (57%, $n = 142$) had at least 6 years of work experience at SJSU at the time of the survey, but the survey also received responses

(11%, $n = 28$) from recently employed staff members who had less than 1 year of work experience at the SJSU (Table and Figure 4).

Table 1. Responses to Q1 “Please identify your role at SJSU/Auxiliary” (frequency, percentage, and cumulative percentage, arranged by rank)

Rank	Responses	Frequency	Percentage	Cumulative Percentage
1	Non-MPP Staff	194	77.9.	77.9
2	MPP Staff	49	19.7	97.6
3	Missing / Other	6	2.4	100

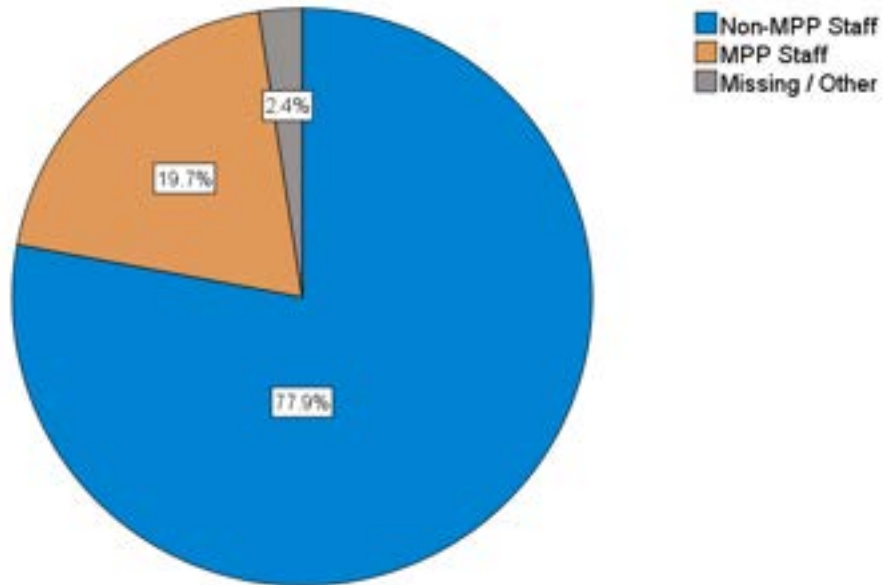


Figure 1. Responses (%) to Q1: Please identify your role at SJSU/Auxiliary.

Table 2. Responses to Q2 “My affiliation is:” (frequency, percentage, and cumulative percentage, arranged by rank)

Rank	Responses	Frequency	Percentage	Cumulative Percentage
1	Academic Affairs	123	49.4	49.4
2	Student Affairs	33	13.3	62.7
3	Administration and Finance	24	9.6	72.3
4	University Advancement	10	4.0	76.3
5	Information Technology	9	3.6	79.9
6	Institutional Affairs	6	2.4	82.3
7	Missing / Other	44	17.7	100

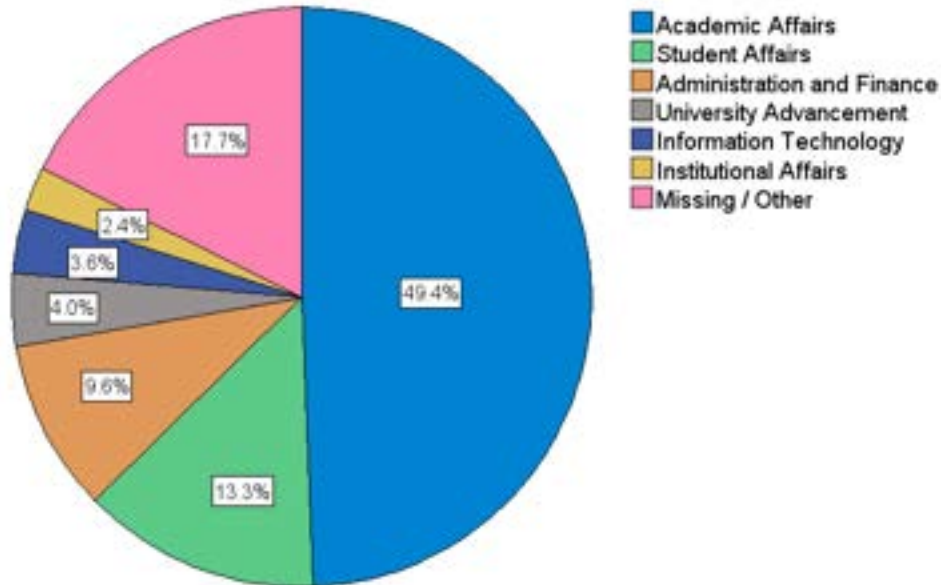


Figure 2. Responses (%) to Q2: “My affiliation is:”

Table 3. Responses to Q3 “My Collective Bargaining Unit is:” (frequency, percentage, and cumulative percentage, arranged by rank)

Rank	Responses	Frequency	Percentage	Cumulative Percentage
1	Unit 9 (CSUEU - Technician)	91	36.5	36.5
2	Non-represented (C99, E99, M98)	52	20.9	57.4
3	Unit 7 (CSUEU - Clerical)	37	14.9	72.3
4	Unit 4 (APC - SSP)	35	14.1	86.4
5	Unit 2 (CSUEU - Health Care Support)	8	3.2	89.6
6	Missing / Other	26	10.4	100

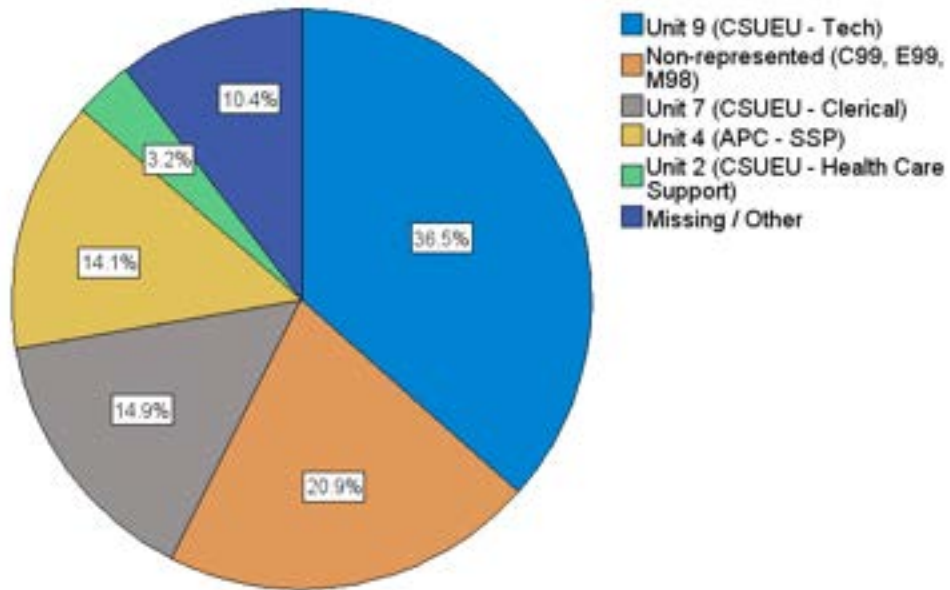


Figure 3. Responses (%) to Q3 “My Collective Bargaining Unit is:”

Table 4. Responses to Q4 “I have worked at SJSU for:” (frequency, percentage, and cumulative percentage, arranged by rank)

Rank	Responses	Frequency	Percentage	Cumulative Percentage
1	10+ years	100	40.2	40.2
2	6-9 years	42	16.9	57.1
3	3-5 years	39	15.7	72.8
4	1-2 years	37	14.9	87.7
5	Less than 1 year	28	11.2	98.9
6	Missing / Other	3	1.2	100

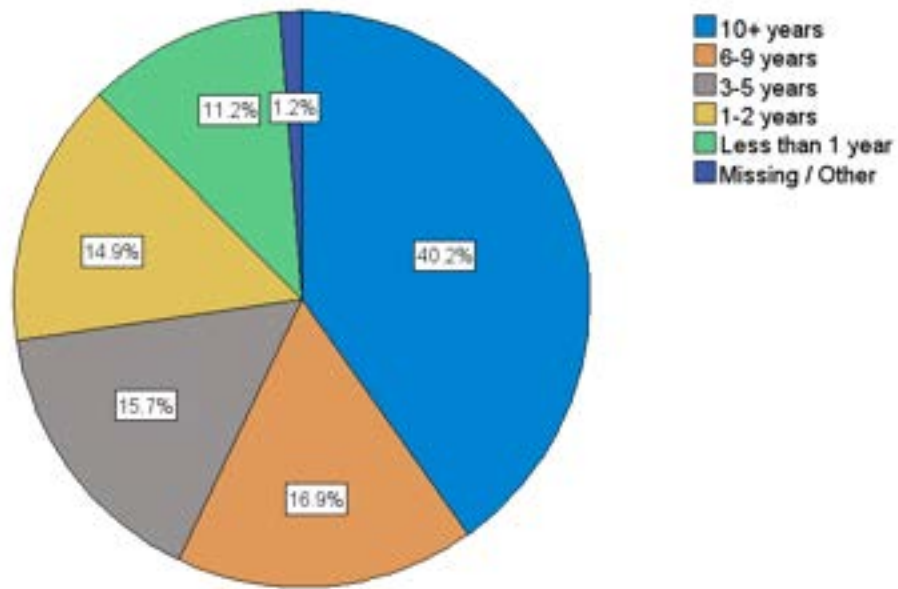


Figure 4. Responses (%) to Q4 “I have worked at SJSU for:”

2.1.2. Respondents’ perceptions on the Senate

The next question (Question 5) presented a series of ten statements, as listed below, regarding the respondents’ perceptions and opinions on: (1) the current state of shared governance (statements (a) and (b)); (2) extent of knowledge of/familiarity with the Academic Senate and Senate Committees (statements (c) to (e)); willingness to serve on the Senate and Senate Committees (statements (f) and (g)); and factors that might enhance participation to the Senate (statements (h) to (j)):

- a) *I feel that the voices of me and my peers are reflected in the university's decision-making processes.*
- b) *I feel that the Academic Senate is important to the university's mission.*
- c) *I have a good understanding of the Academic Senate.*
- d) *I have a good understanding of the Academic Senate Committees.*
- e) *I understand how the Academic Senate impacts my day-to-day work.*
- f) *If the opportunity arises, I'd like to serve in the Academic Senate.*
- g) *If the opportunity arises, I'd like to serve on a Senate Committee.*
- h) *I know how to get involved in the Academic Senate.*
- i) *Sufficient support would enhance staff members' willingness to serve at the Senate.*
- j) *I believe my manager would support my service on the Academic Senate.*

Respondents were asked to indicate to what extent they agree or disagree with each statement by using a five-point scale (1 = agree; 2 = somewhat agree; 3 = neither agree or disagree; 4 = somewhat disagree; 5 = disagree). For the analyses, the responses from six samples who did not answer to Q1 (role at the SJSU) as “MPP staff” or “Non-MPP” staff were eliminated, leaving the responses from 243 samples to be analyzed.

Table 5 presents the frequencies of these responses, by groups (MPP or Non-MPP) and statements ((a) to (j)). In order to examine overall response patterns, Figures 5.a to 5.j present the percentage of the responses to each statement, when the two groups are combined. Some highlights are presented below. For all, frequency counts are based on Table 5.

- Of the respondents, only 20% ($n = 47$) of them indicated that their voices and their peers' voices were reflected in the university's decision making process (Figure 5.a).
- The majority of the respondents (63%, $n = 151$) felt that the Academic Senate is important to the university's mission (Figure 5.b)
- Not many respondents felt that they have a good understanding of the Senate (35%, $n = 86$), Senate Committees (26%, $n = 63$), or how the Senate impacts their day-to-day work (29%, $n = 70$), as shown in Figures 5.c to 5.e.
- Not many respondents expressed willingness to serve on the Senate (26%, $n = 64$) or Senate Committees (28%, $n = 69$), as shown in Figures 5.f and 5.g.
- Only 26% ($n = 64$) of the respondents felt they knew how to get involved in the Senate (Figure 5.h).
- However, the majority (67%, $n = 161$) of the respondents indicated that sufficient support would enhance staff members' willingness to serve in the Senate (Figure 5.i).
- In addition, the majority (61%, $n = 148$) felt that their managers would support the respondents' service in the Senate (Figure 5.j).

Table 5. Responses to the statement (a) to (j) using the five-point scale: (1 = agree; 2 = somewhat agree; 3 = neither agree or disagree; 4 = somewhat disagree; 5 = disagree). See the text above for the statements (a) to (j).

Responses

Statement	Respondents	Agree	Somewhat agree	Neither agree or disagree	Somewhat disagree	Disagree	Missing / N/A	Total
(a)	MPP	7	7	11	10	11	3	49
	Non-MPP	7	26	36	58	63	4	194
	Total	14	33	47	68	74	7	243
(b)	MPP	18	14	12	1	2	2	49
	Non-MPP	80	39	52	10	1	12	194
	Total	98	53	64	11	3	14	243
(c)	MPP	15	14	5	6	9	0	49
	Non-MPP	17	40	29	44	60	4	194
	Total	32	54	34	50	69	4	243
(d)	MPP	6	21	6	5	10	1	49
	Non-MPP	8	28	30	43	80	5	194
	Total	14	49	36	48	90	6	243
(e)	MPP	10	12	9	10	8	0	49
	Non-MPP	15	33	31	39	68	8	194
	Total	25	45	40	49	76	8	243
(f)	MPP	8	6	14	2	12	7	49
	Non-MPP	22	28	60	7	56	21	194
	Total	30	34	74	9	68	28	243
(g)	MPP	10	6	12	2	11	8	49
	Non-MPP	26	27	60	6	54	21	194
	Total	36	33	72	8	65	29	243
(h)	MPP	11	7	8	5	14	4	49
	Non-MPP	16	29	22	26	89	12	194
	Total	27	36	30	31	103	16	243
(i)	MPP	15	12	12	0	3	7	49
	Non-MPP	77	57	43	3	3	11	194
	Total	92	69	55	3	6	18	243
(j)	MPP	22	9	11	1	1	5	49
	Non-MPP	80	37	41	11	14	11	194
	Total	102	46	52	12	15	16	243

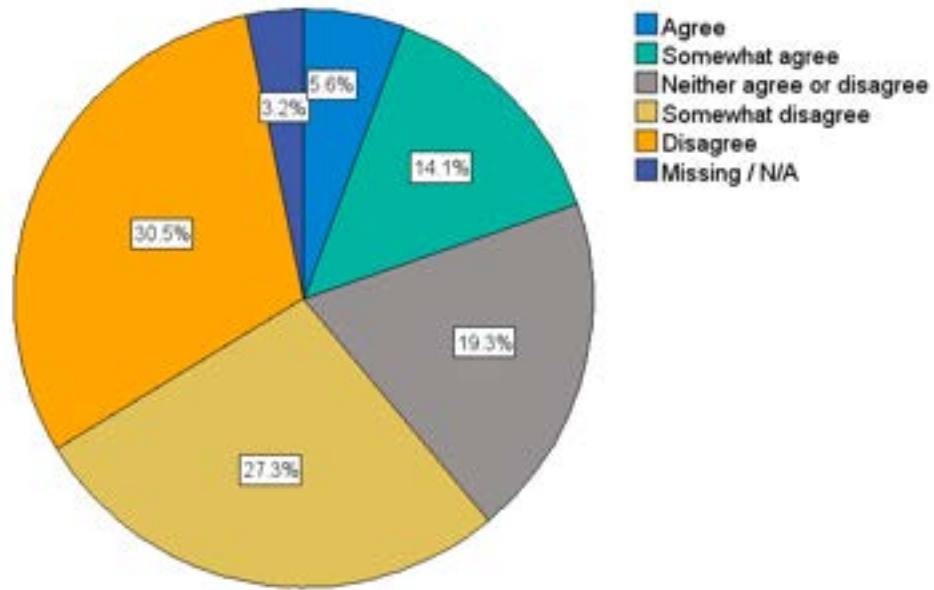


Figure 5.a. Responses (%) to the statement Q5(a): I feel that the voices of me and my peers are reflected in the university's decision-making processes.

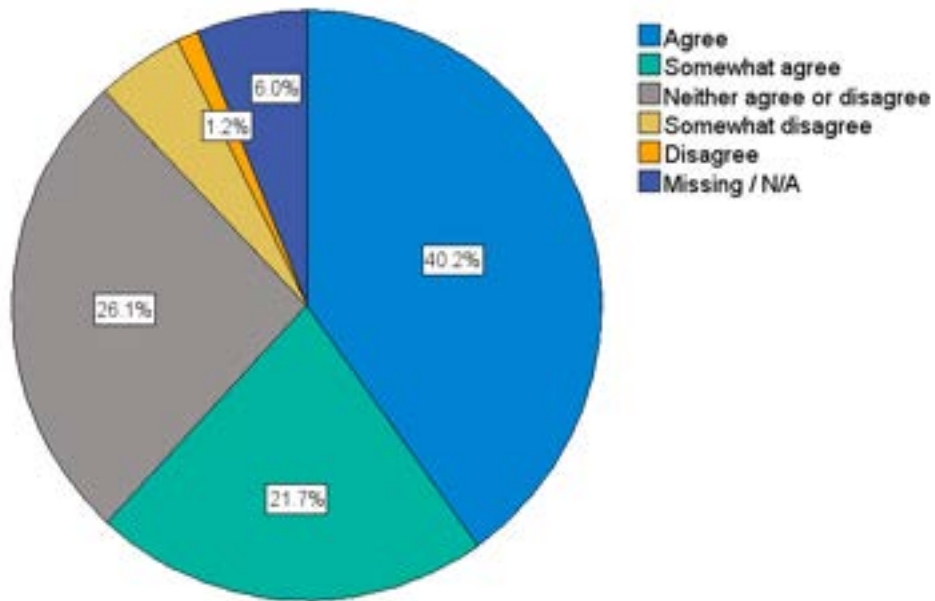


Figure 5.b. Responses (%) to Q5(b): I feel that the Academic Senate is important to the university's mission.

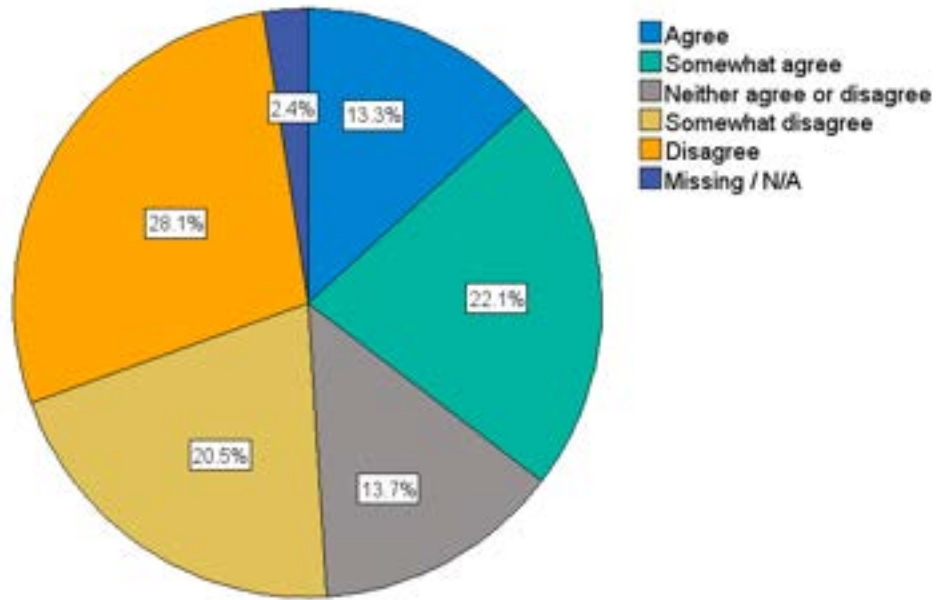


Figure 5.c. Responses (%) to Q5(c): *I have a good understanding of the Academic Senate.*

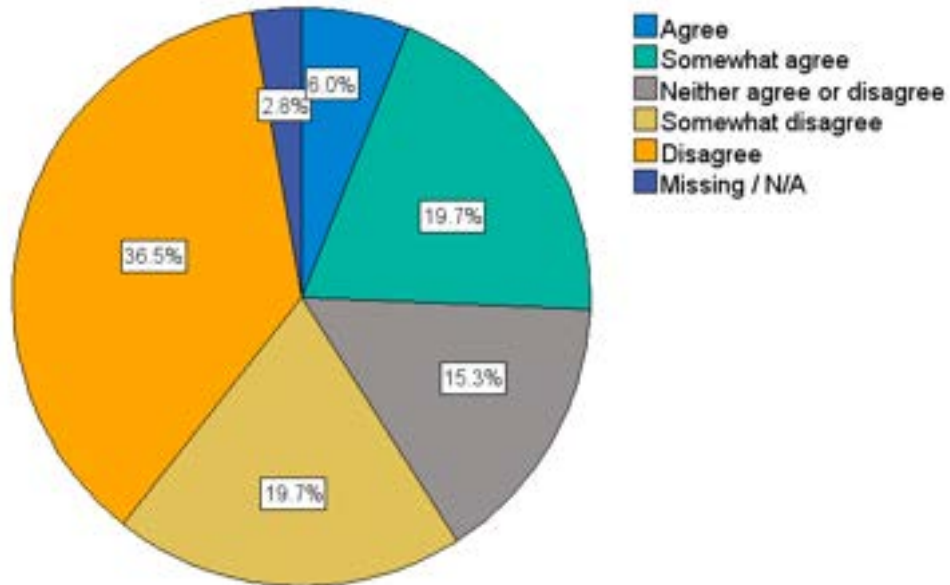


Figure 5.d. Responses (%) to Q5(d): *I have a good understanding of the Academic Senate Committees.*

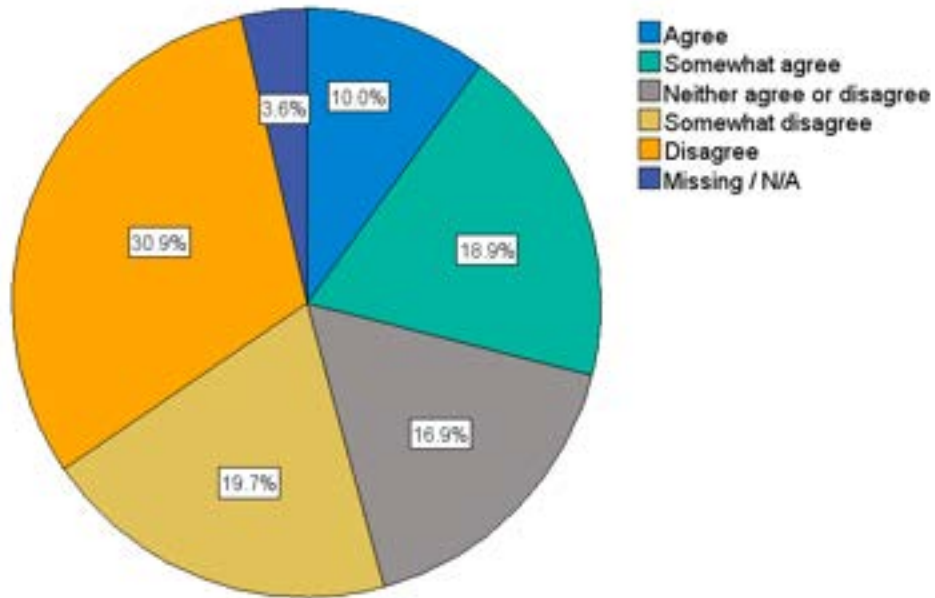


Figure 5.e. Responses (%) to Q5(e): *I understand how the Academic Senate impacts my day-to-day work.*

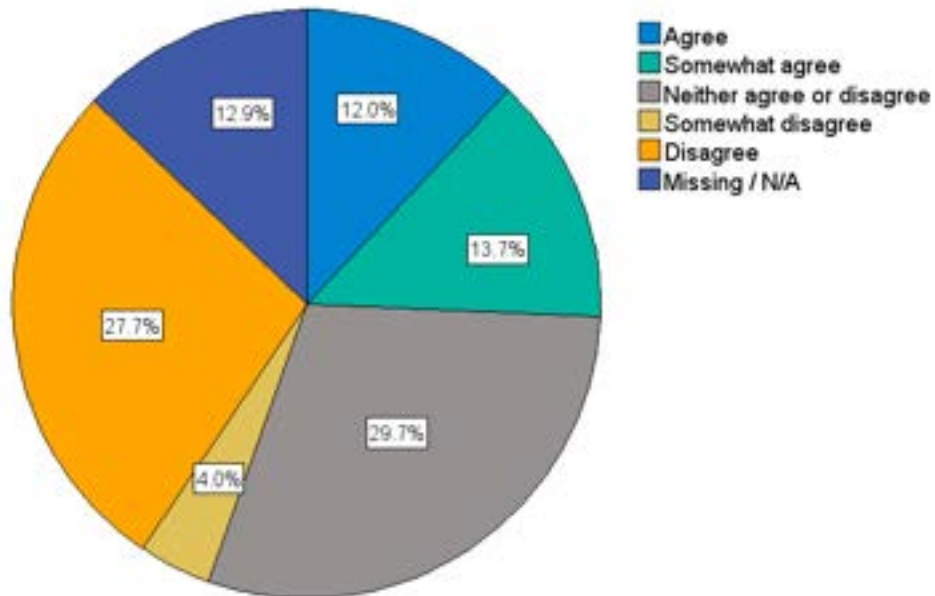


Figure 5.f. Responses (%) to Q5(f): *If the opportunity arises, I'd like to serve in the Academic Senate.*

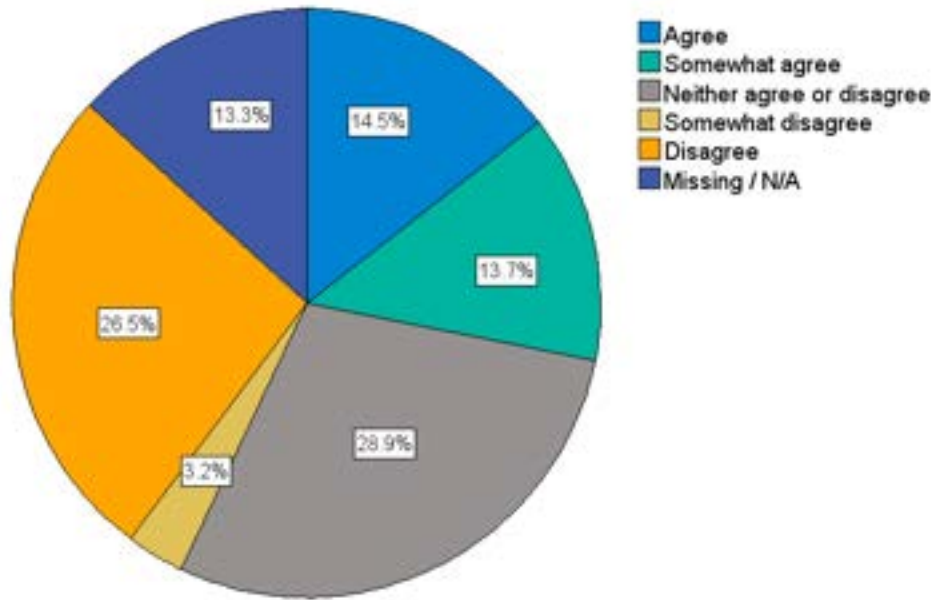


Figure 5.g. Responses (%) to Q5(g): *If the opportunity arises, I'd like to serve on a Senate Committee.*

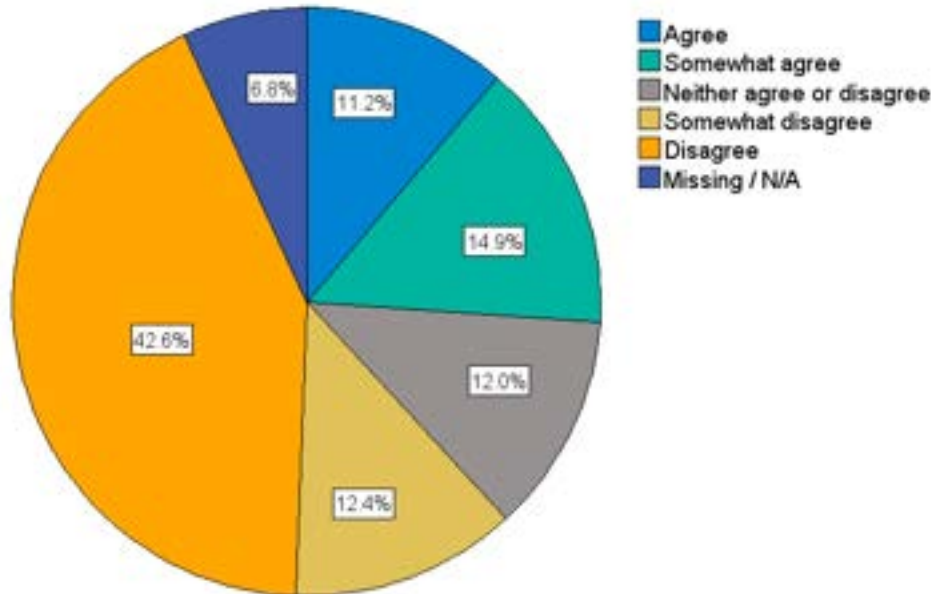


Figure 5.h. Responses (%) to Q5(h): *I know how to get involved in the Academic Senate.*

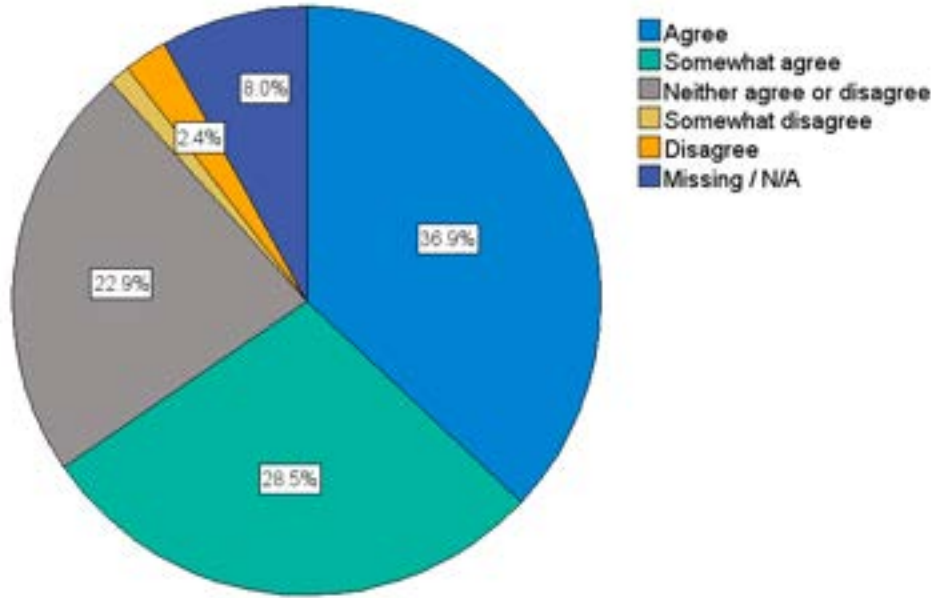


Figure 5.i. Responses (%) to Q5(i): *Sufficient support would enhance staff members' willingness to serve at the Senate.*

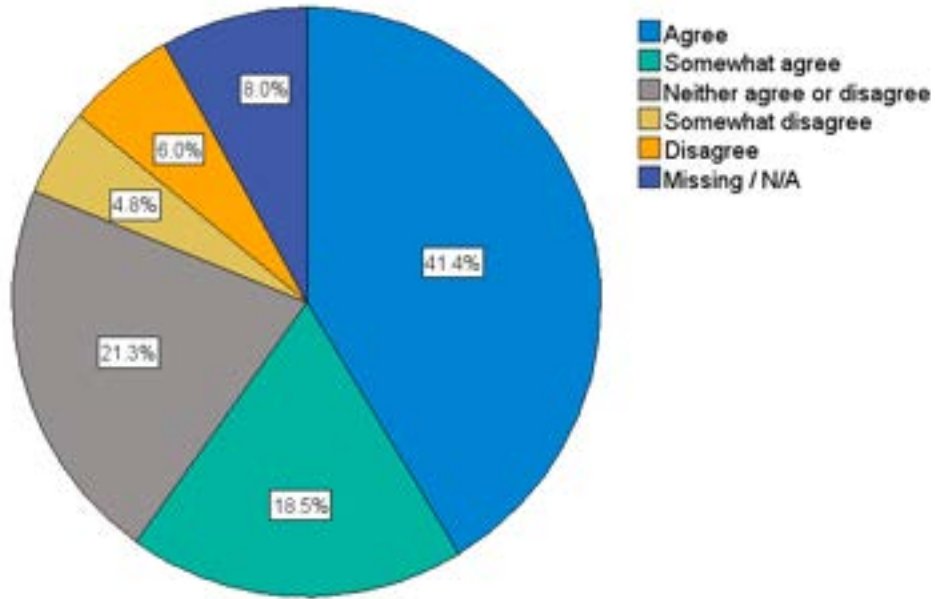


Figure 5.j. Responses (%) to Q5(j): *I believe my manager would support my service on the Academic Senate.*

In response to Question 6, which asked who should select the staff members in Senate committees, nearly a half (47%, $n = 110$) responded as “I do not know.” 29% ($n = 69$) responded “Staff Council” and 10% ($n = 25$) responded “Academic Senate” as shown in Table 6 and Figure 6 below.

Table 6. Responses to Question 6 “Staff seats are available in certain Senate Committees. Who should select the staff members on these committees?”

Responses

Respondents	Academic Senate	Staff Council	I don't know	Missing / Other	Total
MPP	9	16	14	10	49
Non-MPP	16	53	96	29	194
Total	25	69	110	39	243

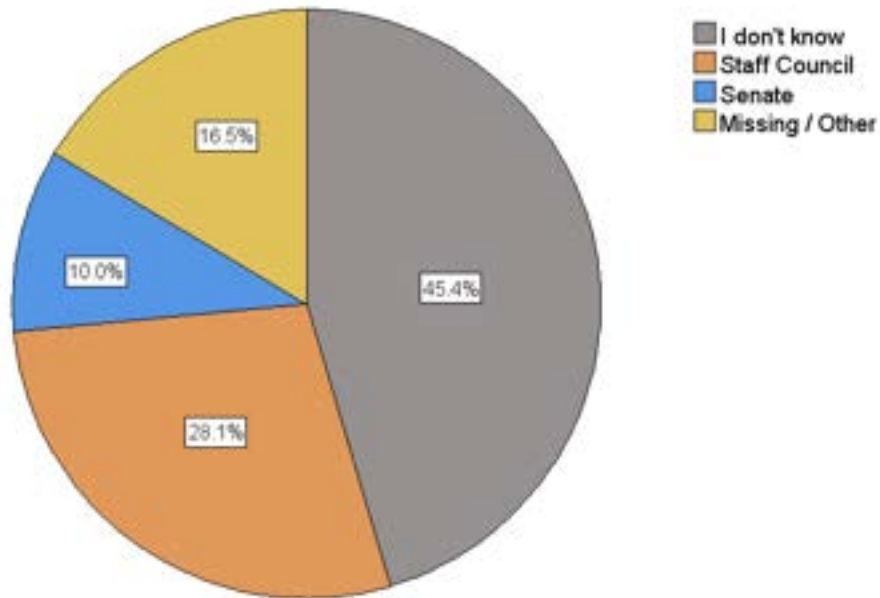


Figure 6. Responses (%) to Q6: “Staff seats are available in certain Senate Committees. Who should select the staff members on these committees?”

As exploration, responses from two groups of respondents (MPP and Non-MPP respondents) were compared, as differences in response patterns, if there are any, would be valuable information in considering recommendations for improved shared governance at SJSU. Table 5 above presents the frequencies of responses, by groups and statements. Since these groups differ considerably in their sizes ($n = 49$ for MPP respondents and $n = 149$ for Non-MPP respondents), Figures 7.a to 7.j. below provide the responses as percentage values to allow more meaningful comparisons of the groups. In addition, Chi-square tests were performed to see if there are any significant associations between the two respondent groups and response patterns (see Table 7). Below are significant associations between the groups and response patterns:

- The most significant differences between the groups appeared in the perceived level of understanding of the Senate and Senate Committees (Q5.c and Q5.d) and its impact on the respondents day-to-day work (Q5.e), wherein the majority of Non-MPP respondents indicated that they do not think they have a good understanding of the Senate and Senate Committees nor how the Senate impacts their day-to-day work, while the majority of the MPP respondents indicated that they think they have a good understanding of these bodies and how the Senate impacts their work.
- Another noteworthy difference was that more Non-MPP respondents than MPP respondents disagree that their voices and their peers' voices are reflected in the university's decision-making processes (Q5.a). For example, 62% ($n = 121$) of the Non-MPP respondents indicated "Somewhat disagree" or "Disagree" to the statement that "*I feel that the voices of me and my peers are reflected in the university's decision-making processes*" versus the 43% ($n = 21$) of the MPP respondents.

Table 7. Association between responses to Q5 (a)-(j) and Q1 (Groups)

	Value	df	Sig (2-sided)
Q1 x Q5 (a)	12.859	5	.025*
Q1 x Q5 (b)	6.731	5	.241
Q1 x Q5 (c)	21.179	5	<.001***
Q1 x Q5 (d)	27.887	5	<.001***
Q1 x Q5 (e)	13.835	5	.017*
Q1 x Q5 (f)	1.691	5	.890
Q1 x Q5 (g)	3.457	5	.630
Q1 x Q5 (h)	11.210	5	.047*
Q1 x Q5 (i)	9.270	5	.099
Q1 x Q5 (j)	4.129	5	.531

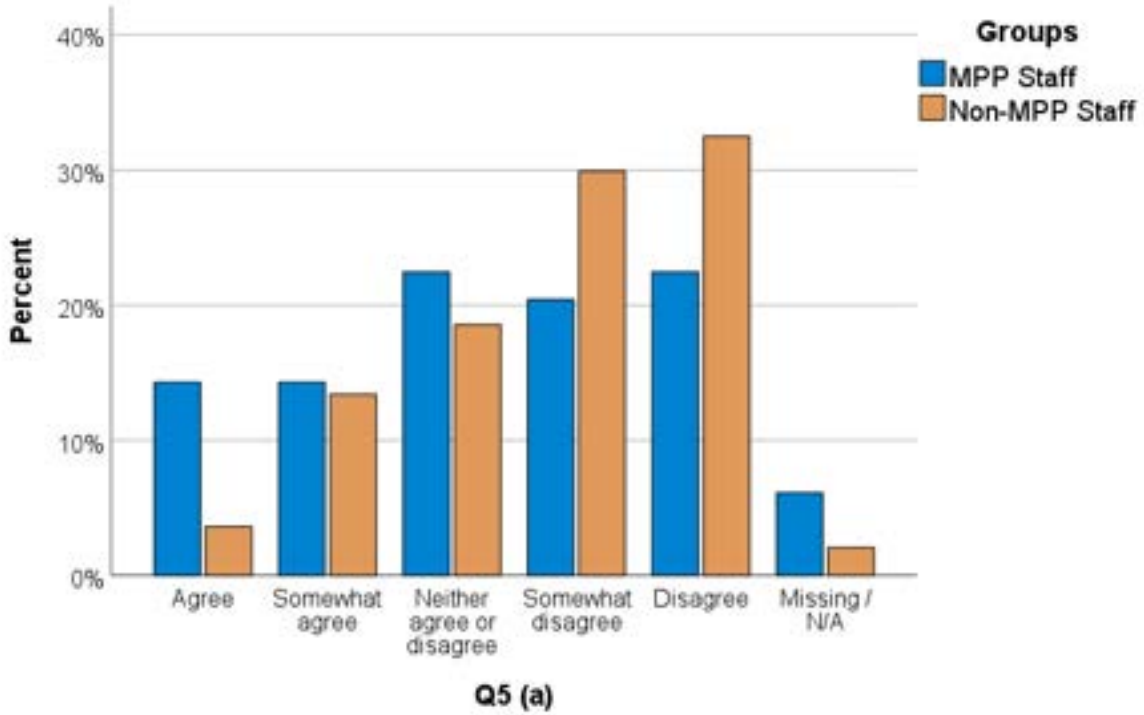


Figure 7.a Responses (%) to Q5(a): *I feel that the voices of me and my peers are reflected in the university's decision-making processes.*

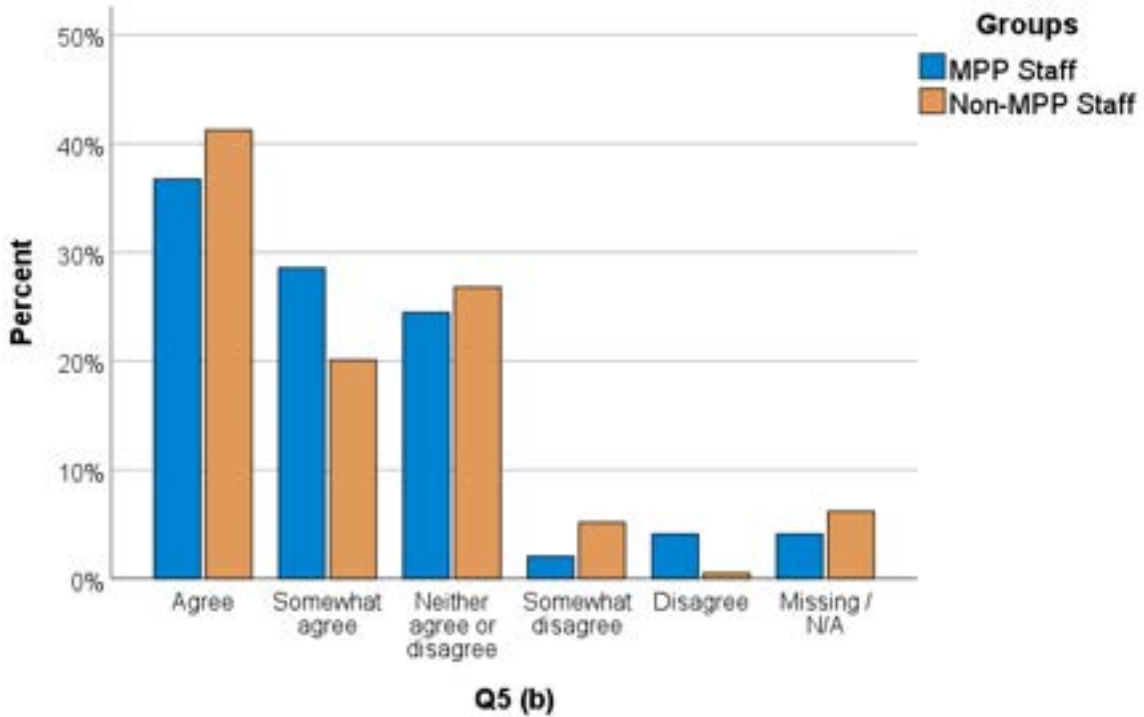


Figure 7.b. Responses (%) to Q5(b): *I feel that the Academic Senate is important to the university's mission.*

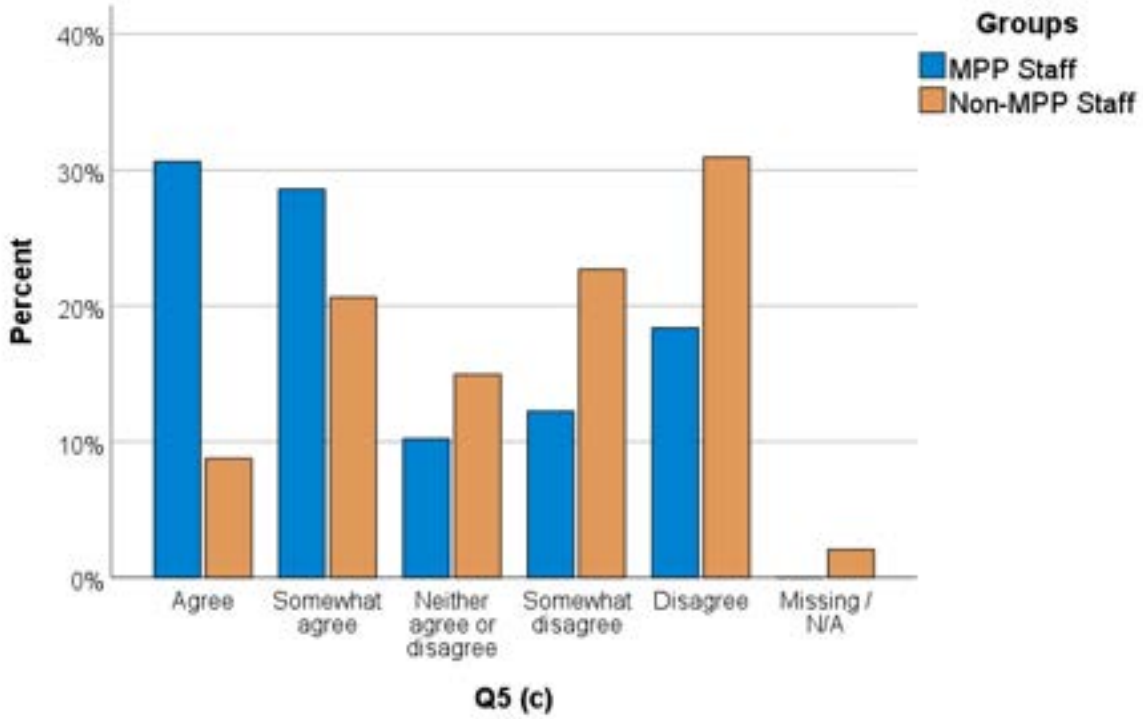


Figure 7.c. Responses (%) to Q5(c): *I have a good understanding of the Academic Senate.*

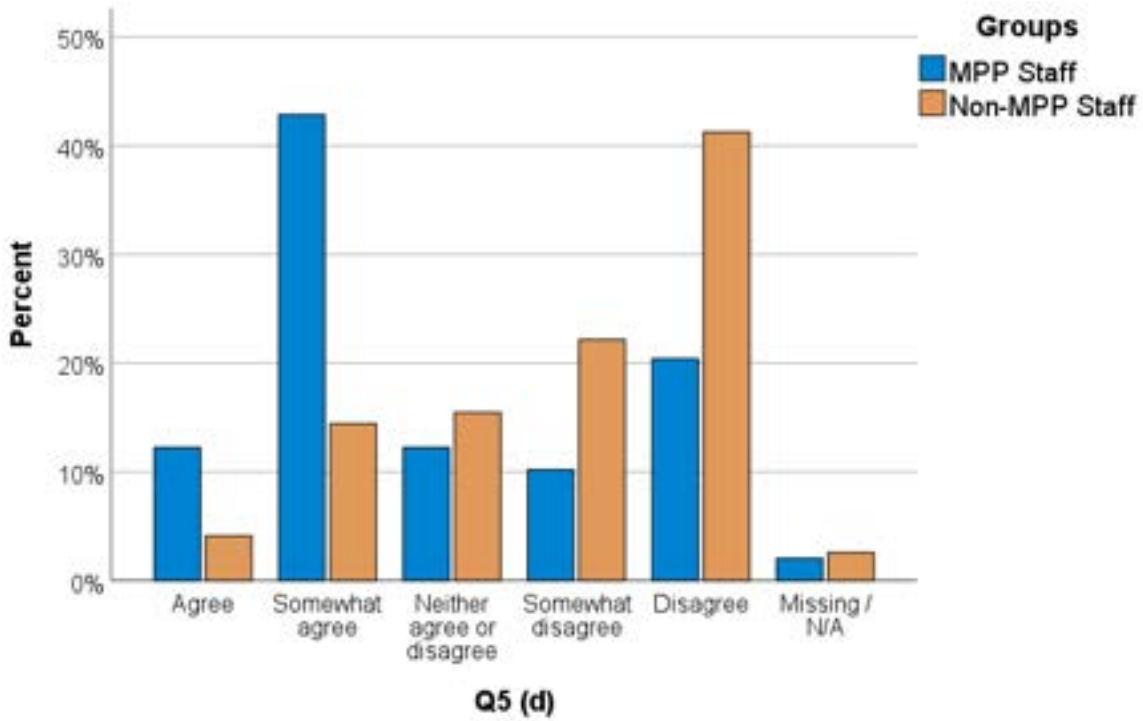


Figure 7.d. Responses (%) to Q5(d): *I have a good understanding of the Academic Senate Committees.*

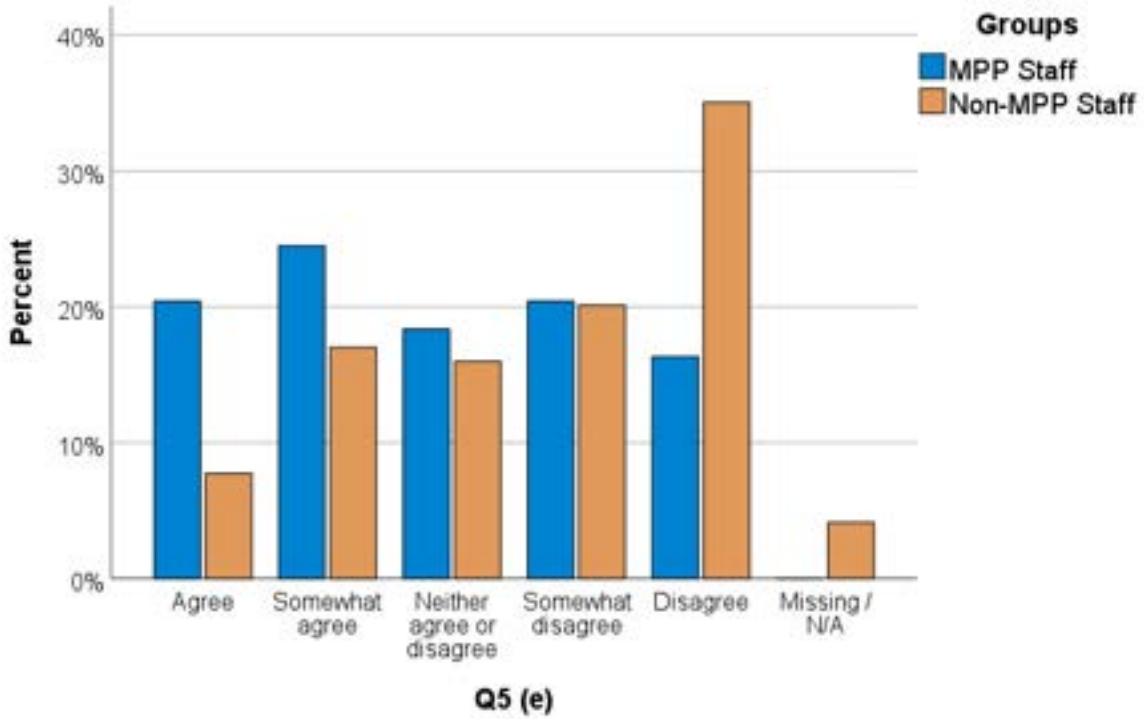


Figure 7.e. Responses (%) to Q5(e): *I understand how the Academic Senate impacts my day-to-day work.*

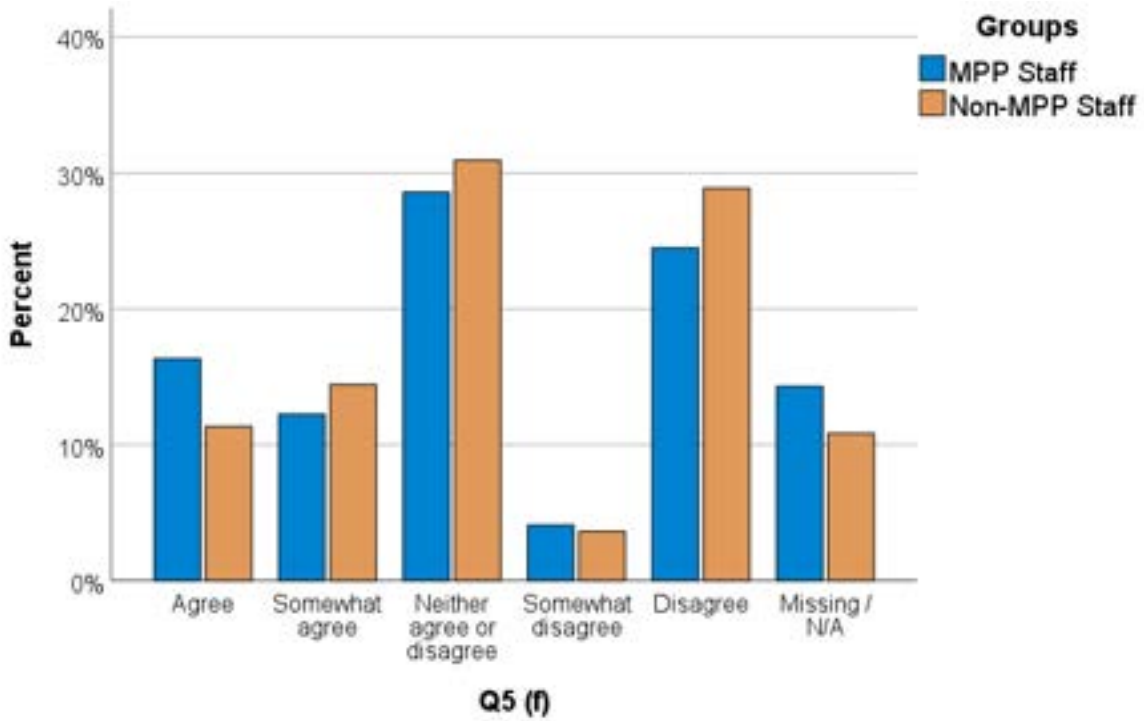


Figure 7.f. Responses (%) to Q5(f): *If the opportunity arises, I'd like to serve in the Academic Senate.*

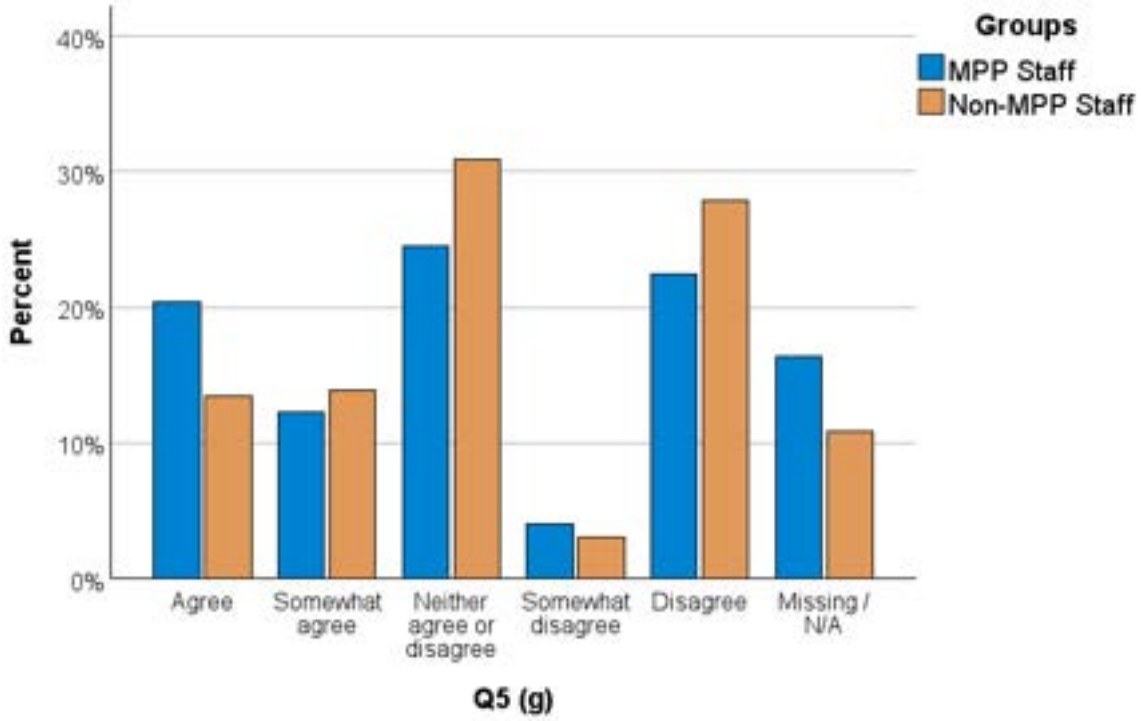


Figure 7.g. Responses (%) to Q5(g): *If the opportunity arises, I'd like to serve on a Senate Committee.*

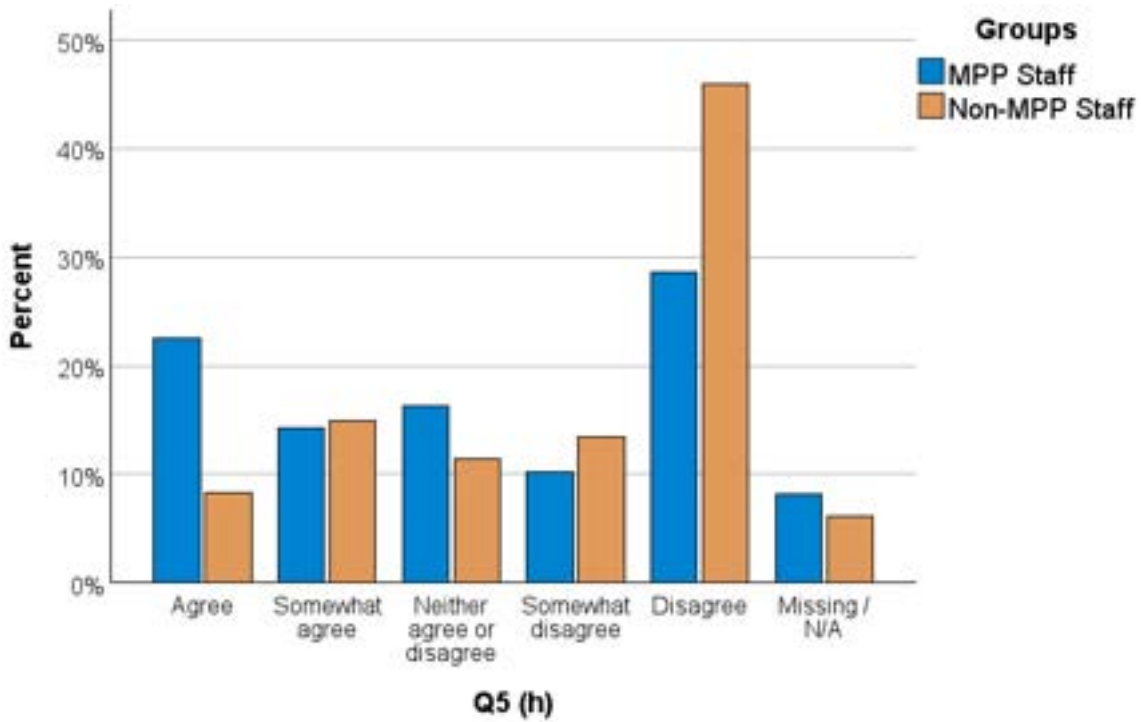


Figure 7.h. Responses (%) to Q5(h): *I know how to get involved in the Academic Senate.*

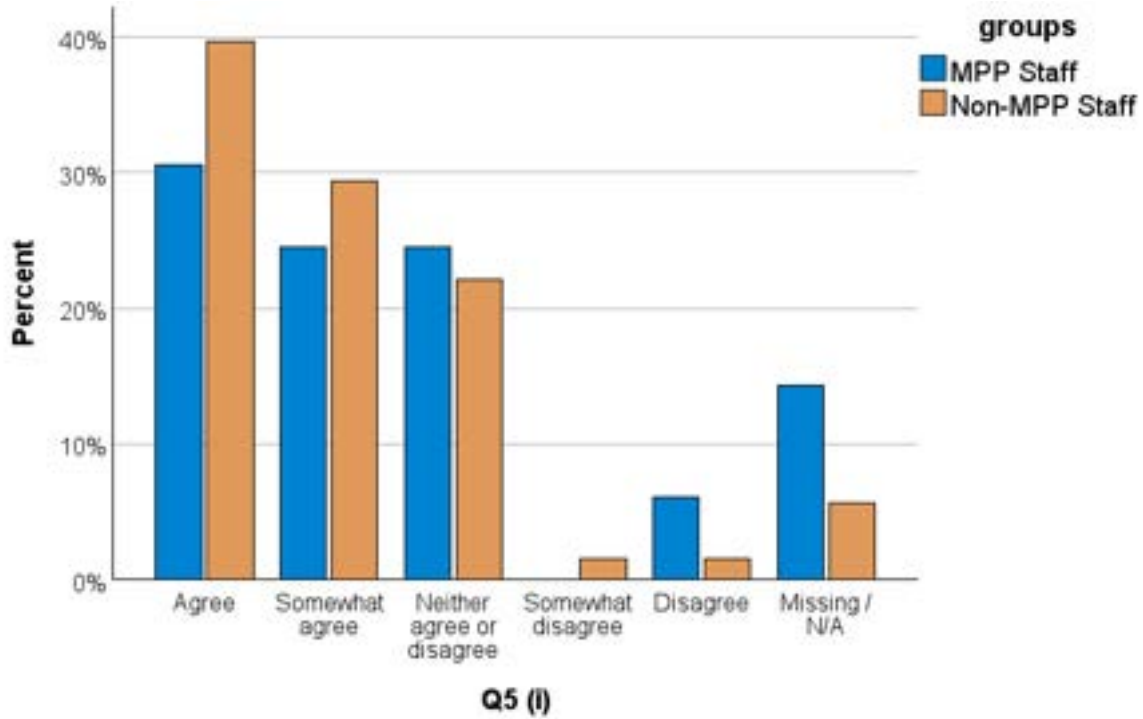


Figure 7.i. Responses (%) to Q5(i): *Sufficient support would enhance staff members' willingness to serve at the Senate.*

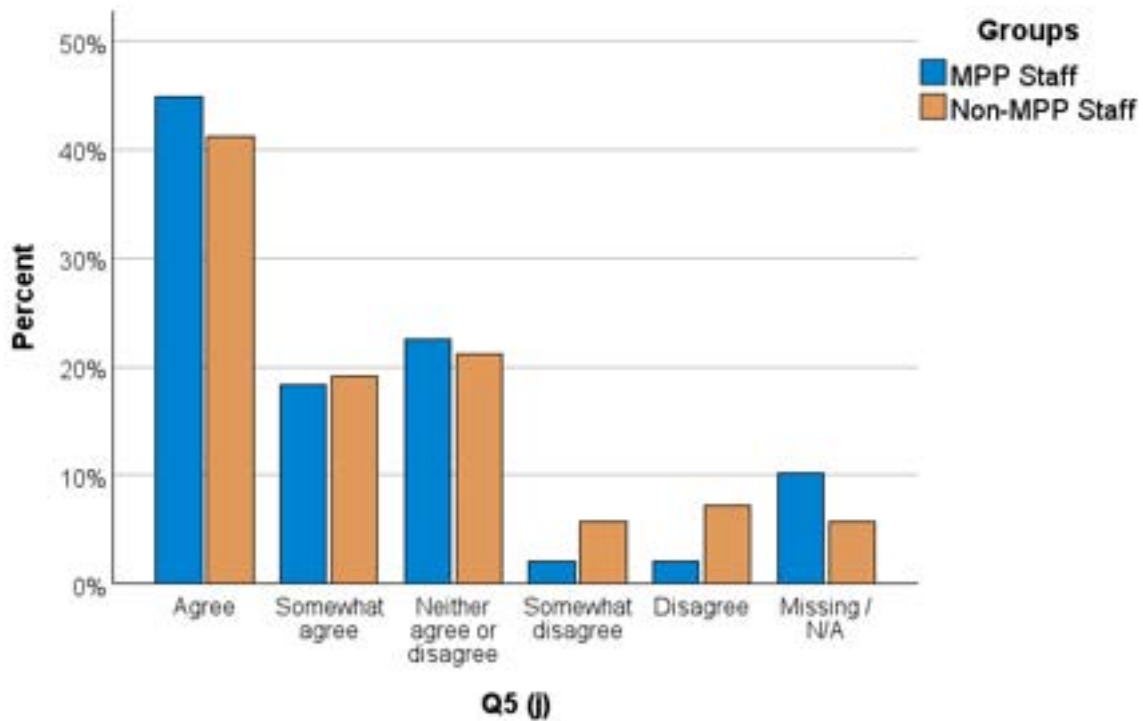


Figure 7.j. Responses (%) to Q5(j): *I believe my manager would support my service on the Academic Senate.*

2.2. Qualitative result

One hundred and fifteen staff respondents provided elaborated answers to the question. The participants' views were coded with an inductive approach, seeking cross-rater reliability in the proportional salience of themes.

When characterizing the current state of affairs, thirty percent of respondents raise issues with power dynamic and differentials between administrators and faculty and the staff to the extent that they imperil equitable participation of staff in Senate procedures. There are concerns about the senate as safe space where freedom of expression can be exercised without adverse consequences, as illustrated by a response that states

“While we have a degree of protection as staff, there is no protection against manager retaliation without paper trails. Some managers are careful with their image in public and in writing, but will privately say or act in a manner where they use their power to intimidate employees not on their "good" list.”

The implications of this comment, and the substantial number of additional responses that reflect a disregard for staff input and even negative consequences for those who voice diverging points of view. It should be noted that this theme stands in contrast with only three comments that seem to imply that such interactions do not take place.

In relation to this present challenge to public expression by staff, 25 percent of responses present this matter as a systemic matter that would benefit from a deep reform of the university and senate professional culture (e.g., “By changing the work culture of SJSU to be more supportive and respectful of staff and the work that we do.”; “There should be discussions/debates about things and people agree, challenge or disagree with one another. People should be able to do all of those things and still be professional and kind to one another.”) 20 percent of respondents recommend or allude to a need for anonymity in the submissions of comments while others call specifically for an effective communication of the roles and procedures in the senate (15 percent), as well as an increased recognition of staff contributions and increased representation (approximately ten percent each).

Moving forward, over 20 percent of respondents call for an increased voice for staff members in the senate. One respondent tied the salient themes in the survey by calling for

demonstrating the importance of their voices in the academic senate. Staff are extensively involved in the division of academic affairs, many goals would not be met without staff support and knowledge. Release time and support from higher ups that staff voices are needed would support staff feeling honored to serve instead of feeling overwhelmed and stressed about how their manager will react (usually not supportively).

In light of these results and comments, many of which were detailed and eloquent calling for a reenergizing of the dialogue in the senate and the balance of power, the SJSU community must take action.

3. Survey Instrument

Part 1: Respondent information

Q1. Please identify your role at SJSU/Auxiliary

- Manager (MPP Staff)
- Staff Member (Non-MPP Staff)
- Decline to answer
- I do not know

Q2. My affiliation is:

- Academic Affairs
- Administration and Finance
- Information Technology
- Institutional Affairs
- Intercollegiate Athletics
- Office of the President
- Research and Innovation
- Student Affairs
- University Advancement
- SJSU Auxiliary: Associated Students
- SJSU Auxiliary: Research Foundation
- SJSU Auxiliary: Spartan Eats
- SJSU Auxiliary: Student Union, Inc.
- SJSU Auxiliary: Tower Foundation
- SJSU Auxiliary: Spartan Bookstore
- Decline to answer
- I do not know
- Other - Please specify

Q3. My Collective Bargaining Unit is:

- Unit 1 (UAPD/Physicians)
- Unit 2 (CSUEU/Health Care Support)
- Unit 3 (CFA/ Faculty)
- Unit 4 (APC/SSPs)
- Unit 5 (CSUEU/Ops, Custodial)
- Unit 6 (Teamsters/Trades)
- Unit 7 (CSUEU/Clerical)
- Unit 9 (CSUEU/Tech)
- Unit 11 (UAW/ASEs)
- Non-represented (C99, E99, M98)

- Decline to answer
- I do not know
- Other - Please specify

Q4. I have worked at SJSU for:

- Less than 1 year
- 1-2 years
- 3-5 years
- 6-9 years
- 10+ years
- Decline to answer

Part 2: Respondent Opinions/Perspectives

Q5. To what extent do you agree with the following statements? For each, please choose one of the scales from "1 = Agree" to "5 = Disagree."

- a) I feel that the voices of me and my peers are reflected in the university's decision-making processes.
- b) I feel that the Academic Senate is important to the university's mission.
* Note: University's mission statement can be found in the "[About SJSU](#)" page. Scroll down to "Mission" in the web page.
- c) I have a good understanding of the Academic Senate.
- d) I have a good understanding of the Academic Senate Committees.
- e) I understand how the Academic Senate impacts my day-to-day work.
- f) If the opportunity arises, I'd like to serve in the Academic Senate.
- g) If the opportunity arises, I'd like to serve on a Senate Committee.
- h) I know how to get involved in the Academic Senate.
- i) Sufficient support would enhance staff members' willingness to serve at the Senate.
- j) I believe my manager would support my service on the Academic Senate.

Q6. Staff seats are available in certain Senate Committees. Who should select the staff members on these committees?

- Academic Senate committee (i.e., Committee on Committees)
- Staff Council
- Decline to answer
- I do not know
- Other - Please specify

Q7. How could we ensure a staff member's sense of security and independence in expressing their views at meetings, especially when addressing criticisms of administrative practices? If you have any ideas, please write in the space below.

Q8. Any other comments or feedback?

Appendix J. Responses from the Senate/Council Chairs from other CSU campuses

Questions for CSUs with Staff Members serving on Academic Senate/Faculty Senate/ University Senate

1. Are your staff seats open to non-SSP and non-MPP staff members?
2. How do you select the staff senators?
3. Do you work with a Staff Council to recruit staff senators?
4. What departments or job functions are typically represented?
5. Do you have any issues filling these seats?
6. Does your campus have any protections in place to allow staff to share their perspectives without repercussions from the administration?

Questions for CSUs without Staff Members on Academic Senate

- I. Can you confirm that your Academic Senate **does not** have non-MPP, non-SSP staff senators?
- II. Has the idea of adding staff seats been considered at your campus?
- III. Should staff seats be open to non-SSP staff? If so...
- IV. How would you select the staff senators?
- V. Would you work with a Staff Council to recruit staff senators?
- VI. What departments or job functions should be represented?
- VII. Do you anticipate any issues filling these seats?
- VIII. What kind of protections should be in place to allow staff to share their perspectives without repercussions from the administration?

Cal Poly SLO

Jerusha Greenwood

1. Are your staff seats open to non-SSP and non-MPP staff members? Librarians, counselors, cooperative education lecturers (extended education), physicians, and coaches are all part of our Professional Consultative Services category of employees eligible to serve on the senate, in addition to SSP I through IV.
2. How do you select the staff senators? They are nominated/self-nominated and elected using the same process [as] instructional staff, and at the same time (winter quarter).
3. Do you work with a Staff Council to recruit staff senators? The PCS has their own caucus with representation on the Executive Committee.
4. What departments or job functions are typically represented? Librarians, academic advisors, and degree evaluators.

5. Do you have any issues filling these seats? On occasion, yes. It's more difficult to find PCS representation on senate committees.
6. Does your campus have any protections in place to allow staff to share their perspectives without repercussions from the administration? No, not specifically. There was an effort to create a senate caucus for non-PCS staff many years ago by resolution. The resolution was rejected by the then president under the guise that the non-PCS staff may find it difficult to share their perspectives in a senate setting.

Dominguez Hills

Sheela L. Pawar

1. Are your staff seats open to non-SSP and non-MPP staff members? Yes
2. How do you select the staff senators? We have one position for a staff member from the academic affairs division and another position for a staff member at large. They are elected by their constituencies.
3. Do you work with a Staff Council to recruit staff senators? No.
4. What departments or job functions are typically represented? Regarding the academic affairs division, the position is usually held by an analyst or administrative assistant. Regarding the at-large position, we've had representatives from IT, academic advising, etc.
5. Do you have any issues filling these seats? No
6. Does your campus have any protections in place to allow staff to share their perspectives without repercussions from the administration? No

Fresno

Matthew Jarvis

At CSUF, we have the following:

1. Staff seats are open to any member of the staff constituency. That is defined as 'all full-time university staff members paid by state funds except those in the Administration & Student Affairs constituencies.' (Admin is: president, provost, vice provost (if any), associate VPs outside of Student Affairs, deans, associate deans, assistant VPs in AA or IT, counsel, controller, chief of police, and any MPP who has retreat rights. Student Affairs is AVPs, dean of students, associate and assistant deans in Student Affairs)
2. Staff senators run for election the same as any other senator. Get 10 signatures from the constituency to be a candidate; get the most votes from the constituency to win. We ALSO have at-large seats, which staff could run for (but never have, in my experience); Admin will sometimes run for at-large seats and win them, but staff never have.
3. I am not aware of how the staff decide to run or not.

4. We almost never get departmental staff, because the specific time commitment is tough for people who may need to be available to keep an office open for students. So, we usually get staff who are not 'student facing.'
5. See the prior comment. We have issues because we're really only representing SOME of the staff, and they're the ones who are generally closer to Admin than to the student experience. We have also not seen great participation from our staff senators in the past, but recently have gotten better.
6. Specific protections, no. However, one of our staff senators has been on our executive committee last year and this year; this allows her to represent staff positions in a smaller and more private space, and we can then make changes as a group, thus shielding her from repercussions---but she would also be exposed if we ever report that we did something 'unanimously.' It also likely contributes to a perception on campus that Senate (and Exec in particular) are too close to Admin among the faculty who just want to fight Admin on everything. These are also folks who tend to object to there being any Admin positions in the Senate—they really want a 'faculty senate.'

Sonoma

Laura Krier

I'm happy to share information about staff involvement in governance at SSU.

1. We have both Staff AND SSP reps on both our Senate and many of our committees.
2. The staff senators are selected by our Staff Council. The staff council was only formed maybe 6 (?) years ago, and I think before that it was just a staff-wide election that was run by our Senate office. I don't know how SSP reps are selected.
3. Did not Answer
4. In terms of departments or job functions represented, my sense is that the staff are mostly from Academic Affairs, though I could be forgetting about people who have filled the positions in the past. I think there have maybe been one or two from Admin & Finance? Student Affairs has been mostly represented by SSPs. I have been on some ad hoc committees (like strategic planning groups and a liberal arts identity group) where there were reps from facilities, athletics, and landscaping, and unfortunately, in my experience those people stopped showing up after one or two meetings, maybe because they did not feel welcome or included? I don't know.
5. The staff seats are generally filled on most committees, but in recent years the SSP reps have been harder to fill. I think that is because we've had a fair amount of turnover in the Student Affairs division, so perhaps some institutional memory about serving in those positions has been lost?

6. We don't have explicit protections in place for staff, like something akin to academic freedom. It's not something that has ever been raised as a concern, in my 10 years in governance. I have never heard of anyone experiencing something negative from the admin because of something they said in a meeting, and most of our staff reps have no problems sharing their opinions.

Appendix K. Meeting with CSU Employees Union

January 16, 2024

Attendees:

- CSUEU: Angee Ortega, Nick Wirz
- CSR: Reiko Kataoka, Janet Sundrud

Discussions:

- CSUEU supports staff representation on campus whenever possible.
 - They have no concerns about violating Collective Bargaining Agreements (CBAs) by enabling staff service; they believe that staff service supports the overall mission of the university.
- The biggest obstacle is getting manager approval for staff service. Managers have the authority to decide whether and/or how often staff can serve outside of their department based on “department needs.”
 - There isn’t a formal process for staff to request time to serve on university committees. It could be beneficial to create a participation/release form that:
 - Emphasizes the importance of university service at SJSU;
 - Requires the employee to explain why they want to serve; and
 - Facilitates clear communication with the manager on whether the service is approved and to provide an explanation when it is not.
 - We will need to get support from University Personnel and the SJSU President if we want to be successful in changing campus culture around staff service.

Appendix L. Meeting with California Faculty Association September 3, 2024

Attendees:

- CFA: Raymand “Ray” Buyco
- CSR: Reiko Kataoka, Janet Sundrud

Discussions:

- Ray was supportive of CSR’s proposed policy changes.
- We talked about the need to gauge who is supportive of the proposal and who might oppose it. We should meet with faculty 1-on-1 to address their concerns as soon as possible.
- It might also be beneficial to schedule meetings on campus with faculty to share our ideas and solicit input.
- Ray shared his hope that staff and faculty could work collegially together. He believes that less formality and more engagement would remove barriers between these two groups.

Appendix M. Meeting Notes - Academic Professionals of California

February 9, 2024

Attendees:

- APC: Irene Ho, Blanca Millan
- CSR: Reiko Kataoka, Janet Sundrud

- APC would like to understand the history on how they got General Unit seats in the Academic Senate
 - This could be worth mentioning in our CSR Report.
 - Both the [Senate History](#) and the [resource by Kenneth Peter](#) mention this part of the history.
 - We'll follow up with Kenneth Peter, our senate's parliamentarian.
- APC wants to preserve SSP III & IV seats; concerned about reduced proportion due to adding non-SSP staff.
 - APC is OK with expanding SSP III & IV seats to include SSP II (but they might not have as much time to commit to these activities.)
- APC believes:
 - Staff should be able to express their opinions and perspectives without risk of being harassed for their opinions. Any harassment should be addressed with the union promptly.
- Most APC positions are exempt, so there is no limit to the number of hours they can work. A way to secure hours for university services for non-exempt members is currently not in the system.

Appendix N. Meeting Notes - Teamsters Local 2010 - Skilled Trades

September 24, 2024

Attendees:

- Teamsters: Howard Hall, Jose Fuentes
- CSR: Reiko Kataoka, Janet Sundrud

Discussions:

- There are about 65 employees in Unit 6 Teamsters; all of them are hourly employees.
- This unit represents skilled trades, such as electricians, elevator mechanics, plumbers, carpenters, locksmiths, and facilities workers. However, their membership does not include groundskeepers or custodians.
- This unit currently has 16 vacant positions. Active employees must take on any additional work that is scheduled.
- Their typical schedule is 7:30am-4:00pm. This would make it difficult for them to attend Senate meetings from 2:00-5:00pm. Teamsters employees would need to request a shift change or over-time pay.
- Since Teamsters is comprised of hourly employees, they don't believe that currently there is a mechanism to pay for time relating to university service projects. Even if they did allow such participation, the employee's unfinished work would have to be distributed among the remaining employees.
- Teamsters support inclusivity. They are ok with being included in this CSR proposal, believing that one day they may be granted leave to participate.

Appendix O. Meeting Notes - Statewide University Police Association

September 17, 2024

Attendees:

- SUPA: Chris Zonsius
- CSR: Reiko Kataoka, Janet Sundrud

Discussions:

- Chris is a police officer at SJSU and a union representative. He shared his perspectives on the relationship between policies and law enforcement.
- Educational Code 89031 states: “The trustees may establish rules and regulations for the government and maintenance of the buildings and grounds of the California State University. Every person who violates or attempts to violate the rules and regulations is guilty of a misdemeanor.”
 - This means that every policy that is signed off by the University President is enforceable by the University Police Department (UPD).
- We talked about how police officer involvement in the creation of university policies could put the officers in a complicated position, since they are tasked with enforcing laws and not policies.
- In general, Chris was supportive of staff having seats on the Academic Senate. However, he had reservations about police officers participating as staff senators.
 - He believes that staff employees, who work closely with the students, should be able to make policy decisions.
 - He also expressed concerns about Unit 8 members participating due to potential conflicts of interest.
 - When asked directly, he stated that we did not need to explicitly exclude Unit 8 from the CSR proposal.
- There are about 18 employees in SUPA; all of them are hourly employees.

Appendix P. Meeting Notes - UAW Student Employees

October 2, 2024

Attendees:

- UAW: Alex Martin
- CSR: Reiko Kataoka, Janet Sundrud

Discussions:

The CSR members presented a brief overview of the committee and the committee's proposals as the passed proposals by the Senate, going through the campus-wide vote.

On the UAW:

- Alex is a teaching associate at Sonoma State University and one of the Vice Presidents of District 2, which includes San José State University.
- Alex noted the need to talk with student workers at SJSU and other members of UAW in order to provide informed feedback on the proposal.
- UAW was formed in 2004 and is composed of teaching associates, instructional student assistants, and graduate assistants. Their membership is about 50% undergraduate students and 50% graduate students. There are about 700 UAW workers at SJSU.
- The union experiences a 60% turnover each year, so it is difficult to find leaders within the union.

On the CSR proposal:

- They supported the addition of staff members on the SJSU Academic Senate.
- They had concerns about lack of student employees' representation in the Senate. Student employees have distinct concerns, so they felt it was unfair to student employees.
- They believe that the Academic Senate could be more equitable by adjusting their senator selection process.
- They told us they could not support the proposal as is, and there should be better representation of student employees in the Academic Senate.

Appendix Q. Meeting Notes - University Personnel

March 25, 2024

Attendees:

- UP: Joanne Wright
- CSR: Harish Chander (also Staff Council), Reiko Kataoka, Janet Sundrud (also Staff Council)

Discussions:

- Senate general elections are held in the spring semester.
 - We discussed how every college and general unit run their elections with the ballots provided by the Senate. Staff elections would be done in the same way
 - Most Senate elections on campus are managed using GoogleForms.
- The Senate will want the election organizers to verify the time base of each staff voter since this determines the weight of their vote.
 - Most of our employees have a 1.0 (100%) time base, but UP can verify this.
- A member shared the Staff Council's Executive Committee's preference; they would like University Personnel to run the staff elections.
 - Joanne said she would support this, but she has to figure out who will be assigned the task and how many hours it will require.
- CSR is looking into designing a release hours form for staff to request time away from work during their normal work hours from their managers.
 - Joanne wanted to know how SSPs are granted release time (or time away) to serve on the senate. Reiko and Janet will be meeting with SSPs on March 29, 2024 and will follow up on this topic.

Appendix R. Meeting Notes - Provost and President

March 7, 2024

Attendees:

- Administrators: Provost Vincent Del Casino, President Cynthia Teniente-Matson,
- CSUEU: Angee Ortega (SJSU Chapter President, CSUEU)
- CSR: Reiko Kataoka, Janet Sundrud

Discussions:

- The President is willing to be changed to a non-voting member. She said that it is *uncommon* for a university to establish the President as a voting member in the senate, since all recommendations are approved by the President.
- The provost expressed agreement on the general idea of shifting Non-Academic VPs to be non-voting members.
- The Provost thinks that the senate should consider including critical roles within Academic Affairs, such as:
 - Vice Provost for Undergraduate Education
 - Dean of the College of Graduate Studies
 - Dean of the College of Professional and Global Education
 - Chair of University Council of Chairs and Directors (UCCD)
- The President pointed out the importance of making balance between the opportunity for services and the workload considerations.
- Angee Ortega, the SJSU Chapter President for CSUEU, would like to work with us to draft a template for approving release time for staff members who want to participate in committee work.
 - The President was supportive of this idea. We should draft it and send it to her for review/discussion.
 - This letter should
 - Emphasize the importance of shared governance (and what it means for staff);
 - Talk about how service on committees provides professional development opportunities for staff;
 - Identify whether the employee is exempt or non-exempt
 - Specify the rationale for participating on the committee and how it relates to their job.
 - Allow the manager to approve or deny the request and provide rationale.

Appendix S. Meeting Notes - Student Services Professionals (SSP) Senators - Meeting 1 & 2

First Meeting: March 29, 2024

Attendees:

- SSP Senators: Alerie Flandez, Colleen Johnson, Kelly Masegian, Cristina Velarde
- CSR: Reiko Kataoka, Janet Sundrud

Discussions:

- The majority of SSP positions are Unit 4. It also appears that the number of Tenure/Tenure-Track SSP Unit 3 members is decreasing over time. Most SSP Unit 3 members are now hired on a temporary basis.
- SSPs are allowed to teach .25 courses, presumably that's the basis of their status as "faculty" in the senate. Some SSPs have concurrent appointments as faculty and staff. There would need to be language added that the total FTE from each position would dictate whether someone is considered a staff or a faculty member.
- The SSP Senators like having 2 dedicated seats for SSPs, but they would also like to be able to serve in all 4 staff seats, if general staff aren't interested in serving. They would like to adjust our recommendation as follows - There will be 4 staff seats, with at least two of them being given to SSPs.
- The Senate Constitution currently lists out all of the non-faculty classifications as being ineligible to serve as Senate Officers, including Policy Committee Chairs.
 - A member offered one possible reason that there is a .20 release time awarded for chair service that cannot be translated to non-faculty positions.
 - The SSP Senators would like to challenge this language and make everyone eligible for chair service; this distinction further segregates faculty and non-faculty senators.
- A member pointed out that committee membership language will need to be adjusted so as not to exclude unit 4 SSP III and IV members (who would be classified as "Staff") from faculty-at-large seats. It will be also necessary to clarify eligibility of all Staff seats.
- The "faculty-at-large" seat case may be resolved in an across-the-board manner. The Staff seat clarification requires a committee-by-committee approach.

Second Meeting: July 18, 2024

Attendees:

- SSP Senators: Cristina Velarde and Kelly Masegian
- CSR: Reiko Kataoka, Janet Sundrud

Discussions:

- The SSP Senators conferred with Senator Alerie Flandez before this meeting, so they could share her feedback and concerns, as well as their own.

- CSR co-chairs talked about how SSPs are currently classified as “faculty” in the General Unit (GU), and the number of their (GU) seats fluctuates based on the relative size of the GU.
 - If the College of Professional & Global Education (now called the College of Information, Data, and Society) were to reach a certain threshold and become a represented college, then the size of the General Unit would decrease.
 - This could have a major impact on SSP representation for many decades to come. Their seats on the senate would not be guaranteed.
 - The current proposal to amend the Senate Constitution and Bylaws would add four Staff senators to the Senate, consisting of the two SSP (Student Services Professionals) Staff and the two General (i.e., non-SSP) Staff senators.
- The SSP senators wanted to know if we could add an extra seat for SSP staff.
 - It may be difficult to achieve, given that we would have to add more faculty seats, or take away an existing non-faculty seat.
- There was discussion on how to handle vacancies among the staff senator seats.
 - CSR co-chairs are considering whether it would be possible to take unfilled staff seats (after a senate election) and convert it into a one-year “at large” staff seat, that would be open to all staff (SSP and non-SSP.)
 - The SSP senators would like to have a “wait list” or “runner up” based on the current year’s senator elections. For example, if there was a vacant seat among the non-SSP staff after an election, then it could be filled by an SSP candidate that was third in the running for the two SSP seats. (and vice versa.)
- There was discussion on how to handle senate committee seats.
 - The SSP senators expressed their concern that they currently fill GU seats. If they are removed from the GU, then they won’t have dedicated seats on senate committees.
 - They are especially concerned about having “SSP” seats on the Curriculum & Research (C&R) and the Instructional & Student Affairs (ISA) committees.
 - They would be ok with the other committees having general “Staff” seats, to be filled by SSP staff or non-SSP staff.
 - For non-policy committees the CSR committee would need to look at how to designate the Staff members when they are separated from the General Unit.
 - It was agreed that we should find a way to codify these expectations in either the proposals or the CSR report (to be published in Fall 2024.)
- There was discussion on a past occurrence of allowing only faculty to serve as the chair on senate committees.
 - There was a case in the past when faculty would not allow a highly qualified SSP senator to serve as the chair.
 - The member was told that this practice is the result of faculty receiving “release time” each semester; whereas staff do not have any right to or guarantee of “university service time.” This situation occurs when a staff senator would like to serve as chair for a senate committee.

- There was a discussion on developing a staff service request form (in consultation with the unions and University Personnel) which can be used to communicate service expectations, potential benefits of staff serving outside of their direct unit, and request release hours for such services.
 - The SSP senators were interested in collaborating on this project.

Appendix T. Meeting Notes - Associated Students

March 8, 2024

Attendees:

- AS: Sarab Multani (President, AS); Vicki Allen (Director, AS)
- CSR: Reiko Kataoka, Janet Sundrud

Discussions:

- Student enrollment trends at SJSU:
 - Undergraduate 75%
 - Graduate 24%
 - Credential 1%
- A.S. Officers must be elected to their positions; there was general consensus that undergraduates are more likely to apply for and be elected to A.S. officer positions.
- Question: How many graduate students applied for A.S. officer positions?
 - A.S. Nomination Forms require a FERPA release, so we can't review data for prior elections.
- All A.S. Officers have committee responsibilities as designated by A.S. Bylaws. This is how they fill Academic Senate student seats.
- Question: Could we designate one graduate student seat that is not tied to an A.S. officer position?
 - A.S. would have to change its bylaws to allow a non-elected graduate student to serve on the Senate.
- Question: Could A.S. partner with the Provost Office and Graduate Studies to increase recruitment efforts among graduate students?
 - Everyone agreed it was worth pursuing.

Appendix U. Meeting Notes - Lecturer's Council

March 11, 2024

Attendees:

- Lecturers' Council: Andrew Delunas (Officer, LC), Janet Kitajima (Chair, LC), Nathan Osborne (Vice-Chair, LC)
- Academic Senate: Sabrina Pinnell (Lecturer, Senator)
- CSR: Reiko Kataoka, Janet Sundrud

Discussions:

- Lecturers represent at least 60% of the faculty on campus; 54% of the FTEF.
- Lecturers' major concerns include job security, sense of belonging, and voting rights at the department, some of which are unique to lecturers.
- Lecturers want their unique concerns to be heard, but having designated "Lecturer seats" on the Senate may not be the best way, because it would separate them from the rest of the faculty group. There is also a negative consequence to limit their ability to participate in the Senate. Since Lecturers are faculty members, more of them may serve on the Senate as faculty.
- Establishing an operating committee for lecturers affairs may be a good idea but implementation seems challenging (e.g., what would the membership look like?)
- If not designating lecturer seats at the Senate or creating designated committee, one question is how to ensure that lecturers' voices are reflected in the Senate's work:
 - Is there a way to ensure that the Lecturer's Council is consulted within the senate, e.g., by the PS, when appropriate?
 - One area of concern is lack of representation on the **Professional Standards Committee**. These seats often go to Tenure/Tenure-Track Faculty, as per the priority stated in Bylaws, but their policy recommendations might directly impact Lecturers.
 - For example, lecturers have been told that their fractional votes won't be counted during Chair Elections. Can the PS Committee add one seat designated for a lecturer?

Appendix V. Meeting Notes - University Council of Chairs and Directors

March 27, 2024

Attendees:

- UCCD: Peter Lee (Chair), Janet Stemwedel (Vice-Chair)
- CSR: Reiko Kataoka, Janet Sundrud

Discussions:

- UCCD invites all chairs and directors to join their monthly meetings; there are approximately 70 chairs and directors at SJSU. They are all Unit 3.
 - They strive to be a collaborative partner, not just an informational body.
 - They are also a conduit for communication with the Provost.
- They would ideally like to elect one person to serve on the Academic Senate; designating an ex-officio member puts too much pressure on the UCCD chair. The responsibilities need to be distributed.
 - Speaking rights are most important; but voting rights are preferred. If they don't have voting rights, it is unlikely the representative will want to serve on senate policy committees.
 - They are recommending language that prohibits chairs/directors from running for both their college and UCCD senate positions within an academic year.
- They are concerned that no one on the senate is representing them. They have insight into university operations and must often implement policy that is being approved at the senate.
 - The Provost meets with UCCD and *could* bring their voices, but the Provost also gets to decide which UCCD concerns to bring to the senate, if any.
- They are also concerned about workload. Chairs and directors have full schedules without also serving on the senate.
- They posited the following idea - Don't ask: who should have a seat on the senate? Ask: which groups are not being heard on the senate?

Appendix W. Meeting Notes - SJSU Staff Council Members

June 10, 2024

Attendees:

- Staff Council Members: Amanda Shavers, Amy Prause, Anh, Enjoli Pescheta, Evelia Sanchez, Florence Tu, Heather Vo, Judi Garcia, Kara Stanley, Leticia Mayoral, Lixia Hou, Liz Palfreyman, Michelle Del Real, Nick Esqueda, Raymond, Renee Yuen, Richard Hernandez, Richard Lee, Roopa Gadham, Sabrina Porter-Parees, Sandy Jacobs-Tolle, Silvia La Rosa, Thuy Nguyen
- CSR: Reiko Kataoka, Harish Chander (Chair, Staff Council), Janet Sundrud (Past Chair, Staff Council)

Discussions:

- CSR co-chairs shared the committee's purpose and activities during the spring semester. They discussed the recent proposal presented at the May 6th Senate Meeting - Add four senate seats, consisting of the two SSP (Student Services Professionals) Staff seats and the two General (i.e., non-SSP) Staff seats, while maintaining a balance with faculty seats as per the Constitution.
- There was a discussion about the proposed distribution of the seats among SSP staff and Non-SSP staff.
 - Staff Council members expressed their desire to have at least 2 seats for non-SSP staff so they could speak to the operational side of the university.
 - Staff Council members wanted to know why we couldn't just add 1 more SSP seat.
 - It may be difficult to achieve, given that we would have to add more faculty seats, or take away an existing non-faculty seat.
- CSR co-chairs presented an idea to convert any unfilled staff seats (after a senate election) into an "at large" staff seat that would be open to all staff (SSP and non-SSP) for one term.
 - Staff Council members were supportive of this idea.



Summative Report from the Committee on Senate Representation

December 9, 2024

ENGR 285/287

Reiko Kataoka and Janet Sundrud
Committee on Senate Representation

CSR Members (Dec. 2023 - Dec. 2024)

Co-Chairs:

- Kataoka, Reiko
- Sundrud, Janet

Faculty members:

- Curry, Julia
- Dawkins, Denise
- Elahi, Behin
- Munoz-Munoz, Eduardo
- Nellen, Annette
- Peter, Kenneth

MPPs:

- Bryant, Patience
- Kaufman, Michael
- Williams, Jahmal

Staff members:

- Harish Chander
- Nha-Nghi Nguyen

Students:

- Clark, Acacia
- Gambarin, Katelyn
- Lacson, Ariana
- Multani, Sarab

Support Staff:

- Barbieri, Grace

SMR-F23-1

The charge of the CSR:

1. Review the historical development of SJSU Senate;
2. Research models and implementations of shared governance and senate;
3. Investigate current representation on SJSU Academic Senate and its committees; and,
4. Collect input from the SJSU community.

Based on the above:

1. Prepare a summative report of its findings;
2. Develop recommendations to further strengthen equitable, inclusive, and effective shared governance; and
3. Present its summative report and recommendations to the Senate.

The Report is Finished!

Report and Recommendations from
Committee on Senate Representation,
Academic Senate of San José State University

December 5, 2024

Committee on Senate Representation

1. Introduction
2. Background: SJSU Academic Senate
3. The Issues
4. Research
5. Discussions: Strengths and Needs
6. Recommendations: What Could be Done and How
7. Concluding Remarks

Resolved Recommendations

6.1.1 Definition Changes

- Faculty
- Staff

6.1.2. Senate Membership

- General Unit with faculty
- Establish four Staff seats
- Add four more faculty seats
- President as non-voting for policy resolutions
- Reduce Dean's seats by one

6.1.3 Protective Language

Accomplished through AS 1876 and AS 1877.

→ University Policy F24-4 and F24-5.

Outstanding Recommendations

6.2. Institutionalizing Staff Service

- For more inclusive staff participation:
 - Add more staff seats to Senate committees.
 - Consider changing current non-voting to voting staff membership.
- Establish a formal process for managers to approve service work across the university, as well as release time for Senate and Senate committees.
- Implement mechanisms to evaluate whether managers are supporting staff involvement in university service work.

Outstanding Recommendations

6.3. Additional Recommendations

- A “Statement on Shared Governance” on the SJSU website with resources (e.g., SS-S15-6).
- More communication from the Senate on policy changes and engaging with their Senators.
- A list of their constituencies to senators.
- Informational materials as a part of the onboarding materials.
- University leadership and Associated Students collaboration on engagement opportunities for students participation.

Outstanding Recommendations

6.3. Additional Recommendations (cont.)

- A standing rule of addressing members as “Senator.”
- Consider ways to minimize scheduling conflicts for elected faculty senators.
- Future effort to reinforce communication and consultation with constituencies with unique concerns.
- To support recruitment efforts for and provide mentoring services to underrepresented groups.

What's Next?

The committee has concluded it's work.

The outstanding recommendations can be pursued by:

- Standing senate committees,
- Individual senators, and
- Campus community members through referrals

Any Questions?

