

SAN JOSÉ STATE UNIVERSITY ACADEMIC SENATE

2024/2025

Agenda

November 4, 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 September 30, 2024

B. Senate Minutes of October 14, 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 September 23, 2024

Executive Committee Minutes of October 7, 2024

Executive Committee Minutes of October 21, 2024

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

C. 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)

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

VI. Unfinished Business: None

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

A. Professional Standards Committee (PS):

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

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

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

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

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

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

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

E. University Library Board (ULB):

VIII. Special Committee Reports:

IX. New 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

X. State of the University Announcements:

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

XI. Adjournment

2024-2025 Academic Senate Minutes
September 30, 2024

I. Call to Order and Roll Call

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

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

II. Land Acknowledgement:

Senator Lacson read the land acknowledgment.

III. Approval of Academic Senate Minutes:

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

IV. Communications and Questions

A. From the Chair of the Senate:

Chair Sasikumar's update featured the following:

- I would like to welcome and recognize the special guests from the university community's staff today. As a reminder, the Senate meetings are open to all, and we are very happy that you are interested in coming, but only senators may vote, and only those recognized by the chair may speak.
- Since we last met two weeks ago, I had the good fortune of attending the meeting of the Free Speech Initiative, which was convened by Georgetown University but held at SJSU. As a political scientist, I was heartened to note that our university is not only producing the workforce that will shape the future of AI and other emerging technologies but will also host those who raise critical questions about them.
- I'm happy to report that we are implementing a small technological change in our operations. In the past, when one of you wanted to suggest a change in a university policy, you went to our website and downloaded a Word document. Then, you filled it out and emailed it to the chair or senate administrator. Now, we have a new system where you can click on this link and create a referral. There is no change whatsoever to the fields that you will need to fill out. The substance remains the same. The advantage is that it creates a tracking number that you can use to follow the progress of your referral through the process. At this point, I hope you are wondering what the process is—we do have a referrals flow chart on our website; however, there are three key steps. The Senate chair assigns the referral to one or more committees, the committee chairs decide to accept or decline the referral, and in the third step, the committee brings the amendment to the Senate floor for debate, after which it is passed or not. After this, the final step is outside the Senate, where it goes to the president's desk.
- This tracking system also helps the senate chair and committee chairs to ensure that referrals are not lost in our email inboxes and to regulate the workflow among committees and across the weeks of the academic year. If you have any questions or concerns, or if you just prefer not to use the online system, feel free to email me at senate@sjsu.edu
- Our next Senate meeting is on October 14, 2024. Please note, it is for two hours only, the venue is the same. At this meeting, we will not discuss any policy amendments. The budget for the university will be presented by CFO Faas. After this, there will be presentations on the budget for the Division of Academic Affairs by Provost Del Casino and VP for Faculty Success Magdalena Barrera. Each presentation will be followed by Q and A, so

senators, please prepare questions. If you would like some help with this, please consult the webpage on the budget our Senate Administrator, Grace Barbieri, recently updated. In particular, I would draw your attention to the page on the memos exchanged between the President and the BAC, where you will see the increased role of this committee since the start of the Teniente-Matson administration.

- The Senate retreat will be held on February 7, 2025. It's a Friday, and the retreat will be in the morning on Zoom.
- I would like to appeal to you to put forward your names for the Academic Freedom Committee. The application form for this committee was sent out last week. The committee will have four faculty members, one staff member, one student, and one administrator. I am happy to answer any questions about the committee either now or later.
- Lastly, I would like to acknowledge that today is the culmination of a very long process of administrative and activist work—the final reading of the constitutional amendment and amendment to the bylaws presented by the Committee on Senate Representation. I have been told that it has been two decades since the demand to include staff on the Senate was first raised. Several senate chairs before me have worked hard to move this legislation forward. I don't take any credit for it, nor is it appropriate for me to take a position on it as the chair of this body. However, I do wish to recognize the immensity of the task that was completed today. In particular, I want to thank the members of the committee who I know have worked tirelessly—irrespective of the outcome of the vote today—many are not regular faculty members and, therefore, could have sat this out, but instead gave their time, intellect, and effort.

Questions:

Q: Does BAC have a mechanism for faculty or anyone to provide input since it is a small committee compared to the size of our university?

A: I know the committee conducted a survey for stakeholders, but I don't know if that was a one-time thing. You can email any input to them directly, I'm sure.

A: We are launching another survey soon. The last survey provided useful information that was included in some of our recommendations.

C: At the end of the town hall, there was a link for feedback. Maybe that can be sent out to the Senate.

B. From the President: Slides were circulated and presented.

V. Executive Committee Report:

A. Minutes of the Executive Committee:

Executive Committee Minutes of August 26, 2024

Executive Committee Minutes of September 16, 2024

Q: Can you explain the finances around WUE?

A: We belong to a region of 17 western states. If you join the exchange, then undergraduates in the 16 other states can apply to SJSU and receive a tuition rate of 150% of the resident tuition plus full fees. We chose which degree programs will be open to the exchange. What we have then done is looked at programs with space and put them on the exchange. We were going to put over 100 programs in the exchange. California is a net exporter in the exchange based on population, but public higher education institutions in California don't play very much in this space. The goal is to get additional enrollment. The students get that rate for four years if they are first-year students, and then two years if they are transfer students. If they do not complete it by that time, they move to the normal out-of-state rate. They can move around degree programs but only in WUE programs to keep the rate. The idea is to expand access to those 16 states and open opportunities for students to enroll and market our university out there. If done right, we backfill in programs and classes that have room. Which means there is less direct cost. Other CSUs are in WUE, like Humboldt, which has a couple hundred students. However, Northern Arizona is probably 40% out of state, so it can be popular. The WUE doesn't apply to SJSU Online, because that is at a per-tuition rate.

B. Consent Calendar: Consent Calendar for September 30, 2024

C: The title of the AS seat for FD needs to be changed.

C: Noted a typo, the faculty seat J for Faculty Diversity is Health and Human Sciences, not Science.

C. Executive Committee Action Items:

Committee on Senate Representation (CSR):

The chair recognized Senator Peter

C: The committee made eight new amendments in our regular meetings on Friday 27 September, but they were not included in the Senate packet, because the deadline for the senate packet had already passed. We must incorporate them into the proposals with the body's consent, or each amendment must be raised and debated individually.

The Senate consented to adding the amendments.

Nha-Nghi Nguyen, Janet Sundred, and Senator Michael Kaufman presented AS 1876 Amendment to the Constitution of the Academic Senate of San José State University (Final Reading) and AS 1877 Amendment to the Bylaws of the Academic Senate of San José State University (Final Reading)

AS 1876

Senator Kaufman explained that we sent out a version of the proposal in the straw poll, which 34 senators opened, and more than half of all senators responded to the poll. There were three choices to incorporate staff into the Senate, and 85% agreed or strongly agreed that there should be a mechanism to add staff to the Senate, and 73% of senators agreed with scenario 3 with adding four faculty and four staff seats. The constitution says that $\frac{2}{3}$ of the senate has to be faculty, so to add staff seats, we have to add faculty seats; however, we do not have to add as many if we remove one dean seat, which changes the deans' representation on the senate from 40% to 30% and as a dean, I am supportive of this. Also, it would remove the President's voting rights on policy recommendations.

Janet Sundrud reviewed what CSR presented at the last senate meeting. The changes in today's proposal are that we changed the President to a non voting member on policy resolution, but she can still have a vote on the Sense of the Senate and Senate Management Resolutions. We felt this was a good compromise because we know the president's participation is important, and we want her to have a say in these significant statements that are issued from the Senate, but if we can remove her from the policy resolution, we can also just the $\frac{2}{3}$ rule and change it to only senators who are eligible to vote on policy resolutions. With this change in the $\frac{2}{3}$ ratio, we can also decrease the deans' seats by one instead of two. It is very important to us that the president stays engaged with the Senate, so we have added some language to the rationale about the importance of the president's continued involvement in the Senate. We also added staff eligibility criteria, which are very similar to those of the faculty.

Questions:

Q: Why are we making special considerations here for staff affairs? I hope it is not a union argument because the faculty also have a union.

A: My understanding it was to limit any conversation around staff affairs in the senate.

A: The words were carefully chosen. We wanted to make sure this remains an academic senate not a university council. We didn't want to make it seem like we could make policies that directly relate to staff that are unrelated to the academic mission of the university. Still, that staff have relevant contributions to make with regard to the other matters in the constitution.

Debate

C: It was an honor to serve on this committee. When I joined, I didn't know what would happen, but no other committee I have been on has worked harder. The central focus today and most of the process is adding staff to the senate, but there are other benefits. Our student service professionals have been eligible to serve on the Senate for decades due to an odd quirk in the constitution. We have been blessed that several have served, but for a long time, they haven't because they had to run against faculty in the General Unit to be able to be elected. By designating two seats for them, they will always be represented here. In order to expand the senate to staff and keep the $\frac{2}{3}$ rule, we have to add more faculty to the senate, which means we will see more new faces than before. This will create opportunities for newcomers who might have more diverse backgrounds, which can enrich the Senate. Finally, the GU has become different than before because we used to have a lot of librarians represented in the Senate. The general unit will shrink under this reform, but there will be more opportunities for certain faculty who have not been represented in the Senate in a long time. I encourage you all to vote for

these two amendments as well as tell your colleagues about it. It is going to take some educational campaigning to get it to pass the full faculty.

C: Senator Kataoka moved to make an amendment to strike out the number 40 and replace it with 35 on line 126. This is just a correctional amendment and is consistent with the rest of the amendment.

The Kataoka amendment was approved unanimously.

C: I am not surprised it took so long to address this matter. We have been working to be more inclusive in different policy aspects, and it only seems right to open it to staff inclusion. Passing it here may be easy, but we need to speak to our colleagues, go back to our colleges, and encourage them to pass this resolution so we can be more inclusive.

C: I think there is a sad aspect of getting this passed because former administrator Eva Joice fought for this for many years on this topic, usually against restraint. She was undying in her commitment to get staff on the Senate, and now that it is finally happening, it is very unfortunate that Eva isn't here to witness it. I think that she would be very proud, and maybe we could informally dedicate the passage of this to Eva. Additionally, in her memory, it is our duty to campaign for this for the whole university.

AS 1876 passed 41-0-0

AS 1877

Nha-Nghi Nguyen explained the changes to the bylaws that CSR has made. She then reviewed what was proposed at the September 9th meeting. The changes in today's amendment retain unit 4 SSPs ability to serve as senatorial officers and their ability to serve on the Senate committees' general unit and faculty-at-large seats.

Q: I am unaware of the current office positions unit 4 SSPs could hold. What are we retaining?

A: The retention of the officership appears in both the Constitution and the bylaws. It is discussed in section 2. Currently, we do not have any SSP officership positions, and this is based on principle.

Q: In section 1.1, all the colleges are listed except for the College of Data Information and Society, our newly formed college. What is the origin of the rule in sections 1.1.1 and 1.1.2? This seems arbitrary and not equitable.

A: The specification of the FTEs and the number of departments was done at a time when CDIS did not exist yet. I remember the rule was implemented at a time in response to the creation of a college that was deemed too small. I don't remember which one. It was one of those cases that the college had faculty members, but the feeling on the senate, and I think O&G was the creator of this bylaw, felt that the faculty should be represented not as representatives of a college but through the medium of the general unit. 50 could be an arbitrary number, and I urge you to write a referral to change that number. I think CDIS might be reaching that number soon anyway, so changing the number might not be necessary. In terms of the number of departments, if CDIS will reach that soon, then it is not necessary to change it, but I urge us to have a larger conversation about whether those numbers should be changed.

Debate

C: Senator Behin moved to amend line 168 and strike out voting members and members who have rights to vote on policy resolutions. This is consistent with the rest of the proposal.

The amendment was friendly to the body.

C: If there are problems with the bylaws, it is pretty easy for the Senate to change them through O&G or the Senate body. The bylaws do not have to go out to the faculty electorate. If the amendment passes, we have time to fix issues with the bylaws; however, we have no time on the constitutional amendment because if it is not approved by the faculty electorate this semester, it won't be in time for next year's election cycle.

Q: What happens if the constitutional amendment fails and we pass the bylaw amendments?

A: There are sections in both amendments addressing this. They both must pass to be implemented.

AS 1877 passed 42-0-0

V. Unfinished Business: None

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

A. University Library Board (ULB): No Report

B. Professional Standards Committee (PS): No Report

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

Senator Sullivan-Green presented AS 1873 Amendment A to S17-1, University Policy, Culminating Activities and Final Examinations Policy (Final Reading)

Senator Sullivan Green reminded the Senate that this amendment was introduced in the spring with the hope of being implemented in Fall 2024. However, after the Senate passed it, the president returned it to ISA with several recommendations.

First, we were asked to include additional consideration specifically for winter, summer, and special session courses. Specifically, we included those courses in lines 73-78 regarding the requirement to include a culminating activity for those courses. Then, lines 79-83 and 115-122 apply specifically to these courses. The second thing we were asked to consider was including language that addresses courses that have multiple components, like a lecture and lab. Finally, we were asked to add language regarding the oversight of culminating activities. In the process of adding these recommendations, several additional things were included. First, we added the specific language that academic scheduling and space management uses regarding terms. This is linked in a footnote on the first page of the policy. We communicated with the veteran resource center because we were given notice that there were specific issues with our veteran

students and their culminating activities. We invited Sarah Cisneros, from Academic Scheduling and Space Management to our meeting last week, and they were a great help in adding the specific language so we are consistent with what they use. If this policy passes today and the President signs it, then it could be implemented for Spring 2025. Sarah shared that they already have a webpage built that implements all of these changes. It would be ready to be published on October 22nd as soon as a Spring 2025 schedule is released. That would put them in line with the policy, and they intend to keep that pattern so they will be ahead of the deadline by a week every term.

Questions

Q: Is it the intention that a class that starts at 7:30 could ask to have the period moved earlier?

A: The request to move a class specifically because of time was not considered, and I do not believe that is something that is permitted now. There is the possibility that you could request an exception, which is written in the policy. But that would be up to your chair, director, or dean to justify that.

Q: On lines 126-127, was it the policy intent that each college would set its own deadlines, or would the Office of the Provost establish deadlines for that when implemented? I am concerned that everyone would then set their own deadlines or options.

A: The committee did not establish deadlines or structures for that, but the syllabus policy requires that the culminating activity be included in the syllabus on the first day of classes, so there is a de facto deadline. If the dean or the provost chooses to add a specific deadline, nothing in the policy requires or prevents it.

Debate

C: I have taught at 7:30 a.m., and even though that is not typical anymore, I found it always cruel on behalf of this university to force students to show up at 7:15 a.m. for a final when they have enough trouble coming to this campus at 9am. Security considerations are an issue, and the bookstore is not open, so students cannot purchase any test forms. Students often already have to drive an hour or more to reach campus. This policy is long overdue. Our commuter students shouldn't have to worry about this at the end of the semester. I think it should be even later than 8:30, but I understand we must fit several exams in one day.

Senator Del Casino proposed an amendment: An exception will normally be requested before the start of the term and approved by the Dean's Office and then included in the syllabus. In rare cases, the Dean may approve an exception by the halfway point of any given term. There was debate on the amendment.

C: If we don't set any parameters for when this will happen, people will ask later in the semester. That would then mean adjusting the syllabus, which is a contract between faculty and students. This needs to be planned out and thought through. Given what Senator Sullivan-Green said, that is normally planned in advance, and then it can be approved in the syllabus and in advance. The other option is to set hard deadlines in a semester, which I can implement as the Provost. So the real question is, do you want something here or the Provost's office to implement it this way?

C: I understand the idea of what you are saying and am not opposed to it, but there are issues

with this language. For example, try to apply it to special sessions. Also, if the request is due just before the start of the term, you are not giving the dean any time to respond. I would propose establishing an actual date. Using a term such as “the halfway point” would be very difficult to establish.

C: I understand that “the halfway point” can apply to any length of time. There could be something to add to this such as the Provost’s Office establishing a set of deadlines to coincide with this for every consideration. What I sensed was that people did not want deadlines in here.

Senator Del Casino proposed an amendment to the Del Casino amendment: “deadlines will be set for exceptions will be set by the Office of the Provost.” This amendment was friendly to the body.

C: Given the new phrase at the end, Senator Van Selst proposed an amendment to the Del Casino amendment to remove the sentence starting “with rare cases.”

The Van Selst Amendment is friendly to the body.

C: I have been a lecturer who has been asked to take on classes with very short notice, and things conflict. If we are going to mandate this, it has to happen at the start of the term. If a lecturer is given a class two days before the start, it doesn’t give them much time to have the necessary conversations.

C: That is why we added “normally.” We would create an exception to give the deans flexibility to respond to those cases. That was the point of the sentence that was cut out. We can create expectations. The syllabus update is key because it is a contract, so the students know what is coming.

Vogel amendment to change the word “exception” to “exceptions” was friendly to the body.

The Del Casino amendment passed 39-1-2

AS 1873 passed 40-0-1

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

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

Senator Wong presented AS 1878 University Policy, Adoption of Guidelines for General Education (GE), American Institutions (AI), and Writing in the Disciplines (WID) (Final Reading)

Senator Wong reminded the Senate that the GE summer group drafted this policy and guidelines this summer. Then, C&R went through the revisions, and this is the final reading. The main changes are that Area E is removed per the new CSU policy and that Areas R, S, and

V are renamed to UD area 2543, etc. Compared with the first reading, we have incorporated some questions and comments.

Q: Is AY 2034/35 correct?

A: Yes, that is correct. We have to do it again in that time frame.

AS 1878 passed 42-0-0

VII. Special Committee Reports:

Towards WSCUC Special Visit 2025: Updates and Planned Series of Actions By Senator Raman

Senator Raman explained that today's presentation is essentially focused on first-time senators, those new to the Senate, people new to the accreditation process, and people who want a little bit more context behind why we have been investing so much time and energy talking about accreditation. I am here today because of the Accreditation Review Committee, a special Academic Senate committee. WSCUC is a group of people who have signed up to perform a peer review of this institution. We love to celebrate San Jose State University's mission, vision, and values, and we are an amazing place that provides a world-class education; however, who is looking over our shoulders to ensure we do the things we say we're doing right? It sounds a bit scary, but opening up yourself to peer review and making sure all of your constituents can transparently see the workings of the university is probably the most ethical, most reasonable thing you can do to provide background and information to all the people who work around it. The body that governs us every so often comes to campus, anywhere between 6 to 10 years. We are supposed to produce an institutional report that responds to certain criteria for review. The peer review team or the special review team looks over the evidence we provide as a community and tells us how we're doing, where the gaps are, and where the success stories are. They then provided us with a report at the end of that visit, which set the tone for the remaining years. If things are not smooth enough, we may do something called a special visit, which is where I'm coming in today.

We were asked to provide an update in 2025, which is at the halfway point because we have a six-year term and are busy preparing for that. Peer review helps us make our case clearer and holds us to certain standards. Also, it benchmarks our work against external standards and determines where we need to continue to develop. Even though ARC is a special committee working out of the Senate, the role of the committee is nested in Academic Innovation and Institutional Effectiveness, headed by Vice Provost Ron Rogers. ARC is one of three groups working on the institutional effectiveness side. We're about 20 on this team. ARC's charge is to summarize the feedback received in our last visit and make it widely available. When our guests come back, we are making sure we have a communication plan and that our goals are met.

Preparing for the special visit is very important. Our last visit took place in 2022. We got an action letter with nine recommendations. We are due to submit an interim report in January. Then we have the special visit on April 9th, 10th and 11th. Campus climate has been a big

issue for a very long time, and we are very grateful Dr. Kristin Dukes, our CDO, came on board. She is working on the inclusive excellence model. We have already taken one step today by passing the amendments to include staff on the senate, but we have to get the faculty to vote for it, too.

Multiple people on this campus are working towards another pervasive problem: reducing gaps in student success. My biggest issue here is a lack of comprehension and knowledge about institutional accreditation. Getting the word out is important. Make sure that we understand what we're telling people first by bringing the process up and understanding where we are regarding our work on those recommendations.

Questions

Q: There were questions about shared governance, and as your faculty leader in the union, we have long felt that shared governance has been ignored. Are we going to be included in this? Will there be a chance to voice some changes taking place in the positive on shared governance?

A: Absolutely. We are welcome to give you feedback. The special visit is a smaller version of the regular visit, and they might want to speak with constituents. Also, we want to hear your concerns now so that our report can include the community's feedback.

Q: Shared governance was one of the key recommendations in the special visit document, and I think the Senate has made great strides today. However, I want to encourage all of the ARC members and those involved with the last special visit to think of shared governance beyond the Senate. We're working on shared governance here in the Senate, but this is not the only space on campus. Many policy decisions are not made by the Senate; the cabinet and the leadership teams on the campus make them. I hope this will be an opportunity to open up other spaces for shared governance in the accreditation team to look at. Hopefully, we can begin some preemptive discussion before the special visit occurs.

VIII. New Business: None

IX. State of the University Announcements:

A. Vice President for Administration and Finance

I was with several of you at the budget town hall earlier last week. It will be posted on the website shortly. We are also in the process of answering all the questions submitted from the town hall, which will also be posted. Coming up in two weeks, on October 14th, I'll be back here talking about the budget with you all. We are working on changing some of the slides that were already presented.

Questions

Q: I have a question regarding public safety and the increase in electric scooters on campus. At one point, I thought the university was geofenced, but students are zipping around campus and buildings. Have we considered signage or announcements because it seems especially bad this semester?

A: I agree that this is troubling. The technology has changed some years ago. Yes, we did

geofence, and the companies providing the scooters slowed to a crawl when they got there on campus. Nowadays, the price of those scooters has dropped tremendously. Our students buy them themselves, and it's not a rental; it's their device. We're working with AS. We're also working with our transportation group on how we work on our bike areas. We have cages strategically located around the campus, but they are rarely used. The only good option right now is to use their scooters outside the SRAC, so we are working to provide other options.

Q: I heard during one of my department meetings that we will encounter a 10% reduction from the state next year based on a new rule or action plan by the governor. If true, what proactive action plans or bargaining powers does the university have?

C: Firstly, a lot of this was addressed at the town hall meeting, so watch that and go through the slides. The governor has proposed an 8% budget cut across the board for our base budget next year. He also proposed that the compact not be funded next year. Those are two big funding areas that will hurt us. I discussed this at the town hall and will discuss it in a few weeks. Our enrollment is extremely positive, and so that helps offset some of the revenue problems we're having from the state. So we get to control a bit of our destiny by having that enrollment side with things we can do. In April-May, even into June, many of our union groups went up to Sacramento. They pushed the governor this past year to fund the compact; through that advocacy, we got the 5% compact this year. I highly recommend doing that advocacy again because it helps.

Q: Thank you for sending the information regarding the annual security report. Could you please discuss some of the updates and changes that will be made based on the changed numbers, such as the jump in weapons violations?

A: One crime is too many; however, our numbers are pretty good for an urban-facing campus. 99% of the time, when we have weapons, it is not our students, staff, or faculty. It is external people in the community who come onto campus or to the surrounding areas. I believe this is a safe campus, and we are doing all the right things to keep it safe.

C: Many faculty members are union members, but some people question why we do politics, and it's what Senator Faas said. For instance, We do that work to get the base budget. I keep hearing, why do we spend money on politics? Well, this is the answer. We spend money on politics to get these results. We did have a contingency on the base budget for the second part of our raise, and we got the base budget for the second part of our raise. Some people are saying the chancellor didn't fund the raises, and part of the reason is the deficit, and then the responsibility falls on the colleges and departments to fund the raises. Can you tell us if that's true or not?

A: The compact is a 5% compact that is essentially half of our budget. So you get 5% on half, and 3% of that 5% goes to salary increases. So what the Chancellor's office will do is their funding from that compact half (round numbers), and the other half has to come from each local institution. That happened last year, and it happened this year. Round numbers \$10 million last year and \$11 million this year. Each institution, in our case, is \$21 million, but if you were at Fresno or Humboldt, the numbers are slightly different. Still, it's the same type of percentage that local institutions are funding. It's not the colleges, it's not the departments it does roll down. It is the university that has to come up with that \$10 million.

Q: Is there a reason that the Chancellor's office isn't funding this more robustly on their end?

A: The 5% contract is only half of our revenues. Salaries account for 80% of our entire budget. So they are passing through to us everything that they have, but the compact only funds less than 3% raises, and we're handing out 5% raises. The difference isn't coming from the

Chancellor's Office because we don't have it. Therefore, it has to come from someone, and that someone is us or any campus locally.

Q: The Chancellor's office is now more funded than the five least funded local CSUs. Is it really the truth that they don't have the money to fund it? Also, since our enrollment is so high, why don't we get more support from the Chancellor's office?

A: I cannot answer the Chancellor's funding question. We get funding from the Chancellor's office as we get approved to have increased student FTEs. Last year, we had a total of 223 more fully funded FTEs with various reallocations from other campuses. We are planning on going over another 500 in our base budget. Then we are going to pass that by another four or five hundred. Our enrollment numbers continue to be strong, but overall, the CSU is below the target by 3% or 4%. We were one of seven who were enjoying the spoils from those other campuses that were not growing. However, overall, the CSU is having enrollment challenges.

B. Vice President for Student Affairs- Not present

C. Chief Diversity Officer

We are currently working on the Interfaith Task Force, and what I have brought today is the draft charge. The exact composition has not been determined, but this task force will report to the Campus Committee on Diversity, Equity, and Inclusion (CCDEI), and I will chair it. The selection criteria will be based on the charge. The task force's composition will be faculty, staff, students, and possibly local representatives within the faith community. We're a little behind on timing, but once the selection has occurred, it should happen by the end of the semester. The hope then is to launch the task force work in January 2025. This would give a calendar year for the work to be done and a final report to CCDEI and the Office of the President.

Questions:

Q: Could you speak a little bit about the composition of the task force or how many members will be on it? Are there any concerns that some members of specific communities might feel are being excluded if they're not on the task force, and how might you address them?

A: The exact size has not been determined, but it will be a mix of students, faculty, and staff. There are a few descriptors about the type of individuals we were looking for. We're going to do our best to balance the voices while also being mindful that this is not the task force for insert faith insert this group.

Q: How are you going to make sure that this group doesn't become politically charged?

A: We will have some expectations for engagement that people will agree to when joining the task force. I hope we can think clearly about the inclusion and welcoming environment we're trying to create as a campus community. One of the things that I've heard is why touch this? This is such a polarizing topic; why touch it? My argument back is that it is a very color-blind ideology. So, at SJSU, this won't be easy, but we can lean in and be a national model for how to do this work correctly. I think this is our moment.

Q: How does the task force define faith?

A: The task force will define what faith means, but the scope of the task force is

religion, spirituality, secularism, and different world views for that reason.

D. Associated Students President

We had an activism and action field trip last Thursday, September 26th, from 8 a.m. to 5 p.m., and we took some students to San Francisco's Mission District in collaboration with Centro for Hispanic Heritage Month. Legacy Month kick-off was today. Our legacy is this coming month, October, and it's meant to honor SJSU's history of student activism and student engagement on campus by commemorating our SJSU alumni, Tommie Smith and John Carlos. We invited Doctor Angela Davis. She'll be here on Thursday. We also have some appearances from Tommie Smith and John Carlos, who will visit campus later in October. Homecoming is starting soon, and we have finalized the shirt design. The theme is Spartan Glow Up.

At our last board meeting last Wednesday, we passed a resolution in support of the Muwekma Ohlone Tribe Trail of Truth mission for federal recognition. We're calling for support from our university and other surrounding colleges that reside on the tribal lands, including CSU East Bay, San Francisco State University, and other community colleges. We're also calling for support from the California State Assembly and Senate and other members of Congress. We're also encouraging students to enroll in Native American and Indigenous studies courses to join advocacy groups and get a little more educated on supporting local indigenous communities. We will also host our first monthly town hall this year on Wednesday, October 30th, from 10 a.m. to 12 p.m. I highly encourage you all to encourage your students in your classes to attend. We're hoping to get a lot of student engagement for our first town hall, and some priority topics that we'll be discussing are the time, place, and manner policy, the system-wide one and the SJSU addendum, and the total cost of attendance. We'll be having these town hall meetings monthly. We're still working on the resolution in support of the Filipino American History Mural Project. I sent an email earlier this month in case you're interested in helping donate to the cause or learning a little more about what the mural means. Also, I'm still working on filling committee positions specifically for student seats on university committees.

Questions:

Q: With the slow rollout of FAFSA, is this a problem you are seeing for our students right now?

A: Many of our students are facing this issue on this campus, and we discussed it at our last Cal State Student Association meeting. Many students are struggling with the slow rollout of FAFSA, and I know our financial aid office is trying to get it out as soon as possible. We have our student scholarships, which we're hoping to give out, but unfortunately, the slow rollout affects the financial aid office, so we had to wait.

Q: Can you speak more about AS's view on Time, Place, and Manner?

A: I think that, right now, students are still trying to gain more knowledge on it. We are trying to raise awareness and encourage our students to read it. Regarding concerns, we haven't heard any specific concerns as of now. AS published a statement in August encouraging students to be more informed and read what the TPM policy and SJSU's addendum say. I know that the Spartan Daily student newspaper has published an article about it saying that they're still waiting for more feedback from students, but on a statewide level, the other 23 campuses. There was a lot of criticism at our last plenary meeting concerning the representatives from the Chancellor's office. We collectively felt they were being performative. They talked to our Cal State Student Association president and VP of Systemwide Affairs, who is currently an SJSU

student. The representatives gave them a two-day turnaround time to meet and give feedback on the TPM policy. The students gave them nine points; out of those nine points, only three were considered and implemented. Many of the other campuses have expressed similar sentiments to ours, where they're trying to get our students more engaged and informed on what the TPM policy means, especially as we head closer to the election season.

E. CSU Statewide Representative(s):

At the General Education Advisory Committee, we discussed the Common Core numbering system, which really concerns community colleges. Still, it's going to require a lot of work to provide a single course number for any particular subject area. We also talked about GE exemptions, which were discussed last year. There was a survey to find out the current status of exemptions across the system, and the data is being collected. Senator Van Selst raised the issue of the important distinction between the guiding notes for CALGET-C and the guiding notes for GE Breadth, which essentially conflicted right now. At Academic Affairs, there was discussion around AB927 and community college four-year degrees and the current impacts that exist on several community colleges. Proposals that have been called out as duplicative by the CSU. In some cases, community colleges are still going ahead with those disputed courses. Some legislation that was supposed to have cleaned up the approval process has died in the Assembly. We discussed the policy on time, place, and manner at the plenary. The policy is designated as an interim, although nobody was particularly clear whether that means it is changeable. It is currently enforced. DVC Evans pointed out that this was essentially some framework around TMP that was required by state legislation and had to be in place at the beginning of the academic year. Also, he discussed the proposed merger between Cal Maritime and Cal Poly San Luis Obispo, which represents a template for future rationalization. He also noted that the rationalization not only refers to administration but could also include the rationalization by coursework. There's a resolution essentially conditionally supporting the integration of the two CSUs and calling for the protection of staff and faculty jobs. There's a resolution on time, place, and manner coming from the justice, equity, diversity, inclusion committee, and faculty affairs committee expressing broad opposition to both the content and the consultation process. There was a resolution to change voting eligibility in the ASCSU constitution concerning representation. The resolution says that it defines who can vote in that election. The definition is all and only faculty unit three employees. The question was raised as to what the implications of that definition are. Who had voting rights, and what about campus voting? We also had three first reading items.

Questions

Q: Was there any discussion in the ASCSU about the Chancellor's directive and the TPM policy?

A: Most of the discussion focused on the process by which the Time, Place, and Manner policy had been developed and whether it was enforced or not because it had not gone through a public consultation.

C: The Chancellor's directive apparently applies to unions, which is why the CFA filed a PERB charge against CSU, as they may have broken labor votes.

Q: What's the rationale for excluding everyone other than unit 3?

A: . I think the rationale was actually the reverse. It was extending representation because some campuses did not include lecturers, who were represented as unit 3. So, actually the intent was to expand those who were eligible to vote.

F. Provost

In August, the federal government made a series of blunders, one of which was verification. You have to verify a certain percentage. We used to be able to batch-upload them, but now we have to do it individually. In August, we had 2577 students that needed to be verified. So, we quickly met with the cabinet and decided we would not penalize any students. Also, we will hold off on charging them for school or anything else until we can complete that. We're down to 354 students now who still are in the verification process. But, no one's been removed from school as a result. We've worked with housing and other areas to ensure that if a student didn't have a full bill paid, we've managed it. A lot of work has gone into that behind the scenes.

Some good news was that our retention rate for the second year retention rate was 87.3. That is the third highest in the college state system this year. They're now analyzing this at the system level and looking at things, and we did a really good job. When you look at our total enrollment, it is definitely a combination of increasing class size at the first-year level. We're still down in transfers, but it is retention and student success that drive that. The report showed that our graduate, undergrad, and self-support mix has changed in the last 4 or 5 years. Nonetheless, our enrollment numbers are really strong, and we'll see where they go with redirection. The last thing I committed to reporting on is some of the class-size questions that came up. Last year, our Student Faculty Ratio for fall 2023 was 24.8. The preliminary analysis has come in at 25.3. When factoring in the assigned time the number will probably drop slightly. We're not back to where we were in 2017 in terms of SFR.

Questions:

Q: What were the two other schools that had better retention?

C: Officially, I don't know yet. I want us to get to 90%, which would be 100 of the 546 students we did not retain. So, we did a dive into the data, and 74 of those students had well over at 3.0 when they left. So, when we think about retention, we often use a deficit model. We think about the students who weren't doing well, but more than half of the students left in good standing. I'm looking at the grades of some of our students, like 3.9, which is four points over. We will do a clearinghouse analysis to understand where those students went and whether they're still in school. The WASC website shows that many of the students are still in college, even if not with us.

Q: How is graduate student retention?

A: Graduate student enrollment is up, but it's up in California residents more than nonresidents. I think we're up 150 year over year in graduate students and down 800 in undergrads; however, because average unit loads are up, we're ultimately up 1000 in the full-time equivalent of FTEs. I don't know the retention number, but I think they are roughly flat.

Q: How do we set the criteria or a threshold for retention each year?

A: We are involved in the Student Success Equity initiative, and one of the things we're going to build is a student equity plan for academic affairs. We need to be more precise in what we're trying to accomplish because we can talk about equity gaps, and it's important to talk about equity gaps. However, the challenge of our demographics is that closing equity gaps is not that

simple. We have to start to set more nuanced goals, and that's something we will be working on. We'll get more people involved in that conversation throughout the year.

X. Adjournment: The meeting adjourned at 5:01 p.m.

2024-2025 Academic Senate Minutes
October 14, 2024

I. Call to Order and Roll Call

The meeting was called to order at 2:14 p.m. after the senate group photo was taken. 42 Senators were present.

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

II. Land Acknowledgement:

Senator Riley read the land acknowledgment.

III. Approval of Academic Senate Minutes: None

IV. Communications and Questions

A. From the Chair of the Senate:

Chair Sasikumar's update featured the following:

- Acknowledging the death of past senator Peter Buzanski

- Recognizing that for the first time in many years, we have a full complement of senators from the College of Business. The newest senator is Dr. Sarika Pruthi from the College of Business.
- On Thursday at 3:30, there will be an informal get together for those who identify as international faculty. This meeting is the result of collaboration between one of the Senate committees—the Faculty Diversity Committee, and the Office of Diversity, Equity and Inclusion.

V. Executive Committee Report: None

V. Unfinished Business: None

VI. Policy Committee and University Library Board Action Items (In rotation): None

VII. Special Committee Reports:

A. University Budget Report by CFO and VP of Administration and Finance Charlie Faas

The town hall proceedings [September 26, 2024] are posted on our website, for those who did not have a chance to view or attend. This is my ninth year coming up here and doing the budget for everyone. This is about the spirit of transparency, spirit of shared governance. I have the honor and privilege of co-chairing the Budget Advisory Committee with Tabitha [Hart], who's not with us today. A whole group of really smart folks that are part of this Budget Advisory Committee is meeting a couple times a month now, and working on these issues. I appreciate what they have brought to the table. We've done three different town halls/ budget summits over the past 13 months. So I hope you've enjoyed those. I hope you've been part of those. And then lastly, one of the things that I've instituted here is I'm going to have office hours, the first Tuesday of each month up in Clark 540.

This year for the first time in five years, thanks to tremendous work that's gone on we get to this difficult spot of balancing our budget. Across the state, we continue to face lots of hard issues. The state budget that the governor has put together is fraught with issues and concerns, and it flows down to us. Recruitment for students is as competitive as ever. We are on the good side of that, but we need to continue to stay on the good side of that. And technology continues to rapidly change. Our campus is doing really well with any number of these things as we're addressing these challenges. These next 6 to 12 months, as we're getting ready for next year, are going to continue to be very challenging for all of us. The state budget, as I'm going to get into, is in play. And the governor has made some remarks that he is looking at reducing our budget, challenging us in different ways. It is unusual that the governor and the state legislature will lead with that so far in advance. But it gives us some headlights into where we're going here in the future.

The chart shows you by division going across all divisions, the dollars. And then on the bottom, the percentages over those two reductions that happened over the past two years. So the net version of this is Academic Affairs had about a 10% reduction to their budget. All the other divisions took about 16% as we went through. These reductions then enabled us to balance our budget and to have a break even budget.

This more traditional slide talks about revenues and then expenses. We're at \$482 million budget, general fund budget. It's a balance between revenues and expenses, about half (52%) of state appropriations that come in from the state of California for our budget. The other part is tuition. And

that tuition is driven by a tuition rate times an enrollment number. So there's a couple of different components there. On the expense side, three quarters, almost 80% of our budget is headcount driven. Again, no real changes here. This is pretty consistent. A couple of the numbers that have grown slightly over this past year are - the utilities number is up slightly and that's everyone seeing this in their homes with utility rates going up. And then financial aid is up as well. And that's because of the first year of our tuition increase. A chunk of that tuition increase goes into additional financial aid for our students. As part of our expenses, when we get the compact that we got this year from the governor, the governor says, and the CSU says there are certain things that you're gonna do with that compact money: we partially funded salary increases, benefits, health benefits, CAL-NAGPRA, NAGPRA, Title IX, Veterans Aid, and GI 2025 Student Success were all mandated expenses that came in with revenue. And they were part of our expense model here as well.

Similar to what you've seen in the past is the Pac-Man chart here, with the big blue being Academic Affairs, 64% of our operating budget for academic affairs. That is up slightly, maybe a point from 0.9, 0.8 from last year and that's mainly because of the slide I showed you before where Academic Affairs took a 10% reduction versus all the other divisions, taking about a 16% reduction. Everything else is more or less in line with what's in the past when this got printed, it got rounded. I'm not sure why, but the Academic Affairs 63.9 and then everybody's favorite Intercollegiate Athletics is actually 3.7 down year over year.

Looking at all funds, so 482 is what our general fund is, and that's mainly what we're talking about here. But I wanted to take a moment and look at the general fund versus all funds. And so the interesting things that have happened this year, growth wise, Housing and PACE, both up \$13 to \$14 million each. And that's great student facing revenue services that we're providing to our students in those growth areas. Also, what you see in the general fund is up about 18 million year over year. And that's after taking the \$35 million worth of reductions. And so there is added spending that's happening in our general fund as we go through things.

This is my one enrollment slide that kind of ties in enrollment numbers. Vin's probably going to get into this maybe a little bit later. But it talks about base enrollment numbers that are all FTE full time equivalents and what the base is, what the surplus is. The takeaway from this chart is a couple fold. One - this is the first year that we're getting reallocations from other campuses, when other campuses are not doing as well in enrollment. We lost about 100 on our nonresidents. That number is continuing to drop. We think it's leveled out, but we'll see as we go into the spring. But the real good, positive message that we need to take forward from this presentation and going into next year is we are over in enrollment. And that's we budgeted to be over 491 on top of the budgeted amount we planned to be over. We're another 472 over that amount as well. 103.5% of target rate numbers. That's the success. That's the positive part as we go into next year and how we balance our budget. Not just this year, but going into next year and into the future.

This is a chart that I put together that talks about CSU based funding. The things that happened this year are the 6% tuition increase and that continues for the next five years. This year we got the compact of 5%. The signals the governor has sent to us is that next year the compact is going to get deferred out to the following year. And the other signal was that there's going to be an 8% base budget cut next year. Almost every other state entity got that 8% cut this year. What the government was looking to do was give us, the CSU and the UC, the time to work on addressing that 8% cut (about \$25 million that comes in, a big number). When you have the 8% and you have the deferral, the compact, it's concerning.

From a CSU point of view, we had two things happen. One, this year is a \$75 million, one time reduction that cost us \$3.9 million. That's baked into our budget. There was headlights all spring

about that. So that's why it's not a surprise as we put our budget together. Next year, the compact for the CSU is \$250 million. The question is, are we going to be responsible for enacting the things that are in that compact, or is all of it going to get pushed? We don't know yet. So as we go into December, as we go into the spring, we'll know more about what that could be. The good news here is that in May, we didn't know we were going to get the compact. Through the advocacy of people in this room, some of our CFA representatives, CSU representatives, the Chancellor's Office, presidents going to Sacramento, we got the compact funded this year. We need that to happen again. We need that advocacy. We need those things to happen so that the state, the legislature, recognizes the value that we're providing as the California State University and making sure we get as much funding as we can get. So the ask from the board of trustees last month was not just the normal 5%.

If you watch the Board of Trustees meeting, the first three items on here, I'll say are mandatory expenses that they talked about: health care premiums, life, liability insurance, utilities, all those things are going up. And we have the funds to run our base business. Anything in the yellow here is TBD. We don't know where that's going to be yet. We don't know what the compensation is in any of these models.

This is my forecast. This is what the negotiations are going to be. I'm not part of this negotiation. That's all done at the Chancellor's office level with union representatives. So in these scenarios, if there is no compact in Charlie's world, there's a logical extension that there wouldn't be a salary increase. This happens to be 3% in this model. Again, these are my assumptions. Similar to this year, there's also some mandated funding items CAL NAGPRA or Title IX or those type of things that we're told to put into the budget if there's a compact. Whenever we have additional revenue, that is more students that we have to teach. There's money that's put into the plan that goes to Academic Affairs for that teaching that goes in here. And then also with that tuition increase, as the Board of Trustees promised, there's additional money that goes into the state university grant. So what this comes out to, if anybody can see the bottom bottom line down here, is it's about a \$10 million gap right now. That's about just over 2% of what our budget is. We have another 6 to 9 months to find out where the governor is going with these numbers, and to address where we're going with that \$10 million.

I wanted to look at some of the frequently asked questions that have come up in the town hall:

Was the \$35 million 6% reduction still required? Lots of people have asked, well, you got your compact funding, you got the tuition increase, you're over enrolled. Is the \$35 million cut still needed? This 35 million we knew about back in the spring. So there's no new news here. We needed to solve our structural deficit. As I talked to Ray [Buyco] at the last Senate meeting, we were partially funded the last two years for all the salary increases. So we got some money from the chancellor's office, 10 or \$11 million in each of those years. But there was a campus amount for every campus.

The salary increase is \$21 million and on top of that, the trustees put another \$5 million of health benefits. So we had \$26 million that's impacting our budget this year, but we only got funded for 15 of it from the Chancellor's office. So that's the 11 that we are writing ourselves out of our reserves, out of our operating funds. That's the reason for the 35 million.

One of the things that have come up many, many times is the different salary increases. I pulled these numbers right from the CSU website, I picked CFA, CSU EU, and MPPs. What this shows is different increases by those groups. MPPs and CSU EU starting in 18-19 mirrored each other. That's why you only see one gray line. So out of these ten, 11 years, one year of no salary increases. And that's you go across the board essentially for everybody.

Another way of looking at this, I picked \$75,000 just as a number to start the graphs with, and I said, let me lay on each of those increases by year because it matters when those increases are going. And so if I see increases going out over time, CFA essentially got over this 11 year period, 3.6% increases annually. If I annualized CSUEU slightly below that because they were a little staggered, a little bit behind 3.5 and MPPs were at 3-3.1. So these are numbers as they calculate here. And then I said, okay, everyone says what's happening here in the Bay area. It's so expensive to live here. And it is. But all of our raises are all negotiated down in Long Beach. They're all done on a system wide basis. They're not local. So if I look at national inflation over the same period, 3%. If I look at California 3.3. The numbers are moving up. They're all positive. 11 of 12 years of raises are happening. Those raises are consistent with inflation. As for the president's salary, if I go back to the Don Kassing days, if you take Don's salary and you string it up, it's 2.75% of what this president's salary has changed over the same time period.

So another one is affordability. This CalMatters chart shows that in the 1980s the state was paying for everything and the campus was only paying for a little. Then those numbers converge until you get to the Great Recession time. And then from that point in time, after that massive increase, that one year, the CSU didn't increase except for one year the tuition. And that's why you see this tuition drop as a percentage. It's dropping because the state numbers were holding or slightly growing. So now you get this convergence again. It's dangerous to be relying on the state. It's way better to be relying on enrollment and, you know, controlling our own destiny here.

So what do we do from here? How do we go forward? We need to optimize the things that are within our control. And so that's enrollment. That's being the best that we can be, teaching for our students and providing services for our students. We have four things that are really positive for us. We're done with structural deficits. We do have the increases coming in for tuition. We're one of eight campuses that are getting reallocation coming in. So we're going to see more money from those other campuses. And we're surpassing our enrollment targets. So all those are positive. The challenges here. We got our compact deferral and we have to see where that goes. And we have the governor's 8%.

Q: Who is the loan with?

A: It's from our reserves, our very, very limited reserves.

Q: Among out of state students, what is the proportion of international students and non-residents?

A: Vin and Andrew are getting into WUE and looking to change, so that we can get out of students rather than just relying on international students.

Q: What is the plan for shared services?

A: That is happening. [Chief of Staff] Shawn [Whalen] and [AVP of Finance and Business Services] Maureen [Pasag] are leading that work with Deloitte and NACUBO. They are scoping that out over the next two or so months going into December. And then the implementation will be after January.

Q: For 6% reduction, it probably means that we provide 6% less funding to those units, right? It doesn't mean that they really cut 6% of their expenses.

A: It is completely up to the division. You'll see in the budget book the amount that was targeted from each division, and how each division solved it.

Q: If you remove 6% funding, are they able to get funding from somewhere else to make up the most of the 6%?

A: We only have two revenue streams essentially - it's tuition or state funding. Those are the only two

inputs that come in. Anything that comes from the Tower or the Research foundation are not really impacting our general fund. So those cuts would have to happen within the divisions. I'm not sure where the revenue would be that would offset any of that. The only group that would have drawn funding out of some other place would have been Academic Affairs out of PACE.

Q: I appreciate the transparency of the data presented on your website. Has there been an attempt to gauge the climate on campus after the cuts and do people feel that they have the tools to understand the budget process?

A: Just about every area across the campus is feeling the pain from hiring at a slower pace. We are looking at releasing those various hires when the business case makes sense to release those hires.

Q: Are there surveys about how people feel about these effects?

A: There are some surveys. The Budget Advisory Committee (BAC) has put out one or two of those surveys and we've tallied those results and the BAC reports back to the president what people are feeling.

We are the oldest CSU campus and we have some of the oldest infrastructure. In the budget report, you'll see a number close to \$1 billion worth of current deferred maintenance that we have on the campus. The CSU has gone to the governor in the past asking for money but we haven't gotten that money. And right now, we're not going to get that money for a while until the state comes out of its funk with the sales tax. And so we're going to have to continue to soldier on here for the next few years, at least with the infrastructure that we have.

Q: Can you tell us about the work with NVIDIA?

A: We're working with NVIDIA. It's more on the advancement side of things. We're trying to work with any number of our employers for our future graduates here.

Q: Where can I find more information about the asset classes that SJSU's fund is invested in?

A: It's not part of the general fund. It is part of the \$805 million. The Tower Foundation revenues, expenditures and what the endowment percentage is that they're paying out are all available to view in the budget book. We use a group called Beacon Point. We have north of \$200 million in our endowment. We have professional advisors plus our Tower Finance committee that's investing that money for us. The bulk of my presentation dealt with the General Fund which is distinct from this. You can find more information under the Tower Foundation page or contact me afterwards.

Q: I was waiting for someone to ask the Peter Buzanski/[Romey Sabalius](#) question. Peter led the charge for the Senate to endorse a resolution that the university should cap the expenditure on athletics at one percent. The administration was not willing to go that far. Under Don Kassing it was at 2.2% and now we are at 3.7%. So the university has decided to put much higher priority on athletics than it has in prior decades. The question is whether our athletics are more dependent on our student fees and general funds than other sources of funding such as ticket sales. Athletics' revenue stream is not going up. Why is self-support in athletics not increasing?

A: There are the three components of the Athletics budget - the general fund, the IRA fee, and the generated revenues, ticket sales, sponsorship sales going to that as well. Game guarantees is one of the things that was down \$700,000 year over year. We didn't play an away game against Michigan or Alabama or Texas this year, and those are the ones that write you a million and a half dollar check. We played smaller games against Washington State or Oregon State on the road, and those are

smaller paydays. And that's one of the reasons for the drop year over year. Everything else is relatively consistent in the generator revenue. We need to fundraise, without a doubt. Part of that is you have to win, you have to put on a good game day experience, you have to have integrity in your athletics. And I think Jeff is doing those things over the past few years. And so I think it's leading us down a path that we will be doing better. We've had this conversation before.

B. Academic Affairs Budget Report by Provost and Sr. VP of Academic Affairs Vincent Del Casino

Well, let me begin by saying a few thanks. I have to thank Heidi Wong, from our office, who's done a tremendous amount. And I have to thank Marco Antonio Cruz and Christian and Kyle from Institutional Research. None of this happens, without all the hard work of all the leaders on the campus. And that goes from our department chairs and all the way through, because you're going to see some big number changes in the divisional budget. And we're teaching all those students, and that takes a lot of work. So I just want to acknowledge that work.

So just to give you some context, what I've been trying to get us to think about in Academic Affairs is all the funds that we have. And when you add all those funds together, the budget that's managed within the division is about \$382 million. You'll notice, for example, a projection of \$ 71 million for this year from [Professional and Continuing Education] PACE. That includes reserves plus the money, revenue money that's projected from Charlie's budget. We get lottery money, the overall CSU ARP fund. This includes benefits and everything on one page.

Now this is driven, as Charlie mentioned, by enrollment and the enrollment change. What's interesting is we're the largest we've ever been. But the mix is different than when we were in 2021, or even back in 2019. But you can see where we hit over 37,000. We had 28,158 undergrads. This time around, we have 27,361 by headcount. We have slightly more graduate students, and we've grown in self-support. So when you look at the total student body, it's grown, but it's grown differently. And to be honest, for example, this is amazing. I'm really psyched about it. A lot of California residents, but as we know, graduate education is more expensive. Classes tend to be smaller and things like that.

This transition translates into a full time equivalent number. And I put down here what the total numbers come from how we get to that 103.5% of California enrollment. But basically we're just over 30,000 full time equivalent. What's important here is again, lower numbers of these are undergrads, but the average unit load has gone back up. So we have a smaller head count taking more classes, equating to more full time equivalents from a funding perspective from the California State University. That's a good thing for us financially, but it puts a burden on classes and other things like that.

What has been noted as well is an enrollment trend for non-residents, which hit its peak in 2022. But nonetheless, um, we've seen a decline in overall non-resident. This is just the stateside numbers. The self-support numbers are actually we have quite a few non-resident in self-support, but on the state side, we've seen this decline. This is fall. Spring is usually lower. That's why there's a decline potentially in non-resident enrollment.

So, if you take what Charlie did and just kind of graph it out, there's some interesting things going on here. This is our systemwide budgeted target. This is what we budget as a campus, which Charlie talked about earlier. And this is what we're projecting we're hitting. So overall those are really strong numbers for us. And as you can see two years ago that gap between what we budgeted and what we

actually hit was demonstrably large. So we've reversed the trend that we had seen a couple of years ago.

So we take those full time equivalent students and we distribute them to the colleges. And we've done that in two tranches. So we've distributed everything that was budgeted. So there's enrollment that's not budgeted yet because it's over. We actually distribute that in the spring. But you can see some of the deltas and as I've talked about and this is my sixth budget presentation here, that we move enrollment around depending on how colleges are doing. We hit about 55% of the overall target in fall, which is a strong number, which is why we're projecting a higher total.

So one of the things we wanted to kind of walk through, so everybody understands it as well, is if you just take the CSU operating budget for the division without benefits, you can see some interesting trends. We've gone up in overall target, but we've actually seen a slight decline in the operating fund from year over year. This is the budget cut. But you could kind of see a trend. These were the raises Charlie was talking about.

So what was the base budget impact? So the 6% number was \$16.2 million. We had to carry over another \$3.4 million because we actually had a \$10.5 million budget cut in 2023-24. We only did \$7 million last year, so we had to make up that \$3.4. We've had some increases though, and obviously compensation adjustments which aren't all quite there, but these are the raises that have gone in. When it's all said and done it's only a net change of \$6 million, but it's fewer people being paid more on that number.

I wanted to lay out where those impacts have happened on the staffing and MPP perspective. So we moved five MPP lower in the division for about almost a 6% cut. Although we've authorized quite a few searches in the last three weeks. So there's a lot of staff movement happening. This is also controlled for the move of enrollment management, which is actually 115 positions that came over to the division last year. But you could see some of the change to hit in administrative staff.

So where did the allocations go? Let me tell you how we walked through this. I went to each college and administrative unit and I said, how can you manage this? And these are the reversal of all the plans that took place. So there was a base reduction in salaries of \$13.2 million and reduction in benefits of \$6.4. 48.5% of that comes out of instruction of the instructional budget. And this is complicated by the fact that we had new enrollment. So some of these positions came back.

There are other institutional investments that have taken place. We have maintained the RSCA program at \$7.6 million this year with 374 faculty on that program. Core funding available is \$6.4 million. The shortfall has been covered by an investment from the VPRI office as well as a PACE reallocation and some other small reserves in the office to get us to that number. We now have a kind of one time allocation per year. Charlie baked that into the budget on an annual basis of \$2 million. And then we have all these various contractual obligations. One of the things that wasn't funded by the system, for example, are these SSIs. Everybody forgets about these things. They're very important to people. They cost us about \$1.5 million a year, depending. So over the last several years, there's been 3 or \$4 million in additional costs to the campus that weren't budgeted by the system office. They budget on these straight GSIs, but not the SSIs and other things that were in the contract.

Now there's a number of CSU investments as well. So this year for the division, we were given \$300,000 for the Project Rebound program in base dollars. We were given \$1.3 million in base dollars for student success, this is going to the overall advising and success infrastructure, because we were running some of it on one time dollars without base. And then some money for NAGPRA and CAL

NAGPRA. So you can add that up and you would see. \$1.8 million more dollars in the division. That's good. But they're all very targeted and specific. And in fact, if we don't quite spend all of the NAGPRA money, it'll roll over and be ready for next year. It's the same with our Ethnic Studies money. Those are allocated dollars. I don't have any authority outside the band of where to spend them once the president designates that these things would come.

So, one of the things that we've been looking at is to restore Student Faculty Ratios. As a note, this came from the Budget Advisory Committee, a value. best practices for enforcing tighter guidelines on low enrolled courses. We have been examining assigned time for non-teaching assignments, maximizing the use of academic space to get classes to the right sizes, creating shared services across the division in order to save some staffing costs.

So here's the big drum roll number. Student to faculty ratio in 2017 was 26.6, when we were at over 37,000. But it looks like we're on track to get close to where we were. We declined precipitously, though, during the pandemic. This number is only based on the instructional portion of all the faculty. So whether or not we have the RSCA program or anything that doesn't affect this number. The SFR as well is different depending if you're tenured, probationary or lecturer. Lecturers have higher student to faculty ratios by about seven than probationary or tenured faculty. This is not completely surprising when enrollment is 25% grad students and the majority of your graduate students are taught by tenured faculty.

Assigned time adjustments have also happened. When I joined, the RSCA program had just been starting. Where there's been a decline is in college and departmental assigned time. Now some of this, to be fair, is colleges actually investing a fair amount in RSCA prior to the RSCA program, such as the College of Science. But in all seriousness, we're still not quite back to where we were in 2018. This is equivalent to about 95 full time equivalent faculty. Now, if you think about that, we have about 730 tenure track faculty. That's about 15% of the workload of those folks. When you have 375 people on the RSCA program. And this all goes back into the non tenure track faculty hiring budget.

Now interestingly as I mentioned PACE has also been growing during the same period of time. And PACE in this context encompasses all the traditional PACE work plus SJSU online. Most of the campuses have deinvested in PACE. We now make up 14% of all the PACE revenue in the California State University. This gives the Provost office, in consultation with all the departments and everybody, financial flexibility to the tune of about \$60 million a year, 89% of which gets invested back in Academic Affairs. We've grown 18 % a year in total headcount, 25% in revenue with an expected 35% revenue. So we should be at \$75 million in three years in PACE revenue.

We're 22% of the headcount in self-support in the California State University. SJSU Online has 660 undergraduate students. There are a number of programs that this is concentrated in historically: software engineering, artificial intelligence, data analytics.

So we still have a larger AUL but we are still about 19% of the California State University when it comes to the total FTE trends and self support.

Q: Question about NAGPRA and CAL NAGPRA: My assumption is that at some point it will end.

A: In theory that is the goal: to absolutely repatriate everything we have.

Q: When that happens, what are the plans? Where will the funding be reallocated?

A: Well, that's a great question. It's a very, very difficult question to answer, in part because most of our collections are actually not for federally recognized tribes, and it makes it much more complicated to repatriate. I think in an ideal world, we'd have a 3 to 5 year time horizon to complete all repatriation.

I would think that money would probably go to our tribal relation, continued partnership. The other thing that we do, actually, if tribes come to us to work together on research, we're always going to need someone with that level of expertise. It's also possible to spend more than \$200,000, because there may be a higher cost for repatriation that we're actually not even aware of.

Q: You have a slide that includes student assistants pay. Does that include a federal work study program?

A: No. That's just a student assistant base budget that's budgeted from the general fund.

Q: Is there a plan to address the issue with student assistant allocations received after the semester begins?

A: The short answer is yes. I know we actually gave those numbers out before the semester started. I gave every college their student assistant allocation. We assumed budget of \$2 million. I believe every dean was told that the same allocation was coming to them and to plan accordingly although it wasn't in the budget memo.

Q: Why is the RSCA covered by PACE?

A: About \$750,000 of that 7.6 million is PACE, about 10%, which is a little less than 2% of PACE on the campus. We started to put some PACE in there when the program grew in order to accommodate for the fact that we have a fair number of faculty, a fair amount of faculty time in PACE. So PACE helped underwrite the library so we didn't have a big budget cut in the library last year. It underwrites a portion of the grad college. So there's a lot of things we've been able to do centrally, plus reinvest. And with the legal change that just happened with the law that just happened, we're going to have more flexibility with PACE dollars as well.

Q: Question about assigned time and cuts in the college. Will we go back to giving more assigned time to faculty?

A: When we did the analysis last year, the average instructional load for a tenure track faculty was 40%. That is a 2-2 teaching load. So when you look at the use of assigned time and the reductions of assigned time, for administration, when I finally started to dig in on this, we were spending \$2.5 million a year on administrative assigned time and the division. So do I think it should go up? Not necessarily. Do I think we should use it more effectively? Perhaps. Those are hard political conversations sometimes. But I said this when I joined in 2019, and I and I'll say it again, which is if someone told this campus that you could grow the RSCA program to what it is and not take a hit somewhere else they were selling you something that I wouldn't buy. And what you see in that chart is that we made a decision to invest in the RSCA program, and some of it had to come from somewhere. So in preservation, you know, there was a reduction in the program this year. Much to the chagrin of numerous people. That reduction could have been much worse if we decided to go further in other types of assigned time.

As we grow, it is possible that PACE and other things could underwrite projects and things like that that go on. But if we're going to be this more research intensive campus with a program at \$7.6 million or larger, it's got to come from somewhere. And Mark will tell you this. And I knew this walking in the door, having worked at a research university. You're not going to pay for that with indirects. Maybe till you get to \$200 and \$300 million a year. We looked at overload in instruction. That was a provost level area. All the other assigned time decisions I left to the academic colleges and really to the deans. And so the question again is, is there a standardization you all want from my level? Do you prefer that flexibility at the college level? It's like online and not online. I have avoided prescription because I want the colleges and departments to have flexibility. So it's all tied into that. And I think it's going to be a set of conversations at the local level.

C. 2024-2025 Faculty Trends by Vice Provost for Faculty Success Magdalena Barrera

I want to point out a minor update to the title of this portion of the presentation, as we've given it every year. Previously, it was called faculty hiring trends, but it always included information on faculty diversity.

So we have a new class of 34 incoming tenure line faculty starting this fall. We see an increase in diversity over the prior year. We're currently undertaking our search for the Assistant Vice Provost for Faculty Excellence. And while I've been stepping into that role since January one of the best aspects of that experience has been getting to run our Jumpstart New Faculty onboarding directly. All of our faculty are great, but it's nice to get to see firsthand and work with the new set of faculty, answering their questions and guiding them into what is possible here for them professionally at San Jose State.

I continue to thank University Marketing and Communication for their partnership on creating this faculty yearbook. You'll have the link if you haven't seen it already. It has an introduction and description of all of our new colleagues, and I encourage you to please look through it. To me, this is a tool that should be facilitating cross campus collaborations. When you learn about the kind of work our incoming colleagues are doing, opportunities to partner with them in support of student success and ongoing research endeavors.

So for this year, the provost has so far authorized 58 hires for the coming cycle. You see how the distribution is across the colleges. We're committed to hiring the maximum number of faculty that can be supported by our current budget model. And the priorities went to hires that can grow enrollment. How dollars associated, such as the AB 1460 funding or PACE, as you just heard, that follow our ongoing hiring themes about the future of California starts here that has five areas that the deans collaborated to create a few years ago, and we've maintained those hiring themes. Powers that integrate a focus on Black and Latinx student experiences, and address critical equity gaps within the disciplines. And then finally, a new emphasis this year and next is to help hires that connect to AI and machine learning robotics, critical technology studies conceived broadly so that this isn't just limited to STEM fields, but rather humanities and the arts, social sciences, the human impacts of how we think about AI, machine learning, new technologies that we're encountering.

This chart shows you our overall hiring success over many years. You can see that we had a high in terms of the overall success rate in Vin's first year in 2019, 2020, with 91 approved searches and 69 hires that took a hit in 22-23. Part of that is to do with the ongoing impacts of the pandemic, we're on our way back up closer to where we were prior to the outbreak of the pandemic.

We're starting to get into tenure density now. So this chart shows you changes year to year in our lecturer faculty by head count and FTEF. You could see fall 2021 was a high year in terms of both headcount and FTEF of 701. We have the numbers up through last fall. If the fall 2024 numbers become available, I'd be happy to add them to this chart so we can continue to see the shifts in the numbers of our lecturer faculty who are engaged here at SJSU.

This is a slide that you may remember from last year. We have a new column now to share how our tenure density, which is calculated as the percentage of tenure track faculty to all faculty, is on the rise. And to remember that this has to be taken in context. And so again, this remains true that we have a greater number of tenure length faculty teaching, fewer FTE than a decade ago. our growth and tenure line faculty outstripped our enrollment growth. For many years, tenure density has stayed relatively flat due to investments in those faculty. The buyouts that we were just talking about, for example, with the RSCA program. And if we accounted for that investment, these numbers might be closer to 58%. And so again, right, the definition that's used to measure our tenure density may be

out of touch with where our campus is actually headed.

So moving to faculty diversity. You can see here the fluctuations year to year in our new tenure line cohorts. So over five years we can see that some years there's a growth in say black or Latino faculty. We can see that since 2021, we have not had a single Native American hire. So I want us to think about the work that it takes year to year to really actively engage in the recruitment process. How are we expanding our known pipelines of faculty whom we could be recruiting to join us here on our campus?

So this chart shows you our tenure line instructional faculty trends and race ethnicity. Overall, it looks like maybe there hasn't been that much movement overall.

But on our next slide, if we break it down by rank, we can see the much greater diversity in terms of race and ethnicity among our assistant professor faculty versus associate and full. So what we're seeing here, the greater range of color shows the impacts of our very concerted efforts to engage in better recruitment and retention practices that support our increasingly diverse faculty. And over time, we hope to retain them and then see increasing diversification among associate and full. This is also that legacy of several years when there was no hiring at all that our campus experienced with the last economic downturn.

Here is our gender diversity across the ranks. Full professors tend to be slightly more male overall. And then that changes as we go down the line. Among our assistants, a growing number of faculty choose to identify as non-binary.

And then I want to spend a couple of minutes talking about our ongoing required training. That's for all faculty who participate in our search, faculty recruitment committees and in our RTP committees. We've got all of us having to engage with real intention and purpose of being committed towards this goal. Creating a culture of accountability for everyone involved. How are each of us holding each level of review accountable in this process? Now, this image is one that I created for a presentation that I was invited to give to chief diversity officers across the system. And it was about the work that it takes to diversify the faculty. And so I want to show you, you see here these two parallel sets of train tracks. From this perspective, it looks like these are going to converge at some point. Right. But we know that they could very well continue straight. And that's what we're experiencing when we think about the theory and language, what we say that we want to do and the practices that we put into place. We're going to take this in one direction. But how that actually gets worked out on the ground, there may always be a gap between these two tracks. And so just to acknowledge that there are those of us who have been committed to learning about best practices for diversifying faculty and retaining diverse faculty, know that it takes a lot of work. It's a journey that we might never reach. But I want you to think about this as I share with you the next slide.

So I want to have you think about this. I'm going to show you two sets of comments, two kinds of colleagues that we have engaged in these trainings. And I want to ask you to reflect on which colleagues do you think are ready to guide the next generation and how San Jose State approaches faculty recruitment and RTP review.

Instructional faculty overall by race, ethnicity, both tenure line and lecture faculty. This year for the first time our tenure line faculty are starting to show greater diversity than our lecturers. Historically, and across the country, it tends to be more contingent faculty that have greater diversity within the ranks. Our current picture on the tenure line site is a reflection of the concerted efforts that the Provost Office has made to diversify the faculty in recruitment and in retention efforts.

And then the final slide has faculty by gender for both tenure line and lecturer faculty. It is here a little more closely together. Interestingly, there are small but larger than tenure line proportion number of faculty and on the lecture side, white identify as non-binary.

Q: I am really curious to hear recruitment efforts of, you know, an investigation of the faculty coming on board. What about your retention efforts? And as a follow up to that question. Do we know why people are leaving? High cost of living? Getting better offers from somewhere? What are our non-white faculty members experiences as you review the cases?

A: It's a partnership between Faculty Success and University Personnel, the unit that more formally tracks separations from the university, and who asks people who are leaving. They have an optional survey to fill out about why they're leaving. Now, it's interesting because a lot of the way that that questionnaire is framed, I think tends to speak more towards reasons why staff leave. I don't know that it's representative of reasons why faculty leave. I don't know that it's broken out by race, so we can maybe get those numbers. I will say the provost has made a real effort to retain faculty who have competitive offers and match those offers, and we've had success that way. But something that your question calls to mind is that we know we have a high cost of living. But I heard a speaker not too long ago who shared that nationwide, when faculty of color leave an institution, while they may have family reasons or, maybe they have another opportunity that's more competitive, wasn't matched, etcetera ultimately, if people like a place and feel belongingness, they stay despite a high cost of living. And we know we have colleagues here that have found ways to make it work, even though it's incredibly difficult. I think there's things that are about working at an MSI, living in this region, aside from the costs that are really attractive, and that we could be bringing more folks here and keeping them here. It might not be that high cost of living alone, but rather if they felt community and felt like they were visible and valued by their departments, perhaps they would have more impetus to say yes.

Q: Can you share disaggregated data on the category of Asian American faculty, such as South Asian and Pacific Islander faculty separately? Is there interest in hiring trauma-informed faculty?

A: That's a great question. And it's interesting you say that because there is a surge in the College of Education that I think specifically is focused on trauma informed pedagogy as an area of expertise. And so certainly that's something we keep an eye on. And is something we should definitely be pursuing moving forward.

Q: I am wondering if it's possible to do crosstabs across lines of gender, race, ethnicity, because somehow the not combined data doesn't really speak to me as much. As well, we must try to understand who our international faculty are, because, as you know, one size does not fit all.

A: I don't know if any of you have seen the National Center for Education Statistics, but in the past, they've put out a chart that brings together both by race ethnicity and by gender, broken down by race. And that is really fascinating to look at. And I'd be happy to work on something similar for our campus to have that kind of view. Thanks also, Karthika, for encouraging folks to support the international faculty mixer that's coming up this Thursday afternoon. It's actually the office for Faculty Success that's organizing it in partnership with ODEI and the Faculty Diversity Committee.

Q: Have you considered having a designated DEI person on every hiring committee?

A: That's a good question. So, you know, many, many universities do have a diversity advocate that is assigned to each search. That's something that was tried here back in 2018, 2019, I want to say through the Office of Diversity, Equity and Inclusion, I believe it was limited to 1 or 2 colleges. Folks

were trained and had assigned time to serve on all the search committees. We believe that everyone should be trained in best practices, in DEI aspects of these processes. That's why we have these required trainings. And is there a risk you run when it's assumed that it is so-and-so's job to know about this? And it's my understanding that at some universities that have that as a best practice, that oftentimes meetings happen strategically without that person's presence or, you know, finding ways to elide that voice in the process.

Q: Do you have any statistics that show base salary for faculty of color, women and men? Is there any difference?

A: Thanks for the question about salary issues. Every year when the Provost and I meet with each dean to talk about promotion and salary increases, we look at the salary data, across the college and by every department, to identify places where there does seem to be a disparity. We work with those deans and how they can put forward equity cases on behalf of those colleagues. So it is something we keep an eye on for sure.

VIII. New Business: None

IX. State of the University Announcements: None

X. Adjournment: The meeting adjourned at 4:10 p.m.

Executive Committee of the Academic Senate
Minutes of the Meeting of September 23, 2024
Clark 551, 12 p.m. to 1:30 pm

Present: Joshua Baur, Vincent Del Casino, Ranko Heindl, Colleen Johnson, Ariana Lacson, Shannon Rose Riley, Karthika Sasikumar, Laura Sullivan-Green, Hiu Yung Wong

Absent: Julia Curry, Charlie Faas, Kristin Dukes, Tabitha Hart, Mari Fuentes Martin, Cynthia Teniente-Matson

Minutes taken by Grace Barbieri

1. Update by Chair
 - a. Free Speech Initiative

I want to compliment the President and the Provost for a very engaging two days. It was heartening to see that we are not just cheerleaders for AI but also provide critical questioning perspectives on all things technological in Silicon Valley. We did not have a lot of students in the audience, and I feel this about a lot of our events. I wish there were a way to get more of our students to come because when they do, they always ask questions and eagerly listen.

- b. Recruitment for Academic Freedom Committee

We have finished the form for the Academic Freedom Committee; it will go out in a few hours. I wanted help with the recruitment of the staff member for the committee. The policy does not specify how the staff member should be chosen. It just says there will be a staff member on the committee. We have a couple of options. The first is approaching the Staff Council and asking them to nominate someone. We have done this in the past for other bodies. We could also ask University Personnel to send a message to all staff asking them to apply. We would then need to make a rubric to choose applicants, which would be more democratic.

C: There might be other options that are less democratic but more efficient. I am thinking of staff members who participated in the Public Voices fellowship workshops and who have published Op-Eds. One of these staff members would be great for this type of communication.

A: I can think of several other great staff members. I want to make sure our selection procedure is fair.

C: I think you should put out a call, as we have done for faculty and ask them to submit statements. Then, anyone can send that call to people we think could be good for the committee.

Q: Put out a call where? We are just trying to figure out how to disseminate the call.

C: The Office of Provost can message all the staff

2. Approval of the Minutes of the meeting of September 16, 2024- approved unanimously.

3. Consent Calendar- approved unanimously.

C: These are the updates since the last senate meeting.

Q: Are there inquiries for the seats at large, like on professional standards?

A: Not yet. We are sending out emails.

C: Student Fairness is hurting, and we don't want the petitions to pile up.

4. selection for Interfaith Task Force: Preliminary discussions were initiated and the body decided to continue the discussions at the next meeting.

5. Presentation by Andrew Wright, Senior AVP for Enrollment Management on the WUE project (Time certain 12:45- 1:00)

Several CSUs are involved in WUE.. Our goal is to increase our nonresident enrollment. We allow students to apply for specific majors and get into WUE, and then they pay 150% of resident tuition instead of full nonresident tuition. We are going to increase brand presence where we may or may not have been before. We selected majors in conjunction with the deans and associate deans to ensure we didn't impact any current students coming from those states.

Q: Has there been, or is there a way to estimate, how many CA resident students the WUE might draw out of CA and away from SJSU?

A: If a student is here in CA and decides to go to Arizona, whether we opt into WUE or not, they can still participate in WUE because that state or institution is already a part of it. CA is a net exporter of WUE students.

Q: Is WUE solely in person, online, or both?

A: It is for resident state-side enrollment. Self-support does not have an out-of-state differential, so it does not apply to WUE.

Q: Do we have adequate residential facilities for those students in different scenarios?

A: Yes, these students would have access to housing per the usual process for all out-of-state students.

Q: We have a state mandate for residents. Since WUE is 1.5 times the resident students, does that mean their income to SJSU will be lower than that of a resident student?

A: Yes and no. We have a student who is a California resident, and they are part of our target, so we get a match. If a resident is not part of our target, we only get their tuition. Then, a nonresident student pays the resident plus \$398 a unit. WUE splits the difference. Additionally, if you pick the right program that is slightly under-enrolled and they have spaces in the classes, we are not generating new costs.

Q: The main goal is to help those under-enrolled classes and programs.

A: Yes, which is why consultations with the deans and associated deans were essential to finalizing that list of majors.

C: If you are a WUE student, you can move around on campus but must stay in a WUE major. If you were to transfer into a non-WUE major, you pay regular non-resident tuition and fees. WUE is offered two years for transfer students, and four years for first-year students to reinforce graduation initiatives.

Q: How do you choose the departments and programs that will participate in WUE?

A: We looked at what programs are impacted and ran an analysis to identify where nonresident students are and if we had large groups we recommended to the college that it was not a good one for the WUE students to go to because other students might complain if they came a different year they could have paid less. We still got to 114 majors.

C: We already built a WUE webpage but it won't be live until we complete our profile. But it will be up very soon.

Q: How will this impact in-state students?

A: This won't impact them at all.

Q: The WUE students also be impacted by the tuition spike?

A: Yes

Q: If you offer a major under WUE for one year and then stop offering it, will the students lose WUE eligibility?

A: No, they are grandfathered in. It's part of the agreement.

C: It does say if you go to year five, you have to pay full out-of-state tuition.

Q: How will this affect athletic scholarships? Will the scholarships be for 150%? When they are recruiting, can they encourage their students to apply for these programs?

A: We haven't discussed this with the coaches yet. The discussion is at the cabinet level right now.

Q: Do you check the average graduation time for the degrees? If the average is six years and they only have four years, that can be tough.

A: Big picture, we want everyone to graduate in four years. That was part of the GI 2025 initiative where we have exceeded the goal for that.

Q: Is there a reason we are restricting this to only undergraduates? Is there a plan for graduate students?

A: It is a different program for graduates.

Q: Will there be some advising and social support for WUE students when they come?

C: That is a good recommendation. We 441 nonresident students are already coming from these states and so all of our non residents need that support. I will follow up with Mari.

6. Questions

- a. For Joshua Baur, Organization and Government: progress on the hearing re the merger of URP & ENVS

We are meeting today to hopefully set up all processes and protocols for the hearing because no guide or template has been found. We met with Ken Peter last Monday to discuss the hearing he has been a part of. One member of O&G asked if we even needed to do the hearing, which surprised me because I thought we were past that decision. I am reviewing the information I have available. We received a letter from the ENVS faculty outlining their complaints and a report from Dean Todd on how they managed the merger. Today, we will hopefully resolve the question of even having the hearing. I was privy to a lot of the communication before the hearing request because it looks like I am transferring to Environmental Studies.

I have had a lot of conversations with the Environmental Studies faculty, their chair, and Lynne Trulio, who is the official submitter of the hearing. We will probably be doing it remotely using Zoom Conference. People can watch and listen but can't speak. It may take a couple of days because I want to make sure any stakeholder has this opportunity to be heard. Ken Peter emphasized that it is one of the more important parts of the hearing. It is an opportunity for the faculty who felt things had not been done properly; it allows them to air that out publicly. The hearing has no practical significance because the merger is going forward. Still, Ken pointed out that it allows us to review how the process worked and review the policy to see if it needs to be updated. This is more about what can be done in the future rather than addressing anything that has already happened.

C: Is there no curriculum perspective worth hearing or stating? It seems either groundbreaking, radical, or problematic to merge urban planning with environmental studies. You're either saying you're going to be doing urban planning in such a way the two are cohesive moving forward, or you're subsuming environmental studies into something that is not going to pay attention to it in a way that environmental studies is moving as a field. Is it really a done deal? Has the faculty considered writing to the Chronicle of Higher Education? Have you looked thoroughly at the policy around faculty owning the curriculum?

C: That is one of the things being disputed as to how much others were involved.

A: Yes, the Environmental Studies faculty do not feel engaged in this process.

C: The official line is that the merger was an attempt to solve under-enrollment. I don't think every faculty member in Environmental Studies is against the merger.

C: Environmental Studies is one of the programs that has always been a little soft. Urban and regional planning has always had more of a graduate program than they do an undergraduate program. If they blend the two, then Environmental Studies brings in the undergraduate competent while Urban and Regional Planning brings in the graduate competent.

Q: I don't remember whether the petition mentioned that the students were not adequately consulted.

A: That is correct. Twelve students responded to a survey, but I don't believe there were any direct conversions with students.

Q: When we have these mergers, and we expect more of these, even though this one cannot be reversed, our purpose is to set good practices for future mergers. So, how should students be considered? Should AS have a role in facilitating that consultation with students, and why were students not adequately considered?

Q: Was it a general email blast to all students in Environmental Studies and Urban and Regional Planning? Also, what was the turnaround time for the survey? Is there a better way to announce it than by getting an email from the dean? I don't know if the undergraduate students know who their dean is.

Q: When did the vote for the merger occur?

A: It all happened in the spring. The dean announced they were considering the merger on February 21st, which was finalized in May. Throughout the process, you can clearly see that the Environmental Studies faculty wanted more time to talk and evaluate the merger. They feel it was a rushed process where they didn't have adequate time to think about it.

C: If the faculty felt that way, I am sure the students felt that way, too. I know many students are struggling across the CSUs with course cuts. So, students have to push their

time here a semester more because they can get into the classes they want, or the classes get cut. Also, the summer sessions too because small departments offer classes other than GEs over summer and winter. I am not sure of AS's role in this because AS is really for advocacy efforts. If multiple mergers happen, they will conflict with the policy agenda of the AS board of directors. I am sure we would like to be a part of gathering more input and giving ideas to the deans for marketing; however, it could be time-consuming because it is already time-consuming to get students on the university committees.

- b. For Charlie Faas, what are the financial implications of the departure of four teams from the Mountain West conference? Is SJSU attempting to join the PAC-12 and how would that affect the budget?

Provost: This is more of a Jeff [Konya] question. It is very unclear right now because you have to have 8 teams to stay in the bowl series. There is going to have to be recruitment to the Mountain West. Those campuses also have to pay back a lot of money back to the MW.

- c. For Charlie Faas, I was cc'd on an email from Senator Simon Rodan to the President asking for the results of the investigation of the February 2024 protest and incident at Sweeney Hall. Can you share any updates on the investigation?

Provost: The investigation is still ongoing, with no updates.

- d. For Charlie Faas and Vincent Del Casino, can you speak to the outlook for relaxing austerity measures this AY? Will hiring staff and/or TT faculty pick up again?

Provost: We are not out of austerity. At the last senate meeting, I stated that we have authorized 55 tenure track searches. We were still at the top of the heap over the last seven years regarding total tenure-track hiring. I am close to having authorized close to 350-400 searches since I have been Provost. The staff hiring is happening. I am getting requests and pushing them forward. They are happening as fast as possible because the President still has to approve them all. In my first year, we authorized 80 searches. The low has been 40, and we're at 55 this year. What has happened is we are making strategic hiring decisions around where enrollment growth will go or how it leads to strategic priorities relative to what we want to teach or where we have funding.

Q: Is the President's approval needed for every hire on campus?

A: Yes, that is built into the budget this year so that we can ensure that the commitment to the 6% cut holds.

Q: Is the President signing off on lecturer hires?

A: No. Faculty hiring is left to the discretion of the Provost's office for the instructional budget. The freezing is on the staff side.

- e. For Charlie Faas, VP of IT Bob Lim sent a Sept 9th email about upgrades to learning spaces: The Learning Space Upgrade and Academic Technology Strategy (LSUATS). Are any such upgrades coming up or planned for meeting spaces (Ex ENG 285/287, YUH 243, CL412)? (from Josh Baur)

Provost: The assessment is supposed to take place, and they are not going to spend any money until we know where the plan is going. As far as I know, there is no list of these things that are getting updated for technology. There have been some replacements of various technologies in some places, which are happening regularly. We have to finish the assessment that Bob is running.

Q: So, is Deloitte not looking at meeting spaces or just globally throughout the university?

A: There is an overlap. Eng 285/287 is a classroom, so yes. Anything that has a pedagogical value, like a meeting room that holds a seminar, would be part of the evaluation. The whole thing is about faculty work in the classroom. When they do the survey and conversions, you are encouraged to bring that up.

C: Last week at the free speech event, we had visitors from outside Silicon Valley, and our mics were failing. I can't believe we can't spend enough money on mics.

- f. Any updates on CSR's work on Senate expansion measures?

I have since learned they are now bringing a second reading with the possibility of moving it to a final reading on the floor. The reason for that is that I would like the vote to happen next Monday. The next full meeting will be held on November 4th if we don't do it. I have learned from the co-chairs that they wanted more time to respond to the concerns raised at the last senate meeting. I told them I don't think they should give up the opportunity to present on Monday. We can postpone it until November 4 if they find a huge opposition.

Q: Was there a discussion at the cabinet level about changing the proposal?

A: No, they were taking the Senate's lead.

I have a request for everyone here. I am concerned that there are some misconceptions about what the Senate expansion is really about. I don't want to take away anyone's right to vote on the referendum when it comes out; however, I don't want them to vote no for the wrong reasons. I don't want them to vote 'no' because they think there is a conspiracy. Please talk to your colleagues. The co-chairs and I are available to answer questions. I have encouraged the Committee on Senate Representation to make a FAQ document that can be circulated.

The meeting adjourned at 1:30 PM.

The minutes were taken by Grace Barbieri on September 23, 2024, reviewed and accepted by Senate Chair Karthika Sasikumar on October 3, 2024, and approved by the Senate Executive Committee on October 7, 2024.

Executive Committee of the Academic Senate
Minutes of the Meeting of October 7, 2024
Clark 551, 12 p.m. to 1:30 pm

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

Absent: Vincent Del Casino, Charlie Faas, Tabitha Hart

Minutes taken by Grace Barbieri

The committee voted to suspend the Standing Rules so Mari Fuentes Martin could join the meeting via Zoom, and it was approved unanimously.

1. Approval of the meeting minutes of September 23, 2024 - approved unanimously with amendments.
2. Update by Chair
 - a. Preparation of the pro and con arguments for the referendum on the Constitutional Amendment

I am happy to report that the amendments to the constitution and bylaws to add staff to the senate passed on Monday; however, this was only the first step. The next step is to send a referendum to the faculty electorate for a simple majority approval. We would then send it to the President for signature. The Committee on Senate Representation (CSR) will write the pro argument in 300 words per the bylaws. The question I have for the committee is whether we also need to supply a con argument since in the senate constitution, it says the con argument 'may be supplied.' It is logical to have a con argument, but it is not required. If yes, who will write the con argument? Usually, we would ask those who voted against the proposition in the Senate to write it since they have already publicly voted against it; however, no one voted no on the Senate floor. I am worried that faculty members might look at the referendum and say it is one-sided with no con argument.

Q: What is the precedence?

A: In recent years, the referendums included con arguments because there were votes against in the Senate.

C: Can you add that there were no con arguments in the minutes?

C: To invent a con argument would be a weird projection. It would give the appearance of a con argument when there was not one. We should not force it.

C: If you're up front about it by including a note in the referendum there were no significant arguments on the Senate floor, then it should be okay.

C: You can always refer them to the minutes.

The chair agreed to bring this back to the committee after meeting with CSR.

C: Will there be some type of talking points document for discussing the referendum with the faculty electorate?

A: I have mentioned this to CSR, and I think they are currently working on one.

C: If possible, meet with UCCD to give them a neutral overview since it might come up at the chair's meetings with their departments.

A: I know CSR has been meeting with the different unions, and I will give them your suggestion.

b. Voting using iClicker at Senate meetings

After the last Senate meeting, a senator proposed that we use iClicker, which would be on your phone, for voting in the Senate.

C: We used some type of hand-held clicker in the past, but it was unreliable.

A: Can others still see who is voting for what? That is important.

C: Someone might try to vote even when they are not present

The chair agreed to look further into iClickers.

3. President's Update

Firstly, I invited Mari to join via Zoom today outside of normal protocol because I wanted her to be able to share a specific item about reorganization with the committee. I think it's important to be flexible in allowing participants to join via Zoom when needed. I ask the chair and committee to consider some leniency around when exceptions should be made.

C: I think it is important from the point of view of the cabinet members; due to travel and such, you may not be here in person. Faculty also might have professional travel or health reasons. It would be an agenda item for O&G, which I know has spent time discussing this.

C: We have discussed this, and it was voted down last year.

C: As a standard practice, I don't think we should zoom in. It requires a different preparation. I think it would be okay for exceptions, so we can present an item, or someone on leave can participate. Right now, the policy is very yes or no.

It is time for the honorary doctorate committee to be composed. In the past, on our campus, I have typically appointed a chair, who is usually the VP for Advancement or a cabinet member. The committee typically includes a couple of cabinet members and deans, the chair and vice chair of the senate, and two faculty members. The Executive Committee appoints the faculty members.

C: Is there a deadline?

A: At the end of the month, in time to prepare our honorary doctorates.

C: If you are just asking for names, we do not need to meet since we have a senate meeting next Monday. I can just give you two names.

The Budget Town Hall on September 26 had good participation in person and online. We are responding to all the questions, and we will release the responses in the next seven days or so. For safety and emergency preparedness at the university leadership level, we have been actively engaged in tabletop exercises in preparedness within our own leadership. We have also been participating with the city of San Jose with some senior leaders on their emergency preparation and readiness for activity outside the norm, but really to be ready for post-election results in the event of any riots, protests, or gatherings. Deloitte was on campus a couple of weeks ago under the leadership of Bob Lim. That first town hall has occurred, and there are several focus meetings planned and ongoing.

Q: Can you explain more about the dual degree credits?

A: We are working with all community colleges. We are looking at concurrent enrollment. The community colleges engage in dual enrollment at the high school level, and we are looking for ways to ensure a guided pathway to SJSU for those high school students that are taking courses already at the high school for community college credit. We want to create a more seamless dual admission for those high school students who are enrolling that way. We are exploring different options, and that really revolves around the narrative of building pipelines.

Q: Would they enroll in SJSU and the community college at the same time?

A: Yes, we already have programs like that, and we are looking to expand them more intentionally in all of our community colleges.

Q: Is there any faculty involvement in the safety emergency preparedness? Like the CERT programs within cities.

A: In our tabletop exercises, we are with campus police and first responders and move through scenario planning at the cabinet level. I am not aware of a role for faculty, but I am not opposed to it.

4. Consent Calendar - approved unanimously.

Q: Do you have any updates on seats at large? Like for Professional Standards.

A: Not at the moment. I have contacted the deans, and the chairs and other members of ConC have also reached out to people.

C: I suggest reaching out to UCCD.

5. Vote on the appointment of Sarika Pruthi (Professor, Entrepreneurship) from the Lucas College of Business as senator.

The two current senators from the College of Business must put forward a name, and they both have for Sarika. This would be a one-year appointment.

- a. Bio supplied by candidate: Her robust publication record in immigrant and social entrepreneurship and venture capital includes a recent textbook *Global Entrepreneurship & Innovation* (SAGE). Sarika has chaired the International Programs & Students Committee (5 yrs.) and the Student Success Committee (3 yrs. and ongoing), organized the annual Silicon Valley Innovation Challenge (5 yrs.) and co-founded HonorsX at SJSU. She has received several recognitions for her work including the Distinguished Teacher Award at the College of Business (2022) and nomination to the prestigious Phi Kappa Phi Honors society (2023). Prior to joining SJSU, Sarika taught and researched at King's College, London.

The committee approved Sarika's appointment unanimously.

6. Re-alignment of Student Services (Mari Fuentes Martin)

Last week, the Provost and I sent out a memo regarding the reorganization of a couple of units in student affairs to academic affairs and the rationale behind them. One is new students and family programs moving under Enrollment Management under Andrew Wright and Peer Connections being moved under Undergraduate Academic Advising. I think both are strategic in helping streamline the process in each of the areas. There are also two major units meeting under Academic Affairs. Another organization that will be announced in a month or so is a new unit in student affairs called Student Equity and Belonging. Some of you have asked me before what will happen with MOSAIC, CENTRO, and BLOC since we have a few departments that don't have directors. Part of the rest is my interest in having a consultant look at how we work with our cultural and identity centers as well as other programs that serve historically underrepresented students such as EOP, TRIO, and guardian scholars. The intention is to have a unit called Student Equity and Belonging and aligning these units to work under an Associate VP that will focus on to partner with the Division of Academic Affairs, especially in the areas of retention, graduation as well as aligning our recruitment and onboarding of students through the admissions and first-year process.

As part of the consultation process we have been engaged in since last January through the BAC's recommendations, I launched four work groups. One group is looking at the overlap between services in finance and administration, IT, and UP. Another is looking at the student experience. With the realignment of enrollment management under academic affairs, how seamless is the support now for students between various areas? AS has also had some insight

into some of this activity. The decision that VP Fuentes Martin made with the Provost and others in the cabinet is looking at the creation of alignment and consistency and how the student experience occurs from the point of entry through graduation. That orientation was not as seamless as it could have been, and we also recognize that orientation really needed to be recast within the current budget environment, as we were doing orientation for two days in person. Much of this work happens online in different mechanisms, but there is an in-person component, which is not how we have done it in the past. So, really thinking about this started with the enrollment experience. The timing is now because we are now in open admissions, and the planning is going on for next year. Also, what Mari Fuentes-Martin touched on about peer connections is that it was also disconnected from advising and some of the other support services, so those activities made a lot of sense in approving this realignment. This is an informational item with the intent to enhance the GI 2025, retention, student success, and the year of engagement activities.

Q: Does this realignment involve the creation of a new AVP position?

A: It does not. Realigning what was previously student success into student equity and belonging.

Q: Are we hiring a new person?

A: No

Q: Some of the centers have not had directors for a while. Are these positions open? Are they being advertised? Do you see any progress being made in filling them in the near future?

A: I want to visit each cultural center and get their input. The jobs are not posted right now.

Q: Is there flexibility with the title of the VP?

A: I think it speaks to the fact that DEI is not just centralized in ODEI, but it is the responsibility of the whole institution.

C: The way that the consultation of the work occurs now is that many of the units report to different people. So, the alignment is necessary there, and we want to be able to scale what we are doing to support a larger group of students.

C: An example you can think about is student affairs with three nodes: a campus life node, a student success node, and a wellness node. The identity-based centers report across all three of those nodes. The idea is not to have the work breaching over three different places but to align them into one central column so you have all of the student success aspects in one place.

C: I think sometimes the people who are working outside of those departments and outside those centers have that option, while those working in them often feel that when there is a realignment, there is a loss of identity. I wonder if there were conversations with those working with the centers. For example, the Counseling and Psychological Center faculty are part of the health and wellness center, and recent realignments have been affecting the faculty in that center.

A: As Mari said, she is taking the time, using an external resource, and talking with these departments and centers. That is why she hasn't filled positions or realigned so she can hear everyone.

C: An external consultant was involved in this move, and lengthy interviews were conducted with each center's director and staff.

C: There are no faculty affected by the realignment of the centers.

7. Interfaith Task Force recruitment

I don't have any updates on the task force. I would frame this conversation by saying I am specifically asking for guidance on selection criteria and the task force size. I understand from last week the committee wanted to see the charge of the task force before weighing in. On the charge I have provided there are some recommendations on proposed composition. I feel that it is important for people to have faith in the legitimacy of this task force. We are being very transparent about the task force's criteria upfront. I have given a lot of thought to this process. I know we previously discussed the idea of representation of different groups and we concluded that it could be problematic. Instead we are asking, how do we populate this task force so that people trust the process and the recommendations truly reflect the needs of the campus community? We can make a general call to people and ask why they are interested in joining the task force. I spoke to CCDEI about this and we decided not to ask about a person's faith, religion, or spiritual identity in the application process. We are asking for the candidate's name, role, and why they want to serve. We don't want it to seem that their identity is part of the selection process upfront.

C: I appreciate the changes you have made since the last report. I think there will be people on campus who will believe if they are not elected or appointed it was in bad faith. You are doing the due diligence, and being careful, and I feel good about this process.

C: The proposed composition sounds good. How will you identify the individuals from outside SJSU? Once the applications are in, what body will select the members from the applications?

A: I have considered local representatives and thought of moving that into part one of the task force's charge, which is that they should consult with and speak with local people during their assessment. The CCDEI tri-chairs would make the selection. CCDEI is $\frac{1}{4}$ of the expanded version that has not been enacted yet. It has about 8-10 active members. We did not backfill positions because we wanted to do the expanded structure.

Q: Has there been thought given to what the relevant responsibilities will be?

A: If there is a structural recommendation that might come down the pipe, having those folks in the room can give some guidance. So they might not be full members of the task force, but they might be ad hoc members who come in. Getting the relevant administrators in the room to see what is currently happening and what is reasonable so we do not release recommendations that go out to the campus community that are so out of touch that we could never deliver on them.

Q: How do you select people if we are not asking them what their various backgrounds are?

You want to try to have an equal composition.

A: We are thinking of asking them to write a short narrative about why and qualifications related to the charge.

C: What size are you looking for?

A: 7-9 feels good. Five feels too small. I did talk to Colorado State University, and they only had five individuals, four administrators, and one faculty member. I am also thinking about scheduling, work, and the burden, as well as the ability to get information.

C: A way to filter is to choose a meeting time and then see who applies. I think that helps people make a choice.

Q: Since last year, have you seen any increase in tension or conflict among religions in the community that has triggered you to think about this task force?

A: This actually goes back to my interview. It was on top of my mind before I even started. Today, we are even able to see two different events go off without disruption. I think this speaks to what could be a very healthy environment.

C: Before Vice President Day left, we also discussed this

Q: How do we reduce the barriers in university events in general? How will you make this task force a welcoming space for students to feel they can join and feel safe and welcomed?

A: I have already done some groundwork on this. Starting in the spring and summer, I met with specific student organizations around religious and spiritual identity. I told them that this task force was coming and to consider being a part of it. I also just stop at tables on the Paseo. I have also contacted the Employee Affinity Groups (EAGs), the faculty staff associations that are connected with these student groups, to get into these groups. I also met with the AS Intercultural Affairs director and discussed how I can go to the AS committee with representation from all of the identity-based centers.

C: We know the students are looking for and ready for this.

The minutes were taken by Grace Barbieri on October 7, 2024, reviewed and accepted by Senate Chair Karthika Sasikumar on October 16, 2024, and approved by the Senate Executive Committee on October 21, 2024.

Executive Committee of the Academic Senate
Minutes of the Meeting of October 21, 2024
Clark 551, 12 p.m. to 1:30 pm

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

Absent: Charlie Faas, Kristin Dukes, Mari Fuentes Martin, Cynthia Teniente-Matson

Minutes taken by Grace Barbieri

The committee voted to suspend the Standing Rules so Vincent Del Casino could join the meeting via Zoom, and it was approved unanimously.

1. **Approval of the Minutes of the October 7, 2024 meeting** - approved unanimously.

2. **Update by Chair**

A. iClicker

As mentioned in the last meeting, a senator suggested using iClicker to vote in the Senate. It was revealed that we could not see the names on the screen linked to who voted for what at the time of voting.

C: We could use it for non-controversial votes and ask for roll-call votes for the others.

C: One of the benefits of live votes is you get a sense of the room and see who is voting for what in the moment.

C: iClicker and live vote provide different important things at the moment, but it would speed things up.

C: When O&G was investigating meeting modality, they found that senators liked non-confidential voting. Senators like to see who is voting and in what way, which can be helpful in their decision-making. We could look for other tools, such as Poll Everywhere.

C: Website-based tools might be available, but they might not show all the names at the same time, or for long enough. When voting with hands, everyone can scan the room and see what everyone is voting for.

C: We could raise our hands and use the software simultaneously, so people can see what people are voting for and get the data instantly instead of someone walking around.

C: Yes, but people might vote differently each way.

B. AVP of Faculty Excellence and Teaching Innovation Search

Four candidates are coming to campus—two this week and two next week—for the AVP of Faculty Excellence and Teaching Innovation search. One is at 3 p.m. today if you can make it, but I know many of you have your committee meetings.

Q: Are the meetings only in person?

C: Yes

C. Election Response Team

An election response team is being formed. It will mainly focus on helping students process the election and will host events throughout election week. Jon Tucker from Student Involvement and Craig Alimo from ODEI are in charge of the team. They are formulating their activities and are happy to take our input. They are also looking for faculty members to help. They anticipate that the equivalent of free speech zones that have been designated around the Smith Carlos Statue will most likely be the focus of activities on Election Day.

D. TPM Policy

TPM policy has been the target of criticism. CFA has filed a formal legal complaint about not following the procedure required by labor laws, and the AAUP also spoke against it. I have been told that at the Nov 4 meeting, a Sense of the Senate will be presented to criticize some aspects of the TPM policy. I have advised the authors to circulate their draft to the senators and others ahead of time so it does not look like criticism of the campus administrations since they did not author the TPM policy. I told them the earlier you send it and get comments, the better, so the debate on the Senate floor is more focused.

C: They sent it to me, and I sent some questions.

C: The authors, Pinnell and Buyco, have also sent it to the ASCSU senators. I want to ensure there is no expectation that the ASCSU senators will bring their own SOS.

Q: Are the free speech zones new?

A: This is not the most accurate term, but it is in the SJSU addendum to the TPM policy. It lists different locations on campus and describes zones where members of the SJSU community can go and protest.

C: The specific language came from the system-wide policy of three layers of spaces. We had to align the addendum with those categories.

Q: What is the correct term to use for the spaces?

C: Public areas, limited areas, nonpublic areas.

The CSU System Policy outlines three types of space on campus - Public Areas “available for assemblies, marches, demonstrations, and protests”, Limited Areas “available to the public but due to business operations, safety concerns, or other important University interests, is not open for purposes of assembling, marching, demonstrating or protesting”, Non-Public Areas “not open to the public and the

University can restrict access to Non-Public Areas on a Content and Viewpoint Neutral basis.”

Q: Where can we find the list for the SJSU location?

C: If you read the definition for all intents and purposes, they are not radically different from what is probably historical practice.

3. Consent Calendar

There was a question about whether Sarika Pruthi was taking the College of Business seat, or the General Unit seat.

a. Recruitment

Currently, on the Senate website, students need to know where to look to find where to apply for senate committees. Additionally, when students apply for different communities, our descriptions, although accurate since they are directly taken from the policy, can seem dry for students. I hope the committee chairs can write a blurb that is simple and motivational for students to want to serve on their committees. We would then add these blurbs to the Google Form for students to apply so they can see the descriptions more easily.

C: I think that is great. Sometimes, it is unclear to me what the committees do, and it isn't always inviting language. I sent you a message regarding the Academic Freedom Committee; a person sent a message indicating that Senate committees don't count for service. I am just wondering if there can be some kind of statement on this form or somewhere to apply that people do get service credit.

C: I don't think that is a widely held perception.

C: It is spelled out in our criteria and standards around service that university service is required.

C: This was the chair of a department, and it went out to all the faculty members in the department, so they all think it does not count for service. It might just be something to include so it is clear.

4. Selection of candidates for the Academic Freedom Committee

This committee will report to the Professional Standards Committee. The committee selected Leonardo Plazola as the student representative, Shawn Whalen as the administrator representative, and Neil Ordinario as the staff representative. The committee selected Caroline Chen, Ayce Erdogan, Kenneth Peter, and Sabrina Pinnell as the faculty representatives.

5. Any other items with permission of the Chair

A. Provost Update

The Dean's search for the College of Information, Data, and Society is now open for people to apply, and everyone should have received an email. I also deeply appreciated the conversation about the budget last week at the senate. I had a sense that there were more questions about Academic Affairs, so I'm planning to go to another town hall as I did in, I think, Spring 2023. I am going to do another presentation and will leave a lot of time for questions. I am still working it out, but I think it is important for people to understand the divisional budget.

Q: Can we get the dates, times, and modalities as soon as possible?

C: yes, of course, and we can livestream it as well.

B. International Faculty Mixer

On Thursday, there was a mixer for faculty who identify as international faculty. More than 30 people were there. ODEI and the Faculty Diversity Committee put on the event. The organizer is planning on starting an employee affinity group, EAG, which could receive some money from the administration and advocate for international faculty. This is important because the long-term stability of SJSU will depend on attracting international students and faculty.

C. Concerns about our student-athletes

The topic has been in the public realm for some time now. Last week at a town hall meeting, former President Donald Trump referred to a student-athlete at SJSU without naming either the student or the university. His remarks indicated that he opposed the inclusion of transgender athletes in women's sports. The SJSU women's volleyball team is reported to include a transgender athlete; however, it is important to note that FERPA prohibits the university from discussing the issue. Moreover, all of the athletes on the team are eligible to play as per NCAA rules. That is the only institutional position we need.

Everyone on the team is being provided with as much support as possible. One of the players has filed a lawsuit against the NCAA policy. Colleges have forfeited against SJSU, and that made the news.

C: What can we, as SJSU community members, do to support and educate during this critical period before the election?

C: I think we can go and support at the volleyball tournaments. We can also work with the Pride Center to discuss what types of support we can offer. We need to remember that not everyone on the team has the same views.

D. AS Update

AS has passed a resolution supporting the federal recognition of the Muwekma Ohlone tribe, and the Trail of Truth also encompasses all federally unrecognized tribes. As such, we might introduce a Sense of the Senate resolution on November 4, with an altered version of our AS

resolution supporting federal recognition of the Muwekma. The Senate Chair expressed her willingness to consult with AS on the formulation of the resolution.

The minutes were taken by Grace Barbieri on October 21, 2024, reviewed and accepted by Senate Chair Karthika Sasikumar on October 22, 2024, and approved by the Senate Executive Committee on , 2024.

SJSU	ACADEMIC SENATE
11-04-2024	CONSENT CALENDAR

2024-2025	COMMITTEE SEATS
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ADD TO VACANT SEATS									
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COMMITTEE TYPE	COMMITTEE NAME	SEAT	SEAT TITLE	NAME	ZIP	PHONE	TERM ENDS	CONSENT CAL	FACULTY AT-LARGE
POLICY	Professional Standards	F	General Unit (FAL)	Sarika Pruthi	0164	46540	2025	10/21	x
OPERATING	General Education Advisory	1	Student-AS Board Member	Sehtej Khehra				10/7	
OPERATING	Intl Programs & Students	1	Student	Michael Brown			2025	10/21	
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	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	Strategic Planning Steering	F	Student-Graduate Student	Dhruv Vyas			2025	10/21	
OTHER	Transit/Traffic & Parking [TRAFFIC]	G	Faculty	Miwa Merz	0069	43519	9/30/2024	10/7	

REMOVE FROM SEATS									
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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	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	x
OTHER	Transit/Traffic & Parking [TRAFFIC]	G	Faculty	Miwa Merz	0069	43519	9/30/2024	10/7	



**SAN JOSÉ STATE
UNIVERSITY**

Academic Senate Office
Clark 500, 0024

**GENERAL ELECTIONS
2025 Calendar**

Timeline	Election Events
Wednesday, January 22	Cover letter with instructions and petitions sent to all faculty. Senate Administrator prepares and the Senate Chair distributes petitions. Senate Administrator notifies Senators with expiring terms.
Friday, February 14	Nominating petitions due to the Senate Office
Monday - Friday February 17 – February 21	Senate Administrator and the AVC verify signatures and the Senate Administrator prepares online ballots.
Monday, February 24	Ballot links are prepared by the Senate Administrator and sent to faculty by the Senate Administrator.
Friday, March 7	Voting deadline 5 p.m.
Monday - Wednesday March 10 – March 12	Senate Administrator verifies faculty and appointment times for faculty that vote with College Deans’ Offices.
Thursday - Friday March 13 – March 14	Final ballot count by the Senate Administrator and AVC. (Note: If the AVC or Senate Chair are running in any of the elections, they will not be a part of that election).
Monday, March 17	Results reported to the Academic Senate.

Approved: 10/21/2024
Committee on Committees

Approved: 10/28/2024
Executive Committee

Approved: 11/4/2024
Academic Senate



PRESIDENT'S REPORT

Academic Senate Meeting

November 4, 2024

November 4, 2024

Themes for Priorities

Holistic Student Engagement – Goal 1

- Transition to the next generation of GI2025 - the Year of Engagement Focus.
 - Systemwide Year of Engagement – SJSU Team participation
 - Honorary Doctorate committee launched
 - 10/15: Homecoming Block Party
 - 10/17: Fire on the Fountain
 - 11/3: International House Pancake Breakfast
- Enrollment Growth: new markets and achieve CSU Enrollment Target
 - 10/3: Visited Foothill College: admissions, dual degree/credit - building pipelines.
 - 10/5: Welcomed over 1000 attendees at Parent/Family weekend.
 - 10/25: African American College Readiness Summit
- Implement SJSU's Well-being Collective, Well-being@SJSU: promote student health, career health, mental health, basic needs and well-being.
 - 9/26 Opening of Prayer Space for Muslim Community (Business Bldg)
 - 11/4: First Generation Week Student Panel
 - 11/19: Upcoming Campus Climate Community Forum – 11am MLK Library Room 225
- Future of Humanity and Civic Engagement. ([Link to slides](#))
 - 10/1: Legacy Month – Including John Carlos and Tommie Smith return to San José State
 - 10/11: U.S. Ambassador to Malaysia visit
 - 10/16: Legacy Month - Sports, Activism and Legacy
 - 10/24: State of Election Security forum
 - 10/30: Don Edwards Lecture

November 4, 2024

Themes for Priorities

Academic Excellence Advancement & WASC Accreditation (Goal 2)

- Implement AI Vision and AI Pilot initiative.
 - 10/15 - Digital Humanities Center Opening
- Elevate institutional position to align with emergence as an R2 national university.
 - 10/09 - ULC Meeting with presentation highlighting SJSU's recent rankings achievements with Wall Street Journal/College Pulse, with UMC resources to help promote the rankings.
- Timely and successful accreditation submittals for intermittent WASC review special visit.
 - 10/09 - ULC Presentation regarding roles, responsibilities and timelines.
 - 10/08 - Executive leadership participation in Accreditation Review Committee

People Centered Excellence (Goal 3)

- Implement CCDEI /Inclusive Excellence Model.
 - 11/13 - Upcoming campus wide Inclusive Excellence Framework Townhall – 10am SU Meeting Room 3A
- Implement CSU Pilot administrative initiative with Deloitte support for future state design.
 - 10/23 - Deloitte sensemaking process with various stakeholders and CSU Multi-University Collaboration Initiative presentation focused on procurement, information security, and benefits administration aimed at cost reduction and improved service delivery

November 4, 2024

Themes for Priorities

Financially Sustainable Budget Model (Goal 4 & 5)

- Transparent budget planning.
 - Budget Town Hall – responding to inquiries posted to university Budget Update Communications webpage [here](#)
 - 10/15 - Memo from Chancellor with Planning Guidelines for FY 2025-26 outlining projected budget challenges due to state funding gaps and

Business of Running the University

- Safety and Emergency preparedness – Tabletop exercises with key leaders.
- 10/4: Tabletop exercise with key leaders & City of SJ Emergency Prep planning including university leadership
- Deloitte – Classroom Analyses, ongoing and next steps

Policy Recommendation

Amendment to the Constitution of the Academic Senate of San José State University

Rationale

In August 2023, SM-F23-1 was passed, which established the Committee on Senate Representation (CSR). The committee consists of administrators, faculty, staff, and students, and is tasked to develop “recommendations on ways to further strengthen equitable, inclusive, and effective shared governance” at San José State University.

Senate representation has been the subject of seven policy referrals between 2000 and present (O&G-F00-2, O&G-F03-3, O&G-F18-4, O&G-F21-1, O&G-F22-1, O&G-S23-1, and O&G-S24-1). Many of these referrals called for adding non-MPP, non-SSP staff seats to the Senate. Staff comprise 35% of all employed personnel at San José State University, as of fall 2023, and many staff interact with students and faculty in their daily work.

Furthermore, the 2022 Report of the WASC Senior College & University Commission (WSCUC)¹ 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.” The CSR engaged in thirteen stakeholder meetings between January 2024 and August 2024, and conducted a staff survey in February 2024, which yielded data of about 250 respondents. A consistent theme throughout these meetings and the survey was the importance of staff serving on the Senate and other bodies of shared governance.

From the establishment of the General Unit in the Senate Constitution in 1994, a specific segment of staff have served as senators; specifically Unit 4 members who hold the title of Student Services Professionals (SSP) III and IV. This constituency has had varying amounts of representation over the years, because they do not have dedicated seats, but rather, they must be elected from within the General Unit. The committee found two issues on this state of affairs.

First, it can be confusing to label a specific segment of the staff as “faculty” when they are in fact classified as staff employees in the University. Second, while voices of the

¹ The organization is under the umbrella of the Western Association of Schools and Colleges (WASC).

SSP III and IV members have been important, it is not sufficient because “staff” of the university encompasses a much larger group of SJSU employees. It is the committee’s finding that staff members merit broader, more inclusive representation at the Senate.

This policy recommendation proposes to amend the Constitution of the Academic Senate of San José State University so that the terms “faculty” and “staff” used in the Constitution of the Senate would align with the usage of these terms in a broader context. This policy recommendation also proposes to broaden the membership of the Senate to implement a more inclusive and equitable shared governance model.

The committee has also learned other areas of opportunity to propose further changes. One area is the representation of deans, which is one of the most widely represented constituencies. While each dean has their own discipline-specific expertise and unique leadership perspectives, which is indispensable for the function of the Senate, given frequent and collegial communication and collaborations among the deans, as has been always exercised, the committee found it feasible to adjust the extent of representation.

Another area is the membership of the President of the University, who is the ultimate authority regarding all university policies. Ratification of all policy resolutions approved by the Senate requires approval by the President. As such, and aligning the practices employed by other CSU campuses, the committee found it beneficial to change the President to a non-voting member, who, nevertheless, maintains voting rights for the non-policy resolutions, i.e., Senate Management resolutions and Sense of the Senate resolutions, for the latter of which, especially, the vote of the President would provide significant symbolic value to the resolution.

It is the past practice of this Senate to address each member, including administrators, students, staff, faculty, and the President as "Senator" rather than using formal titles. This practice emphasizes the esteem we have for each other as equal participants when deliberating on matters concerning the best interests of the university, including our esteem for the President's opinions when expressed during Senate meetings as a Senator. We expect and hope for this tradition to continue. The removal of the President's vote on policy recommendations reflects the fact that the President has the ultimate authority to sign or return each policy recommendation, making a vote on the floor redundant and possibly placing the President in an awkward position.

Based on these reasons, and specifically, this recommendation seeks to:

1. Redefine “faculty” as exclusively Unit 3 employees;
2. Preserve SSP staff participation in the Senate;
3. Allow other general staff participation in the Senate;
4. Make changes to non-faculty seats; and
5. Increase the number of faculty seats.

Resolved: That the following amendment to the Constitution of the Senate be adopted and enacted upon the adoption of the amendment of the Bylaws as proposed in AS 1877.

Approved: September 27, 2024

Vote: 9-0-0

Present: Harish Chander, Behin Elahi, Katelyn Gambarin, Reiko Kataoka, Eduardo Munoz-Munoz, Annette Nellen, Nha-Nghi Nguyen, Ken Peter, Janet Sundrud

Absent: Acacia Clark, Denise Dawkins, Michael Kaufman, Jahmal Williams

Financial Impact: If hours of work is taken from those hours otherwise spent for the regular work of the staff members, then it may incur financial cost to the organization/division. Staff participation in the Senate may result in facilitating operation university-wide, contributing to reducing overall operational costs.

Workload Impact: Increased workload for University Personnel

CONSTITUTION OF THE ACADEMIC SENATE SAN JOSE STATE UNIVERSITY

PREAMBLE [UNCHANGED]

To provide for effective participation and deliberation by the academic community of San José State University in the formulation of governing policies for the University, this Constitution is ordained and established.

ARTICLE I -- THE ACADEMIC SENATE [UNCHANGED]

Section 1. The Academic Senate is the principal agency for the formulation and recommendation of policy for the University. Regular meetings shall be held at least once every month during the academic year. Special meetings of the Academic Senate shall be called at the request of the President of the University, or of the Chairperson of the Academic Senate, or on a written petition of thirty per cent (30%) of the members of the Academic Senate. A majority of the members constitutes a quorum.

ARTICLE II -- MEMBERSHIP

Section 1. The Academic Senate shall consist of representatives from the University administration, faculty, staff, and students. In the interests of communication and cooperation, the Emeritus Faculty Association and the Alumni Association shall also each have a representative. Student, administration, staff, emeritus faculty, and alumni representatives have the same rights to speak and vote as other members, but may not serve concurrently as elected representatives of the faculty. Student, administration, emeritus faculty, and alumni representatives are also, and are not qualified for election as officers of the Senate. The President of the University, who has ultimate authority over university policies, shall not vote on policy resolutions. At least two-thirds of the total membership of the Senate senators who are eligible to vote on policy resolutions shall be members holding office under sections 3, 4, and 5 section 3, section 5, and section 6 of this Article.

Section 2. Administration representatives shall consist of the President (non-voting on policy resolutions), the Provost, the Vice President for Administration and Finance, the Vice President for Student Affairs, and the Chief Diversity Officer, ex officio; and ~~four~~ three (3) academic deans, at least two of whom shall be deans of colleges, elected by the academic deans for staggered two-year terms.

Section 3. a) For the purposes of this Constitution, the faculty consists of all members of Collective Bargaining Unit 3 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 to be directly related to the instructional program of the University. Faculty representatives

shall consist of no less than ~~twenty-seven (27)~~ thirty-five (35) faculty members apportioned among the representative units as much as possible in proportion to faculty population. Apportionment shall be provided for in the bylaws, but each representative unit shall have at least one representative.

b) Tenured faculty and probationary regular faculty who have completed at least one year's service and temporary faculty who have completed at least one Academic year of service at the University are eligible as Senate faculty representatives. Election of probationary or temporary faculty to the Senate does not assure or imply retention or tenure or rehiring. Probationary and temporary faculty elected to the Senate shall have the same term of office as other faculty representatives, but shall cease to be members of the Senate if not retained or rehired.

c) All faculty may vote for representatives. Each part-time faculty member shall have a weighted vote equal to the fraction of time for which ~~the faculty~~ ~~he or she~~ is appointed or, in the case of voluntary faculty employees, the fraction of time actually being taught, except that a tenured faculty member serving on a part-time appointment shall retain a full vote. Representatives shall be members of and be nominated and elected by the faculty of the representation units to which they are assigned. Terms shall be three (3) years, one-third (1/3) of the faculty representatives to be elected each year.

d) An elected faculty member is subject to recall by a majority vote of ~~his or her~~ their constituents. A recall election shall be held whenever twenty per cent (20%) or twenty-five (25) of the qualified voters of the constituency, whichever is greater, sign a petition to recall. No member shall be subject to a recall election more than once in an academic year.

Section 4. a) For the purpose of this Constitution, the staff consists of all University employees who are not members of Collective Bargaining Unit 3, nor students, and do not hold positions as Management Personnel Plan (MPP) employees.

b) When further delineation is needed, the term "SSP staff" is used to refer to those staff members who are represented by Bargaining Unit 4 and hold positions as Student Service Professionals (SSP), and the term "general staff" is used to refer to all other staff members of the university.

c) Staff representatives shall consist of two (2) SSP staff and two (2) general staff representatives elected as provided for in the bylaws.

d) Staff members who have completed at least one year's service at the University are eligible as Senate Staff representatives. Election of probationary or temporary staff to the Senate does not assure or imply retention or tenure or rehiring. Probationary and temporary staff elected to the Senate shall have the same term of office as other faculty representatives, but shall cease to be members of the Senate if

not retained or rehired.

e) All staff may vote for their respective representatives. Each part-time staff member shall have a weighted vote equal to the fraction of time for which the staff member is appointed. Representatives shall be members of and be nominated and elected by staff members for staggered three-year terms.

f) An elected staff member is subject to recall by a majority vote of their constituents. A recall election shall be held whenever twenty per cent (20%) or twenty-five (25) of the qualified voters of the constituency, whichever is greater, sign a petition to recall. No member shall be subject to a recall election more than once in an academic year.

Section 5. 4-Representatives to the Academic Senate, California State University, shall be members ex officio of the Academic Senate of San José State University. They shall be elected according to procedures established by the Academic Senate, California State University, and the Academic Senate of this University.

Section 6. 5-The Chair of the Academic Senate and the previous year's Chair (if not the same person as the current chair) shall be members of the Senate ex officio.

Section 7. 6-Student representatives shall consist of the President of the Associated Students and six (6) students in good standing selected according to policies and procedures prescribed by Associated Students, Inc. These students shall serve one-year terms, and may serve more than one term. Vacancies in these Senate seats will be filled according to Associated Students, Inc. policies and procedures.

Section 8. 7-The Alumni Association representative shall be elected by the Association in the same manner as Association officers, to a three (3) year term.

Section 9. 8-The representative of the Emeritus Faculty Association shall be an officer of the Association designated by the Association.

ARTICLE III – ORGANIZATION [UNCHANGED]

Section 1. The presiding officer of the Academic Senate shall be the Chair. The Vice Chair shall preside in the absence of the Chair. The Senate shall have such other officers as may be provided for by bylaw.

Section 2. The times and procedures for the election of all Senate officers shall be as provided for by bylaw.

Section 3. Budgetary support for the Academic Senate, including secretarial service and operational expense, shall be provided by the University.

Section 4. A record shall be kept of the proceedings of the Academic Senate. The agenda shall be published as long before and the minutes as soon after each meeting as is practicable.

Section 5. The Academic Senate may adopt bylaws consistent with this Constitution. Bylaws may be enacted only by a two-thirds (2/3) majority at a regular meeting subsequent to the meeting at which such bylaws are introduced.

Section 6. The Academic Senate may establish its own rules of procedure consistent with this Constitution. A standing rule may be established, amended or rescinded by a majority vote at any meeting.

Section 7. The Academic Senate shall appoint committees of its own as specified in the bylaws. Any member of the University community may serve on such committees.

ARTICLE IV -- POWERS AND RESPONSIBILITIES

Section 1. The Academic Senate, subject to the laws of California and the policies and regulations of the Board of Trustees, shall formulate policies and procedures on matters affecting the general welfare of the University, including (a) educational policies, (b) faculty affairs, (c) student affairs, ~~and~~ (d) budget and finance, and (e) staff affairs to the extent they relate to the prior four matters (a-d).

Section 2. Upon passage by the Academic Senate, proposed policies and procedures shall be submitted to the President of the University for consideration and action. Those approved by the President become official University Policy and will be implemented as soon as practicable. The President will report to the Senate promptly on those proposed measures of which the President~~he or she~~ does not approve.

ARTICLE V – REFERENDUM **[UNCHANGED]**

Section 1. (a) For purposes of referenda (Article V) and constitutional amendments (Article VI), the electorate shall be Unit III faculty and holders of such other professional and administrative staff positions as may be declared by the bylaws to be directly related to the instructional program of the University.

(b) Any action of the Academic Senate may be referred to the **faculty** electorate when forty per cent (40%) of the Academic Senate members present support a motion for a referendum or when twenty per cent (20%) of the **faculty** electorates submit a petition for a referendum to the Associate Vice Chair of the Academic Senate. A petition calling for a referendum shall indicate the specific action of the Academic Senate which is the subject of the referendum. Such a petition must be submitted within a period of thirty (30) working days of a regular academic session following the action to be referred. A majority of the votes cast shall be necessary to sustain the action.

ARTICLE VI – AMENDMENTS **[UNCHANGED]**

Section 1. Amendments to this Constitution may be proposed for **thefaculty** consideration of the electorate by a majority of the total membership of the Academic Senate or by a petition signed by twenty per cent (20%) of the **faculty**-electorate. Ratification shall require approval by a majority of the votes cast by the **faculty** electorates, and by the President of the University.

ARTICLE VII – ADOPTION **[UNCHANGED]**

This Constitution shall become effective on approval by a majority of the faculty and staff and by the President of the University.

Policy Recommendation

Amendment to Bylaws of the Academic Senate of San José State University

Rationale

In August 2023, SM-F23-1 was passed, which established the Committee on Senate Representation (CSR). The committee consists of administrators, faculty, staff, and students, and is tasked to develop “recommendations on ways to further strengthen equitable, inclusive, and effective shared governance” at San José State University.

Senate representation has been the subject of seven policy referrals between 2000 and present (O&G-F00-2, O&G-F03-3, O&G-F18-4, O&G-F21-1, O&G-F22-1, O&G-S23-1, and O&G-S24-1). Many of these referrals called for adding non-Management Personnel Plan, non-Student Services Professionals staff seats to the Senate. Staff comprise 35% of all employed personnel at San José State University, as of fall 2023, and many staff interact with students and faculty in their daily work.

Furthermore, the 2022 Report of the WASC Senior College & University Commission (WSCUC)¹ 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.” The CSR engaged in thirteen stakeholder meetings between January 2024 and August 2024, and conducted a staff survey in February 2024, which yielded data of about 250 respondents. A consistent theme throughout these meetings and the survey was the importance of staff serving on the Senate and other bodies of shared governance.

From the establishment of the General Unit in the Senate Constitution in 1994, a specific segment of staff have served as senators; specifically Unit 4 members who hold the title of Student Services Professionals (SSP) III and IV. This constituency has had varying amounts of representation over the years, because they do not have dedicated seats, but rather, they must be elected from within the General Unit. The committee found two issues on this state of affairs.

First, it can be confusing to label a specific segment of the staff as “faculty” when they are in fact classified as staff employees in the University. Second, while voices of the

¹ The organization is under the umbrella of the Western Association of Schools and Colleges (WASC).

SSP III and IV members have been important, it is not sufficient because “staff” of the university encompasses a much larger group of SJSU employees. It is the committee’s finding that staff members merit broader, more inclusive representation at the Senate.

This policy recommendation proposes to amend the Bylaws of the Academic Senate of San José State University so that the terms “faculty” and “staff” used for the Bylaws of the Senate would align with the usage of these terms in a broader context. This policy recommendation also proposes to broaden the membership of the Senate to implement a more inclusive and equitable shared governance model.

The committee has also learned other areas of opportunity to propose further changes. One area is the representation of deans, which is one of the most widely represented constituencies. While each dean has their own discipline-specific expertise and unique leadership perspectives, which is indispensable for the function of the Senate, given frequent and collegial communication and collaborations among the deans, as has been always exercised, the committee found it feasible to adjust the extent of representation.

Another area is the membership of the President of the University, who is the ultimate authority regarding all university policies. Ratification of all policy resolutions approved by the Senate requires approval by the President. As such, and aligning the practices employed by other CSU campuses, the committee found it beneficial to change the President to a non-voting member, who, nevertheless, maintains voting rights for non-policy resolutions, i.e., Senate Management resolutions and Sense of the Senate resolutions, for the latter of which, especially, the vote of the President would provide significant symbolic value to the resolution.

It is the past practice of this Senate to address each member, including administrators, students, staff, faculty, and the President as "Senator" rather than using formal titles. This practice emphasizes the esteem we have for each other as equal participants when deliberating on matters concerning the best interests of the university, including our esteem for the President's opinions when expressed during Senate meetings as a Senator. We expect and hope for this tradition to continue. The removal of the President's vote on policy recommendations reflects the fact that the President has the ultimate authority to sign or return each policy recommendation, making a vote on the floor redundant and possibly placing the President in an awkward position.

Furthermore, this policy recommendation proposes to add an article on staff protections. Although San José State University has policies relating to free speech, it is the committee’s opinion that additional language is necessary to ensure that staff can freely participate with independent voices. Our research has shown that when staff do not have sufficient support from their managers (and the university administration, as a whole), then staff will view their participation in shared governance as potentially unsafe and threatening.

Based on these reasons, and specifically, this recommendation seeks to:

1. Redefine “faculty” as exclusively Unit 3 employees;

2. Preserve SSP Staff participation in the Senate;
3. Allow General Staff participation in the Senate;
4. Make changes to non-faculty seats;
5. Increase the number of faculty seats; and
6. Provide language that allows time for service work for staff senators and ensure independent opinions are voiced by staff in the Senate.

Resolved: That the following amendment to the Bylaws of the Senate be adopted and enacted upon the adoption of the amendment of the Constitution as proposed in AS 1876.

Approved: September 27, 2024

Vote: 9-0-0

Present: Harish Chander, Behin Elahi, Katelyn Gambarin, Reiko Kataoka, Eduardo Munoz-Munoz, Annette Nellen, Nha-Nghi Nguyen, Ken Peter, Janet Sundrud

Absent: Acacia Clark, Denise Dawkins, Michael Kaufman, Jahmal Williams

Financial Impact: If hours of work is taken from those hours otherwise spent for the regular work of the staff members, then it may incur financial cost to the organization/division. Staff participation in the Senate may result in facilitating operation university-wide, contributing to reducing overall operational costs.

Workload Impact: Increased workload for University Personnel

BYLAWS OF THE ACADEMIC SENATE SAN JOSE STATE UNIVERSITY

1. Elections and Faculty and Staff Representatives
 - 1.1 Faculty representatives shall be elected to the Academic Senate of this University from the following representative units: College of Health and Human Sciences, College of Business, College of Education, College of Engineering, College of Humanities and the Arts, College of Science, College of Social Sciences, and the General Unit.
 - 1.1.1 Members of the General Unit
 - a) Unit 3 faculty outside the above colleges (e.g., College of Data, Information, and Society faculty, librarians, counselors, Division of Intercollegiate Athletics coaches ~~[not MPP]~~).
 - b) ~~Student Services Professional III or IV (e.g., staff advisors).~~
 - 1.1.2 A college, not presently represented in 1.1 would become a representative unit when that college has at least 50 Full-Time Equivalent Faculty (FTEF)~~FTEF~~ and at least three departments.
 - 1.1.3 Members of the faculty electorate holding administrative, or Management Personnel Plan (MPP), positions are not eligible to serve as faculty representatives while holding such positions.
 - ~~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 the following positions are qualified to vote for faculty representatives (using proportional voting based on assignment) and are eligible to serve as faculty representatives to the Senate with the exception of administrators (covered by the Management Personnel Plan), employees in clerical and technician classifications, and volunteers.~~
 - a) ~~All members of Bargaining Unit III who are not members of or included in one of the college representative units. This includes: Instructional Faculty (12 mo & AY) and Student Services Professional.~~
 - b) ~~Employees classified as Student Services Professional III or IV.~~
- 1.2 Staff representatives shall be elected to the Academic Senate from the staff unit, the members of which are the entire SJSU employees who are not members of Collective Bargaining Unit 3 nor students, and do not hold positions as

Management Personnel Plan (MPP).

1.2.1 Two of the staff representatives shall be elected from the members of the staff electorate who hold positions as Student Service Professional (SSP Staff electorate) as SSP Staff representatives.

1.2.2 Two other staff representatives shall be elected from all of the other members of the staff electorate (General Staff electorate) as General Staff representatives.

1.3. Pursuant to Article V of the Constitution, the following positions and classifications are declared to be directly related to the instructional program, and members are qualified to vote for referenda and ratification of constitutional amendments (using proportional voting based on assignment).

a) All members of Bargaining Unit III.

b) Employees classified as Student Services Professional (SSP) III and IV.

~~1.4.1~~ 1.2.1 Subject to approval of the Executive Committee, the Election Committee is authorized to decide questions of interpretation of this bylaw and may recommend amendments to it to the Organization and Government Committee.

~~1.5.1~~ 1.4.3 The number of faculty senators must be twice the number of senators who are eligible to vote on policy resolutions and not faculty members [currently 2018: Deans (34), AS President and students (7), ~~the President and VPs (45)~~, SSP Staff Representatives (2), General Staff Representatives (2), an Emeritus Representative (1), and an Alumni Representative (1)].

~~1.5.11~~ 1.4.1 ~~1.3.1~~ The number of faculty representatives to be apportioned among the colleges and the General Unit is the total number of faculty senators minus the number of ex officio faculty senators (Academic Senate of the CSU (ASCSU) ASCSU senators, SJSU Senate Chair and Past Chair). The resulting difference is the number to be used in part ~~1.4.2~~ 1.3.2 to apportion faculty representatives among the several colleges and the General Unit.

~~1.5.21~~ 1.4.2 ~~1.3.2~~ Before each spring election, using the FTE/F of the preceding fall semester provided by University Personnel, the Senate Administrator shall determine, and the Associate Vice Chair verify, the number of representatives allotted to each representative unit (as defined in Bylaw 1.1). The number of representatives for each unit shall be determined by first dividing the combined total FTE teaching faculty of the college representative units plus the FTE faculty ~~and staff~~ in the General Unit by the number determined in part ~~1.4.1~~ 1.3.1 above and then dividing this value into the FTE faculty of each of the college units and the FTE faculty ~~and staff~~ in the General Unit.

~~1.5.2.11.4.2.1~~ 1.3.2.1 If the allotment of any representative unit is determined to be less than one, it shall be increased to one.

~~1.5.2.21.4.2.2~~ 1.3.2.2 If the total number of faculty representatives on the Senate overall exceeds the number as determined in section ~~1.4~~ 1.3 above, the number as determined in section ~~1.4.2~~ 1.3 above shall be decreased until the total number of faculty representatives allotted is equal to the number determined in ~~1.4~~ 1.3 (i.e., maintains the 2/3 proportion of voting members who have rights to vote on policy resolutions membership being faculty representatives).

~~1.5.2.31.4.2.3~~ 1.3.2.3 If the total number of faculty representatives on the Senate overall is less than the number as determined in section ~~1.4~~ 1.3 above, one additional representative shall be allotted in turn to each of the units in order of greatest fractional representation until the total number of faculty representatives equals the number as determined in section ~~1.4~~ 1.3 above (i.e., twice the number of senators who are eligible to vote on policy resolutions and are not in section 3, section 5, and section 6 ~~sections 3, 4, and 5~~ of Article II of the Constitution)

~~1.61.51.4~~ 1.4 If it is determined by the above procedure that the number of representatives allotted to any college/unit will be changed from the previous year, the Senate Administrator in collaboration with the Associate Vice Chair, shall ~~se~~ report to the Academic Senate prior to the announcement of elections.

~~1.6.11.5.11.4.4~~ 1.4.4 If a representative unit is allotted an additional seat and there is no vacancy in the representation of a unit losing a seat, the unit gaining a seat shall nevertheless elect an additional representative for a full term at the next general election. The next vacancy occurring, by expiration of term, resignation or otherwise, in the unit losing a seat shall not be filled.

~~1.71.61.5~~ 1.5 Representatives to the Academic Senate shall be nominated by a petition signed by at least ten (10) members of the faculty/staff electorate of the appropriate election unit: (a) college, (b) General Unit, (c) SSP Staff unit, or (4) General Staff unit. The candidate shall indicate, by signature on the petition, their willingness to serve if selected.

~~1.7.11.6.11.5.4~~ 1.5.4 If there is no candidate for an Academic Senate seat by the end of the filing period, that seat shall be declared vacant and shall be filled according to the procedures outlined in ~~1.7.2.4~~ ~~61.6.2.4~~.

~~1.81.71.6~~ 1.6 When there is a vacancy of a faculty/staff representative (excluding CSU Senators) the replacement for the remainder of the term shall be chosen as follows:

~~1.8.11.7.1~~ 1.6.1 If a senator will be unable to perform their duties as senator for one semester or less, a temporary replacement will be selected in accordance with the following procedures:

~~1.8.1.11.7.1.1~~ 1.6.1.1 The dean of the college from which the senator serves shall call for nominations for a temporary replacement to be chosen by chairs and directors of that college from those nominated.

~~1.8.1.21.7.1.2~~ 1.6.1.2 For the General Unit, the Senate Administrator shall call for nominations for a temporary replacement to be chosen by the Executive Committee from those nominated.

~~1.8.1.31.7.1.3~~ For a staff senator, the University Personnel (UP) shall call for nominations for a temporary replacement to be chosen by the Executive Committee from those nominated.

~~1.8.21.7.2~~ 1.6.2 When there is a permanent vacancy of a senator, the replacement for the remainder of the term shall be chosen as follows: the appropriate college dean (or Senate Administrator in the case of the General Unit or UP in the case of staff) shall hold a special election as soon as possible after the determination of the vacancy.

~~1.8.2.11.7.2.1~~ 1.6.2.1 Vacancies are created by

- a) resignation or recall from the Senate,
- b) termination of employment,
- c) removal from the Senate as a result of being absent from three Senate meetings in an academic year,
- d) removal from a policy committee as a result of being absent from three regularly scheduled policy committee meetings,
- e) removal from a policy committee due to failure to perform assigned policy committee duties as determined by the Executive Committee of the Senate in consultation with the policy committee chair,
- f) leave, with or without pay, which covers more than one semester,
- g) appointment to a full-time administrative (Management Personnel Plan) position,
- h) election to the role of Academic Senate Chair, or
- i) no candidate files for a vacant seat.

~~1.8.2.21.7.2.2~~ 1.6.2.2 When a Senate seat is vacated, the associated seat on that senator's assigned policy committee would become vacant.

~~1.8.2.31.7.2.3~~ 1.6.2.3 Faculty and staff representatives who accept one semester leaves

with or without pay may resign from the Senate or request the selection of a replacement for one semester following the procedures listed in 1.7.1 4.6.4 above.

1.8.2.4 1.7.2.4 ~~1.6.2.4~~ If no candidate files for that vacancy, it shall be filled for one year by a person in that constituency selected by the Executive Committee after consultation with the Senators from that constituency. A permanent replacement shall be elected to fill out the remainder of the term as part of the next general election. For SSP and General Staff Senate seats, such vacant seats shall become a Staff-at-Large seat, which may be filled for one year by a person from either a SSP Staff or a General Staff constituency.

1.8.2.5 1.7.2.5 ~~1.6.2.5~~ If only one candidate files a nominating petition for a vacancy, the dean (~~or~~ Senate Administrator for the General Unit election, or UP for the staff units election) shall not conduct an election but shall ~~so~~ report to the Executive Committee, and the Executive Committee shall declare the single candidate elected.

1.8.2.6 1.7.2.6 ~~1.6.2.6~~ If a vacancy occurs during the months of January or February, the seat shall be filled following the procedures listed in 1.7.1 4.6.4 above for temporary vacancies and the senator shall hold the seat for the remainder of the academic year. A permanent replacement shall be elected to fill out the remainder of the term as part of the next general election.

1.9 1.8 1.7 Faculty and Staff Voting Rights for Elections to the Senate

1.9.1 1.8.1 1.7.4 Tenured and tenure track faculty have full permanent voting rights for college representatives in the department of their primary assignment.

1.9.2 1.8.2 1.7.2 Lecturer faculty have proportional voting rights for college representatives in the department of their primary assignment. Lecturer faculty assigned to more than one representative unit may vote in each unit on a proportional basis determined by the percentage of their appointment in each unit.

1.9.3 1.8.3 1.7.3 Members of the general unit have voting rights proportional to their appointment(s).

1.9.4 1.8.4 Staff members have voting rights proportional to their appointment(s).

1.10 1.9 1.8 No write-in votes are permitted.

1.11 1.10 1.9 Procedures for faculty elections shall be determined by the Senate

Election Committee, with the approval of the Executive Committee of the Academic Senate.

~~1.12 1.11~~ 1.10 The phrase "academic deans" as used in Article II, Section 2 of the constitution means deans, and associate deans (MPP) in the academic affairs division. Elections of representative academic deans shall be conducted and reported by the Provost, and vacancies shall be filled by special elections for the balance of unexpired terms.

~~1.13 1.12~~ Whenever the word "staff electorate" is used in the constitution, bylaws, or standing rules of the Academic Senate, it refers to those SJSU employees who are not members of Collective Bargaining Unit 3, nor students, and do not hold positions as Management Personnel Plan (MPP). Elections of representative staff shall be conducted and reported by University Personnel, and vacancies shall be filled by special elections for the balance of unexpired terms.

~~1.13.1 1.12.1~~ When further delineation is needed, the term "SSP Staff electorate" is used to refer to the staff electorate who hold SSP positions, and the term "General Staff electorate" is used to refer to all other members of the staff electorate.

~~1.14 1.13~~ Whenever the phrase "faculty electorate" is used in the constitution, bylaws, or standing rules of the Academic Senate, it refers to those faculty members eligible to vote for representatives to the Senate (including members of the General Unit), with proportional votes for lecturer faculty, as specified in Article II, Section 3, Part c, of the Senate's constitution.

~~1.15 1.14~~ Whenever the word "staff" is used in connection with eligibility for or service on any committee and no other definition is stated, it means both a member of the SSP Staff and the General Staff electorates.

~~1.15.1 1.14.1~~ When further delineation is needed, the phrase "SSP Staff" is used to refer to the staff members who hold SSP positions, and the phrase "General Staff" is used to refer to all other staff members.

~~1.16 1.15~~ 1.12 Whenever the word "faculty" is used in connection with eligibility for or service on any committee and no other definition is stated, it means a member of the faculty electorate.

~~1.17 1.16~~ 1.13 Whenever the phrase "teaching faculty" is used in connection with committee eligibility or service and no other definition is stated, it means university personnel holding the title of professor, associate professor, assistant professor, or lecturer whose primary assignment is instruction and not more than 50 percent of whose workload is administrative or other non-instructional duties

(other than as department chair or equivalent). Reimbursed or re-assigned time for research, curriculum development, committee service, etc., is instructional.

~~1.18~~ ~~1.17~~ Staff Protections: staff senators independently 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 voices that will be respected. Opinions expressed by staff senators during senate activities shall not be included in staff evaluations. 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.

2. Senate Officers

2.1 The following are officers of the Academic Senate:

2.1.1 The Chair of the Senate (who must be a faculty or SSP staff member), who shall be its presiding officer, as provided in the constitution, and shall also be Chair of the Executive Committee, and general faculty meetings.

2.1.2 The Vice Chair (who must be a faculty or SSP staff member), who shall discharge the duties of the Chair during any temporary disability of the Chair, shall serve as a CSU Senator during the temporary disability of one of the SJSU representatives to the ASCSU, and shall succeed to the office of Chair when the Chair's term or terms expire or if the Chair resigns or that office becomes vacant for any other reason.

2.1.3 The Associate Vice Chair (who must be a faculty or SSP staff member), who shall be Chair of the Committee on Committees and the Election Committee, shall act as Vice Chair during the temporary disability of the Vice Chair, and shall act as Chair if both the Chair and the Vice Chair become temporarily unable to perform their duties.

2.1.4 The Past Chair is the person who served as chair for the preceding year, provided that the Past Chair is not the same person as the current chair and does not hold any other Senate office.

2.1.5 The Faculty-at-Large Representative. There shall be no Faculty-at-Large Representative when there is a Past Chair.

2.1.6 ASCSU Representative to the Executive Committee

2.1.7 The Chairsehairs of the Senate Policy Committees.

2.2 Election Procedures for Senate Officers

- 2.2.1 Senate officers, other than the Chair, Past Chair and Faculty-at-Large Representative, shall be elected from the faculty and SSP staff members of the Senate annually for one-year terms. Nominees for Chair of Professional Standards must be tenured full professors.
- 2.2.2 Extension of Senate Chair's term
- 2.2.2.1 If the Chair so requests, the agenda for the first regular meeting of the Senate in spring semester shall include, as a special order of business preceding policy committee reports, a proposal to extend that chair's term. When the special-order item is reached, the Associate Vice Chair of the Senate shall preside while the Senate debates and votes on the proposal. The vote shall be by secret ballot and approval of the extension shall require a two-thirds affirmative vote.
- 2.2.2.2 If the Senate approves the extension, the incumbent Chair is re-elected for the following year. The term of office of the Vice Chair is extended for one year. (If the term of the Vice Chair as an elected faculty representative expires at the end of the spring semester the Vice Chair shall take the place otherwise held by the Past Chair as an ex officio member.) The term of the Past Chair is not extended, and a Faculty-at-Large Representative shall be elected at the end of spring semester to fill the Past Chair's position on the Executive Committee for the following year.
- 2.2.2.3 If the Senate does not approve the extension of the Chair's term, the Vice Chair shall automatically succeed to the office of Chair at the adjournment of the last meeting of the current Senate in spring semester.
- 2.2.2.4 No chair shall serve for more than two full terms in succession.
- 2.2.3 If the previous year's Chair is not the same person as the current Chair, the previous year's Chair will be a Senate officer called the Past Chair. However, if the Past Chair is elected to any other/Senate office, there will be no Past Chair that year and a Faculty-at-Large Representative shall be elected instead.
- 2.2.4 As soon as possible after the election of new Senate members in the spring, the Chair of the Senate shall appoint a nominating committee to prepare a slate of officers for the forthcoming academic year. This committee should nominate at least two candidates for each open Senate office. The committee shall also ascertain the willingness of the nominees to serve if elected. The committee shall produce a brief written document regarding the qualifications and goals of each candidate which shall be distributed to the Senate prior to the day of election.
- 2.2.5 The slate of nominees proposed by the nominating committee shall be

communicated to the Senate prior to the last regular meeting of the academic year. On that day, two consecutive meetings of the Senate shall be held. The first meeting shall be the final meeting of the Senate of the current academic year. Immediately following the adjournment of that meeting, the first meeting of the Senate for the next academic year shall be held. The nominating committee shall make its report in the second meeting, further nominations from the floor shall be accepted, and an election shall be held to fill all open Senate offices. Only the continuing and newly elected members of the Senate, who will be members in the next academic year, shall vote in the election.

- 2.2.6 Should a vacancy occur in the office of Senate Chair, the Vice Chair shall automatically succeed to the position for the balance of the vacant term. The Vice Chair shall then serve for the full term of the following year, and the full term shall be counted as that person's first year in office for purposes of 2.2.2.2. Should a vacancy occur in any other Senate office, the Executive Committee shall nominate at least two candidates to fill the vacancy and present its nominees to the Senate. Additional nominations may be made from the floor. When nominations have been closed, the Senate shall elect a replacement to serve for the balance of the vacant position's term.
 - 2.2.7 If the Senate Chair needs to take a leave of absence, the Vice Chair shall serve as Acting Senate Chair during the leave. The Acting Senate Chair shall have all the rights and responsibilities of the Chair during the Chair's leave, but may, upon approval of the Executive Committee, temporarily assign some of the Chair's duties to other Senators. If the Chair indicates an inability to return from leave, the position becomes vacant and the Vice Chair becomes Chair as per 2.2.6. Notification of leaves and vacancies are official when communicated in writing to the Executive Committee. Leaves may only be one semester or shorter in length or else the position is deemed vacant as per 2.2.6.
3. Senate Administrator
 - 3.1 The Senate Administrative Analyst (an employee position in the Senate Office) shall serve as the Senate Administrator.
 - 3.2 The Senate Administrator may participate in Senate proceedings on the same basis as a member of the Senate but shall not vote.
 - 3.3 The Senate Administrator may speak at Senate and Executive Committee meetings on matters relevant to Senate operations and on other matters when requested by the Senate Chair.
 - 3.4 The Senate Administrator may be present at executive sessions of the Senate and is subject to the same confidentiality requirements as are applicable to

Senate members.

- 3.5 The Senate Administrator shall provide administrative support to the Senate Chair and the Associate Vice Chair, shall attend and take minutes of the Senate and Executive Committee meetings, shall have charge of the records and archives of the Senate and its website, shall prepare committee appointment letters and maintain and update committee membership lists, and shall assist in the preparation of election materials and the administration of Senate elections.
- 3.6 The Senate Administrator shall be an ex officio member on the Committee on Committees and the Election Committee.
4. Senate Committees
 - 4.1 General information
 - 4.1.1 The Academic Senate shall establish and appoint committees as may be needed.
 - 4.1.2 Except as otherwise provided in these bylaws, university policy, or Senate Management Resolutions, all committees prepare, and submit to the Senate Chair, an annual report summarizing activities at the end of the academic year. These reports will be made available on the Senate's website.
 - 4.1.3 Except as otherwise provided in these bylaws, university policy, or Senate Management Resolutions, appointments to policy committees of the Academic Senate shall be recommended by the elected members of the Executive Committee and approved by the Senate; appointments to operating committees shall be recommended by the Committee on Committees and approved by the Senate. When an appointment is recommended more than one week before the next regular meeting of the Senate, the recommending body may make its recommendation effective at once as a temporary appointment. These temporary appointments shall last until the next meeting of the Senate and must receive Senate approval to become permanent. When appointments have been approved by the Senate, the Senate Administrator shall notify those appointed.
 - 4.1.4 Committees concerned primarily with faculty affairs shall contain a majority of teaching faculty with full-time appointments. Committees concerned with student affairs shall contain a significant proportion, but not a majority, of students.
 - 4.1.5 For purposes of service on Senate committees, all university faculty, full or part-time, active or retired, and all students, staff and alumni shall be considered members of the university community.

4.1.5.1 For purposes of service on Senate committees, all SSP Staff members are eligible to serve on General Unit and Faculty-at-Large seats.

4.1.6 Vacancies

- 4.1.6.1 Each year the Senate Executive Committee will approve a calendar (referred to below as “appointment calendar”) for appointing faculty and staff to operating committees, policy committees, special agencies, and other committees of the Senate. The calendar will be structured such that colleges and units are given ample notification of vacancies before the start of the fall semester and also allow for faculty-at-large appointments to be confirmed at the first Senate meeting of the semester.
- 4.1.6.2 Notwithstanding the provisions of bylaw 4.5.2, college seats on policy committees, operating committees, special agencies and other committees for which no faculty from that college willing to serve have been found by the date specified on the appointment calendar shall become faculty-at-large seats for the balance of the academic year.
- 4.1.6.3 By the date specified on the appointment calendar, the Associate Vice Chair of the Senate shall inform each college representative and college dean which of that college’s committee seats are still vacant and invite them to recommend faculty for those seats within one week’s time. The college representative(s) on the Senate and deans shall be reminded that the seats will become faculty-at-large seats for the year if no college faculty to fill them can be found. The dean’s recommendations shall be forwarded to the college’s Committee on Committees representative who shall present one name to the Associate Vice Chair of the Senate to be reported to the Senate or to the Executive Committee, as appropriate under bylaw 4.1.3.
- 4.1.6.4 By the date specified on the appointment calendar, all vacant college seats on operating committees, special agencies and other committees for which no faculty from the college have been recommended under paragraph 4.1.6.3 above (or otherwise identified) shall become faculty-at-large seats for the balance of the academic year and all members of the Committee on Committees shall be requested to supply names of faculty from any representative unit to fill these vacancies.
- 4.1.6.5 By the date specified on the appointment calendar, all vacant college seats on policy committees shall become faculty-at-large seats for the balance of the year. First priority in filling these vacancies shall be given to elected faculty representatives on the Senate not assigned to other policy committees. If all elected faculty representatives (other than Senate

officers) have been appointed to policy committees and there are policy committee seats still remaining vacant, they shall be filled as provided in 4.1.6.3 for policy committees.

- 4.1.6.6 The Associate Vice Chair of the Senate shall coordinate this selection process so as to maintain as far as possible a representative balance across committees and shall report one name for each vacancy to the Senate or the Executive Committee as appropriate under bylaw 4.1.3.
- 4.1.7 Elected faculty and staff representatives (other than Senate officers) not appointed to seats designated for representative units and also not appointed to faculty-at-large seats as provided above shall be appointed as additional members-at-large of policy committees. If there is only one such member, that person shall be appointed to the Organization and Government Committee. If there is a second, that person shall be appointed to the Instruction and Student Affairs Committee. A third shall be appointed to the Professional Standards Committee and a fourth to the Curriculum and Research Committee. The provision shall be implemented in a manner consistent with Academic Senate bylaw 4.5.2.1.
- 4.1.8 If a member (non-ex officio) of an Academic Senate committee (policy, operating, special agency, or other Senate committee) cannot complete the term for any reason, the chair of the committee may request, through the Associate Vice Chair of the Senate, that a replacement be appointed. The Associate Vice Chair, using the normal procedures of the Committee on Committees, then solicits nominations for a replacement and brings a recommendation to the Executive Committee and subsequently to the Senate via the consent calendar.
- 4.1.9 If a non-ex officio member of an Academic Senate committee (policy, operating, special agency, or other Senate committee) is absent from three regularly scheduled committee meetings in an academic year or repeatedly does not perform assigned committee duties, the chair of the committee may request, through the Associate Vice Chair of the Senate, that the person be removed from the committee. The Associate Vice Chair, following discussion with and approval from the Executive Committee for removal of the committee member will then solicit nominations for a replacement (or notify the relevant college if an election is needed) and bring a recommendation to the Executive Committee and subsequently to the Senate via the consent calendar.
- 4.1.10 Removal of a senator from their assigned policy committee will result in removal from the Senate.
- 4.1.11 Unless otherwise stipulated in university policy or Senate Management Resolutions, recommendation of students for membership on policy committees,

operating committees, special agencies, and other Senate committees shall be made according to the recommendation procedures of the Associated Students, Inc. and should be transmitted to the Associate Vice Chair by the second meeting of the new Academic Senate for final approval by the Senate. The Associated Students, Inc. should give student appointments to the Student Fairness Committee a high priority.

- 4.1.11.1 Should the Associated Students, Inc. Board of Directors not transmit recommendations of students for membership on Senate operating committees, policy committees, special agencies or other Senate committees by the fourth week of instruction, the following shall supersede the rules of the Associated Students, Inc. for nomination of students to policy committees, operating committees, special agencies or other Senate committees: student seats shall become university student-at-large seats for the balance of the academic year. These seats may be filled by any student in good standing at the university who self-nominates, or who is nominated by a member of the Academic Senate, and who is recommended by the elected members of the Executive Committee and approved by the Senate (subject to bylaw 4.1.3). All student nominees shall submit a statement of interest to the Senate's Associate Vice Chair.
- 4.1.11.2 Should a vacancy occur, the President of Associated Students, Inc. shall select a replacement to fill out the remainder of the term. This selection must be approved by a two-thirds majority of the total membership of the Board of Directors of the Associated Students, Inc. The name of the nominee should be transmitted to the Associate Vice Chair within 30 days of the time that the vacancy occurred for final approval by the Senate. When the appointment has been approved by the Senate, the Senate Administrator shall notify the appointee. If a nomination is not received within 30 days, the seat will be declared a student-at-large seat for the balance of the academic year and will be filled as per 4.1.11.1.
- 4.1.11.3 In the event a student holding an Associated Students ex officio position has a conflict and cannot make committee meetings, then the AS President may designate a replacement as needed.

4.2 Executive Committee

- 4.2.1 Charge: Acts as an Ad Hoc Advisory Committee to the President on request; acts for the Academic Senate at such times when the members may not be available; formulates policy proposals; refers matters of business to the appropriate agencies; develops and approves the agenda for Senate meetings; handles

external relations with elected officials and their staff, as appropriate; prepares nominations/appointments as needed to policy committees, operating committees, special agencies, and other Senate committees for Senate (or administrator) approval.

4.2.2 Membership:

- a) Senate Chair (elected)
- b) Vice Chair (elected)
- c) Past Chair, or Faculty at Large in years when there is no Past Chair (elected)
- d) President (EXO)
- e) Provost (EXO)
- f) VP, Administration & Finance (EXO)
- g) VP, Student Affairs (EXO)
- h) Chief Diversity Officer (EXO)
- i) Statewide Senator (elected)
- j) AS President (EXO)
- k) Chair, Committee on Committees/Assoc. Vice Chair (elected)
- l) Chair, Curriculum & Research (elected)
- m) Chair, Instruction & Student Affairs (elected)
- n) Chair, Organization & Government (elected)
- o) Chair, Professional Standards (elected)

4.2.3 Any action taken by the Executive Committee requires the presence of a quorum of the elected members. When acting for the Academic Senate, the Executive Committee shall distinguish whether it is expressing the position adopted by the Senate as a whole or of the Executive Committee alone. In handling relations with elected officials or their staff, these shall be on matters of relevance to the well-being of the university, and this duty shall be carried out in coordination with university employees involved in government relations; the Executive Committee is encouraged to recruit an appropriate number of university employees and students to assist in its external relations efforts. In acting as an ad hoc Presidential advisory committee, only the elected members of the Executive Committee shall sit in this capacity. Normally, the President should seek the advice of the full Senate on issues of policy, rather than that of the Executive Committee or its elected members

4.3 Committee on Committees

4.3.1 Charge: Prepares nominations for policy committees, operating committees, special agencies, and other Senate committees as needed. In cooperation with the Organization and Government Committee, makes recommendations for the

improvement of the Senate's committee operations and structure. Maintains a record of faculty, staff, students, and administrators currently serving on University- level committees. At the request of the President, or other administrator making the appointments, recruits nominees and suggests names of faculty, staff, and students for service on committees as needed. Acts as Election Committee.

4.3.2 Membership: The Senate's Associate Vice Chair serves as Chair for the Committee on Committees. Additionally, one faculty member from each of the Senate's representative units who shall not be members of the Senate. If a seat is not filled and becomes an 'at large' seat, Senators from the college where there is a vacancy, who are already serving on a policy committee, would be eligible to serve on the Committee on Committees.

- a) The Associate Vice Chair of the Senate [EXO], who shall be chair
- b) 1 faculty, College of Business
- c) 1 faculty, College of Education
- d) 1 faculty, College of Engineering
- e) 1 member, General Unit
- f) 1 faculty, College of Health and Human Sciences
- g) 1 faculty, College of Humanities and the Arts
- h) 1 faculty, College of Science
- i) 1 faculty, College of Social Science
- j) 1 Student Senator
- k) Senate Administrator (non-voting)

4.3.3 Appointments to the Committee on Committees shall be recommended by the elected members of the Executive Committee and approved by the Senate. Members (other than the Chair and the Student Senator) shall serve for staggered two-year terms.

4.4. Election Committee

4.4.1 There shall be an Election Committee. Its members shall be the members of the Committee on Committees. Its chair shall be the Associate Vice Chair of the Senate.

4.4.2 The Election Committee shall arrange for the election of faculty representatives to this Senate and of the university's representatives to the CSU Academic Senate, referenda under Articles V and VI of the Academic Senate Constitution, and all other campus-wide elections required by university policies.

4.4.3 Elections shall be conducted by colleges and departments under instructions of

the Election Committee.

- 4.4.4 The Election Committee shall be responsible for the establishment of voting procedures and their supervision.
- 4.4.5 The Election Committee shall assure that the results of the elections will be available for presentation to the Academic Senate no later than one week prior to the last spring Senate meeting.
- 4.4.6 In carrying out a referendum under Article V of the Constitution, the Senate Administrator in consultation with the Election Committee shall prepare an electronic ballot which indicates the specific action of the Academic Senate which is being referred to the faculty electorate. The question to be voted on will be stated as follows: "Shall the action of the Academic Senate specified above be sustained?" The ballot in a referendum may be accompanied by pro and con arguments of not more than 300 words each. If such arguments are to be included, the Chair of the Senate will designate one or more persons to write the pro argument; the person(s) offering the motion or submitting the petition for a referendum will designate one or more persons to write the con argument. In the event that persons requesting the referendum are in support of the Senate action which is the subject of the referendum, then the Chair of the Senate will designate one or more persons opposed to the Senate action to write the con argument. Failure to submit an argument on one side shall not prevent distribution of an argument submitted by the other side

4.5. Policy Committees

In general, these committees study policy issues and investigate policy problems in their areas at the request of the Academic Senate and prepare policy recommendations for official action. Current Policy committees:

Curriculum & Research (CR) Instruction & Student Affairs (ISA) Organization & Government (O&G) Professional Standards (PS)

- 4.5.1 The establishment or elimination of any policy committee shall require a two-thirds (2/3) majority of the Senate.
- 4.5.2 Policy committees shall normally be composed so that at least one half of the members of a policy committee are also members of the Senate. Generally, no person shall serve on more than one policy committee. Exceptions may be made for the President of the Associated Students, officers of the Senate, and university administrators.
 - 4.5.2.1 Normally, each policy committee includes representation from each of the

units from which faculty representatives are elected. In no instance shall more than two faculty members from any of the units from which faculty representatives are elected be assigned to one policy committee.

- 4.5.2.2 The senators representing the Emeritus and Retired Faculty Association and the Alumni Association are eligible for appointment to policy committees with the exception of the Professional Standards Committee. If they wish to serve, they shall, at the beginning of the academic year, request to the Associate Vice Chair to be appointed to a policy committee. Although they may request a specific committee assignment, they may be appointed to another committee where representation is needed. When appointed, these senators shall have the status of ex officio members.
- 4.5.3 All policy committee appointments shall be for one year, commencing with the first meeting of the new Senate for the year, which usually takes place in the last month of the Spring semester.
 - 4.5.3.1 Seniority shall not be the primary factor in selecting members of policy committees.
 - 4.5.3.2 To achieve the principle in 4.5.2, senators shall have priority in appointments to policy committees.
 - 4.5.3.3 Tenured faculty should be given priority for appointment to the Professional Standards Committee.
- 4.5.4 Members of Senate policy committees, including ex officio members, can vote and be counted for quorum (defined in Senate Standing Rule 13) only if present in person or via remote attendance.
- 4.5.5 Chairs of policy committees shall be elected annually by the Senate from its faculty representatives.
 - 4.5.5.1 Nominees for the Chair of Professional Standards must be tenured full professors.
- 4.5.6 Policy committees shall report to the Executive Committee of the Academic Senate.
- 4.5.7 All policy committee recommendations for the Senate's consideration shall show the names of the committee members present and absent; the vote totals, and shall state:
 - a) The rationale for ~~of~~ the policy, including its source, intent and claimed need; in language suitable for communication to faculty, staff and students affected.

- b) The expected estimated financial impact, obtained from a named office responsible for implementing the policy, if adopted.
- c) The workload impact of the policy, that is, whether and how much compliance will increase or decrease required activity or expenditure of time by faculty, staff, or students.

4.6 Operating Committees

In the context of their charge, operating committees serve a range of functions including the preparation of reports and making recommendations for changes in policy to their designated policy committees. Current Operating Committees:

Faculty Diversity Committee (reporting to PS)
General Education Advisory Committee (reporting to CR)
Graduate Studies & Research Committee (reporting to CR)
Institutional Review Board (reporting to CR)
International Programs & Students Committee (reporting to ISA)
Program Planning Committee (reporting to CR)
Student Evaluation Review Board (reporting to PS)
Student Fairness Committee (reporting to ISA)
Undergraduate Studies Committee (reporting to CR)

- 4.6.1 The establishment or elimination of any operating committee shall require a simple majority of the Senate.
- 4.6.2 All operating committees shall report to their designated policy committees.
- 4.6.3 Except as otherwise provided in these bylaws, University Policy, or Senate Management Resolution, chairs of operating committees shall be elected by the members of the operating committee. Any member of the committee, except an ex officio member, is eligible to serve as chair.
- 4.6.4 Near the end of each spring semester, each operating committee shall elect from among its continuing membership, a chair for the following academic year. The outgoing committee chair shall recommend, through the appropriate policy committee, to the Organization and Government Committee any changes in committee responsibility or organization.
- 4.6.5 Appointments of faculty to operating committees shall be for staggered three-year terms unless otherwise specified. After service for a full three-year term, members should be reappointed only in special circumstances. Appropriate administrative officers or their officers or designees shall be included on operating committees as ex officio members.

- 4.6.5.1 Faculty serving on a policy committee are ineligible to serve on any operating committee reporting to that same policy committee.
- 4.6.5.2 The Committee on Committees chair will assure that, when appointments are made, they take into consideration part 4.6.5.1.
- 4.6.5.3 To the extent possible, administrative designees to operating committees and their parent policy committee should not result in concurrent membership.
- 4.6.6 Student membership on operating committees is normally for a one-year term.
- 4.7 Special Agencies, Other Senate Committees, and Special Committees of the Senate
 - 4.7.1 The Senate shall establish and appoint special agencies, other Senate committees or special committees of the Senate as may be needed. The establishment or elimination of any special agency, other Senate committee, or special committee of the Senate shall require a simple majority of the Senate.
 - 4.7.2 Unless otherwise specified in a Senate Management Resolution or University Policy, reporting requirements for special agencies, other Senate committees, and special committees of the Senate follow bylaw 4.1.2.
 - 4.7.3 Unless otherwise specified in a Senate Management Resolution or University Policy, a) members of special agencies, other Senate committees, and special committees of the Senate shall be nominated by the elected members of the Executive Committee; and
 - 4.7.4 Unless otherwise specified in a Senate Management Resolution or University Policy, chairs of special agencies, other Senate committees, and special committees of the Senate may be designated by the elected members of the Executive Committee.
 - 4.7.5 Student membership on special agencies, other Senate committees, and special committees of the Senate is normally for a one-year term.
 - 4.7.6 Special Agencies

Special agencies are created as needed by the Senate. Their charge, membership, and reporting responsibilities are specified in the policy or Senate Management Resolution that established them. Current special agencies:

Accreditation Review Committee Alcohol & Drug Abuse Committee Athletics Board

Budget Advisory Committee Campus Planning Board

Strategic Planning Steering Committee Student Success

4.7.6.1 The following shall apply to all special agencies.

- a) Unless otherwise provided in the policy or senate management resolution creating the special agency, at-large faculty members shall be nominated by the Committee on Committees.
- b) A special agency and related policy committee may consult on any matter of common concern.
- c) Special agency recommendations requiring changes in university policy shall be reported to the Executive Committee for referral to an appropriate policy committee for consideration.
- d) The Executive Committee (or a designated policy committee at the request of the Executive Committee) may, from time to time, review the policy establishing a special agency and may require reports from special agencies.
- e) When filling faculty appointments, the Associate Vice Chair of the Academic Senate shall have the responsibility to stagger the terms, unless otherwise specified by policy.

4.7.6.2 Appointments of faculty to special agencies shall be for staggered three-year terms unless otherwise specified. After service for a full three-year term, members should be reappointed only in special circumstances. Appropriate administrative officers or designees shall be included on special agencies as ex officio members.

4.7.7 Other Senate Committees

Committees in this category are bodies created by policies or Senate Management Resolutions. Their charges, membership, and responsibilities are specified in the policies or Senate Management Resolutions that established them. Current committees in this category:

Academic Disqualification and Reinstatement Review Board of Academic Freedom and Professional Standards Traffic, Transit, and Parking

University Library Board University Sustainability Board University Writing Committee

- 4.7.7.1 Recommendations from committees in this category requiring changes in university policy shall be reported to the Executive Committee for referral to an appropriate policy committee for consideration.
- 4.7.7.2 If not otherwise specified in policy or a senate management resolution, reporting requirements follow bylaw 4.1.2
- 4.7.7.3 Appointments of faculty to committees in this category shall be for staggered three-year terms unless otherwise specified. After service for a full three-year term, members should be reappointed only in special circumstances. Appropriate administrative officers or designees shall be included as ex officio members.
- 4.7.7.4 Student membership is normally for a one-year term.

4.7.8 Special Committees of the Senate

Committees and task forces in this category are time-delimited bodies created to address specific issues. The Senate shall establish and appoint such special committees as may be needed.

- 4.7.8.1 Members of special committees and task forces shall be nominated by the elected members of the Executive Committee.
- 4.7.8.2 The charge, determined by the elected members of the Executive Committee, shall be specified in the resolution that establishes the special committee of the Senate.
- 4.7.8.3 Chairs of special committees and task forces may be designated by the elected members of the Executive Committee.

5. Procedure

- 5.1 Robert's Rules of Order, most recent edition, shall apply unless superseded by the constitution, bylaws, or standing rules of the Academic Senate.
- 5.2 The meetings of the Academic Senate are open, but the number of non-members present shall not exceed the room capacity, and preference shall be given to guests officially invited by the Senate Chair. The Chair shall request audio-visual coverage of meetings when necessary.
- 5.3 Spectators at Senate meetings shall not take part in or attempt to influence the proceedings of the Senate, except as may be authorized in the standing rules. Violators shall be excluded. At the Chair's discretion, the Chair may recess the meeting.

5.4 The Academic Senate shall be called into executive session by the Chair upon approval of a majority of the members present. Only Academic Senate members and the Senate Administrator may be present during executive sessions. Normally, only personnel or fiscal matters may be discussed in executive sessions, but final action on all matters shall be taken in regular Academic Senate meetings. Proceedings in executive ~~session~~session are confidential and are not published within the senate minutes.

6. Senators as Representatives

6.1 It is the responsibility of each elected member of the Academic Senate to assess the attitudes and viewpoints of their constituency. However, each member represents and serves the entire university. Thus, no member shall come instructed as to how to vote on any item under consideration by the Senate or its committees.

6.2 Senators are to maintain communications with their constituency regarding Senate activities and accomplishments as needed.

7. Approval of Policies

7.1 Measures adopted by the Academic Senate intended to have binding effect on the university generally or on persons or matters external to the Senate itself are policy recommendations and are submitted to the President for approval under Article IV, Section 2, of the Senate constitution.

7.1.1 Bylaws adopted in accordance with standing rule 10.a.2 (Senate Management Resolutions) or resolutions expressing only the opinion of the Senate, are not policy recommendations and do not require approval of the President.

8. Representation, Academic Senate, CSU

8.1 The following are subject to applicable provisions of the constitution of the Academic Senate of the California State University (ASCSU).

8.1.1 Candidates for the ASCSU from the SJSU campus shall be nominated by the faculty electorate following procedures similar to those prescribed for nomination of candidates for the Academic Senate of San José State University.

8.1.2 Simultaneous candidacy of the same person for both the ASCSU and the Academic Senate SJSU at the same election is prohibited.

8.1.3 A faculty representative on the SJSU Senate who is elected to the ASCSU vacates their seat as an elected member of the SJSU Senate.

8.1.4 Temporary Vacancy

8.1.4.1 A temporary vacancy is defined as one in which a CSU Senator will be unable to perform ~~his or her~~their duties for a period of one semester or less. In such cases, the Vice Chair of the SJSU Academic Senate shall serve as temporary CSU Senator.

8.1.4.2 If the Vice Chair is unable to serve, the Chair of the SJSU Academic Senate may designate any elected faculty representative of the current SJSU Academic Senate to act as temporary CSU Senator.

8.1.4.3 An SJSU senator temporarily serving as an ASCSU Senator shall remain a faculty representative of the SJSU Senate.

8.1.5 Permanent Vacancy

8.1.5.1 If a CSU Senator will be absent from the SJSU campus or unable to perform the duties of an ASCSU Senator for a period of longer than one semester, the seat held by that ASCSU senator shall be deemed vacant.

8.1.5.2 When a permanent vacancy occurs, a special election shall be held to fill the vacancy for the balance of the term. The election shall be held promptly after the determination is made that there is or will be such a vacancy. If there is no advance notice, the position will be filled temporarily as described in section above until an election can be held.

9. Faculty Appointments to Off-Campus and Presidential Bodies

9.1 Faculty (as defined in the Academic Senate Constitution) occasionally serve as representatives on bodies not established by nor under the authority of SJSU (e.g., system-wide or other off-campus agencies or committees). In instances in which no other procedure for their designation is prescribed, representatives shall be appointed by the Academic Senate on nomination of the Executive Committee.

9.2 Where no other procedure has been approved by the Academic Senate, appointments of faculty to presidential task forces, advisory committees, and commissions shall be made by the following process: the elected members of the Executive Committee shall consult with the President in regard to these appointments. Nominations shall be presented to the Senate for approval.

9.3 Appointments of faculty to the boards of University auxiliary organizations shall be made by the President after consultation with the elected members of the Executive Committee.

- 9.4 Appointments of faculty to the Instructionally Related Activities (IRA) Advisory Committee shall be made by the President after consultation with the elected members of the Executive Committee.
10. Editorial Changes - Senate Documents and Archiving Resolutions
- 10.1 When identifiers are changed, but the function, responsibilities, purpose, or content remain the same, the Senate Chair may approve replacement in Senate documents of the old identifier by the new one, as an editorial change. Such changes shall be explained and reported to the Executive Committee of the Senate and recorded in the meeting minutes. Example identifiers include the title related to a university official, agency, or course designations, or unit of the university appearing in Academic Senate documents (including the constitution, bylaws, university policies, and resolutions providing for committee membership).
- 10.2 When the number, title or designation of a law, regulation, executive order, or policy, referred to in a Senate document, is changed or rescinded by competent authority, but no other change affecting university policy is involved, the Senate Chair may authorize replacement of the old number, title or designation by the new one in Senate documents, as an editorial change. Such changes shall be reported to the Executive Committee of the Senate and recorded in the meeting minutes.
- 10.3 When a policy recommendation or Senate Management Resolution is found to contain editorial errors, ~~that when corrected~~that, when corrected, would not change the intent of the policy recommendation or resolution, the Senate Chair can correct the error(s) following consultation with and obtaining unanimous consent from, the Executive Committee. The edited version of the policy recommendation approved by the Executive Committee will be submitted to the President for final review and signature. Approved editorial corrections shall be recorded in the Senate Executive Committee meeting minutes and changes will be made by the Senate administrator to the document being corrected. If the editorial changes are not approved by the Executive Committee or the President, the document will be returned to the appropriate policy committee for revision and brought to the Senate for debate and vote.
- 10.4 Following implementation of updates to Senate bylaws and standing rules, called for in a Senate Management Resolution, the Senate chair can approve the relocation, by the Senate administrator, of such resolutions to the web-based archive of Senate Management Resolutions. The chair will communicate the action at an Executive

Committee meeting. The Senate Administrator will include documentation of this in Executive Committee minutes.

11. Specific Designation of Rescinded Policies

Adoption and approval of a new policy resolution overrides all prior conflicting policies, whether or not the previous policies are specifically identified. However, it is best practice to list specifically in a new policy all superseded policies. If, subsequent to the adoption and approval of a policy resolution, the Senate administrator finds that not all prior policies which should have been rescinded were specifically so listed in the subsequent policy, the Senate administrator shall notify the Senate chair and the appropriate policy committee chair. The committee shall review the policies and, if satisfied that the older policies were superseded and should be specifically designated as rescinded, the Senate chair shall authorize the administrator to note their rescission in the Senate records. The Senate chair shall report the committee's decision to the Executive Committee, and the Senate administrator shall record the information in the minutes.

Proposed Changes in Academic Senate Membership

Changes:

- Change definition of “faculty”: “Faculty” are Unit 3 members; It removes Unit 4 SSPs.
- Create 2 permanent “general staff” seats and 2 permanent “SSP” seats.
- Change # of dean’s seats from 4 to 3.
- Add 4 faculty seats.
- Change the President to non-voting on policy resolutions (but voting on SOS and SMR).

Table 1. Academic Senate Membership; Current and Proposed (Changes are in red)

Current Membership by Constitution ¹	Membership in the proposal (AS 1876)
<ul style="list-style-type: none"> ● Faculty - 36 (2/3) ● Non-faculty - 18 (1/3) 	<ul style="list-style-type: none"> ● Faculty - 40 (2/3) ● Non-faculty - 20 (1/3)²
Administration (9) <ul style="list-style-type: none"> ● President (EXO) ● Provost (EXO) ● VP for Finance (EXO) ● VP for Student Affairs (EXO) ● Chief Diversity Officer (EXO) ● 4 Academic Deans 	Administration (7 vote for policy resolutions) <ul style="list-style-type: none"> ● President (EXO, non-voting for policy resolutions) ● Provost (EXO) ● VP for Finance (EXO) ● VP for Student Affairs (EXO) ● Chief Diversity Officer (EXO) ● 3 Academic Deans
Faculty (36) <ul style="list-style-type: none"> ● Chair of the Senate (EXO) ● Past Chair of the Senate in years when there is the Past Chair (EXO) ● 3 Statewide senators (EXO) ● 31 college/General Unit Representatives or 32 of them in years when there is no Past Chair 	Faculty (40) <ul style="list-style-type: none"> ● Chair of the Senate (EXO) ● Past Chair of the Senate in years when there is the Past Chair (EXO) ● 3 Statewide senators (EXO) ● 35 college/General Unit Representatives or 36 of them in years when there is no Past Chair
	Staff (4) - new unit <ul style="list-style-type: none"> ● 2 SSP Staff ● 2 General Staff
Students (7) <ul style="list-style-type: none"> ● President of the Associated Students (EXO) ● Six students selected by the AS. 	Students (7) - no change <ul style="list-style-type: none"> ● President of the Associated Students (EXO) ● Six students selected by the AS.
Other Voting Senators (2) <ul style="list-style-type: none"> ● Alumni Association Representative ● Emeritus Faculty Association Representative 	Other Voting Senators (2) - no change <ul style="list-style-type: none"> ● Alumni Association Representative ● Emeritus Faculty Association Representative

¹ Members also include Honorary Senators as per [SM-S93-4](#), amended 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).

² In the proposal, the 2/3 faculty majority rule is abided by the number of senators who have rights to vote on policy resolutions rather than the headcounts as done currently.

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

3
4 San José State University
5 Academic Senate
6 Professional Standards Committee
7 November 4, 2024

AS 1879

8 **First Reading**
9

10 Rationale: Amendments A through M to S15-8 Retention, Tenure, and Promotion for Regular
11 Faculty Employees: Criteria and Standards added language on the scholarship of
12 engagement, the scholarship of teaching, activities that enhance inclusion, educational equity,
13 and achievement, and so on. University RTP policy thus encompasses a broader range of
14 work being done across campus and greatly lessens the need for Department RTP Guidelines.
15 There has been uneven implementation of Department RTP Guidelines across campus;
16 initially, one college required its departments to create them but otherwise, only a handful of
17 departments have found Guidelines necessary. Professional Standards has observed that
18 many of the approved Department RTP Guidelines have expired and not been revised in
19 relation to recent Amendments to S15-8. Moreover, most of the Department RTP Guidelines
20 PS currently reviews tend to repeat University policy and do not follow the requirements for
21 content laid out in Section 4 of this policy. PS has also discussed the tremendous amount of
22 labor invested in developing Guidelines that often are returned to the Departments for
23 revision, requiring additional time-consuming process. Frequently, the Guidelines are never
24 resubmitted to PS for subsequent review, so there is no substantive outcome for all of the
25 labor. PS is aware of the unintended stress that the creation of Guidelines causes, particularly
26 among probationary faculty who have the sense that only perfect and fully inclusive
27 Department Guidelines will protect them during the RTP process. Finally, PS is concerned
28 that from an equity perspective, Guidelines may create additional barriers and constitute a
29 form of gatekeeping for faculty who are marginalized in their fields or the academy in
30 general. After significant consultation and deliberation on these issues, Professional
31 Standards strongly encourages Departments to phase out any current Guidelines per the
32 timelines established by Faculty Services in the second resolved clause. As a reminder,
33 allowances for the continuity of Guidelines across a faculty member's period of review are
34 articulated in §4.4.5, below. PS also ensures there will continue to be a process for
35 Departments that are not well-represented by University RTP policy in one or more of the
36 Categories of Achievement (Academic Assignment, Service, and/or
37 Scholarly/Artistic/Professional Achievement) to apply for authorization to create guidelines
38 for the relevant category or categories as well as a provision and process for academic units
39 required to have them, e.g. Counseling and Psychological Services and the University
40 Library. To implement reforms, including the development of a streamlined submission and
41 review process and to complete its work on Guidelines already awaiting review, PS requests
42 a temporary moratorium on the submission of Department RTP Guidelines.

43
44 Resolved:

- 45 1) A temporary moratorium on the submission of Department RTP Guidelines for review and
46 approval will be effective [TBD depending on when this amendment passes: December 15,
47 2024, through September 1, 2025 for a one-semester moratorium].
- 48 2) Faculty Services will establish the following timelines for all currently approved
49 Department RTP guidelines for Departments that are not required to have them:
- 50 a. All Guidelines currently approved or approved during 2024-25 for Departments not
51 required to have them will expire by the end of the 2029-30 academic year. This will
52 allow any faculty who may have been recruited while guidelines were in place to use
53 them throughout their probationary period. Departments may re-apply for pre-
54 authorization to create new Guidelines per this policy after that date.
- 55 b. Any Departments that have not yet submitted new or revised Guidelines for review, will
56 be subject to the procedures in this proposed amendment and will have to begin the
57 process after September 1, 2025 [TBD].
- 58 3) Amend section 4.0 to clarify the purpose and content of Guidelines and to
- 59 a. Develop a process for the review of guidelines for specific departments required to have
60 them, and
- 61 b. Develop a process for departments to justify their need for and to seek pre-authorization to
62 develop Department RTP Guidelines
- 63 4) Amend section 5.2.2 to update changes to the Chair’s Description of Assignment
64 relating to Department RTP Guidelines.

65
66 Approved: October 28, 2024

67 Vote: 8-0-0

68 Present: Magdalena Barrera, Caroline Chen, Sarika Pruthi, Farzan Kazemifar, Gilles
69 Muller, Chima Nwokolo, Shannon Rose Riley (Chair), Gigi Smith

70
71 Absent: Priya Raman

72
73 Financial Impact: None anticipated

74
75 Workload Impact: We anticipate a reduction in workload at multiple levels involved in the
76 creation and approval of guidelines that may not be necessary.

77 78 79 **4. Department Guidelines for Achievement**

80 81 **4.1. Purpose of Guidelines**

82 The purpose of guidelines is to assist committees and administrators outside the
83 department in understanding the standards appropriate to the applicant's profession and
84 to ensure fair and equitable application of these standards to the broader procedures,
85 standards, and criteria of University policies. They are not a roadmap for tenure-line
86 faculty nor do they replace a well-crafted narrative statement and supporting evidence in
87 the dossier. [moved partly from 4.1.4]

88 4.1.1. Non-teaching units are required to develop Department RTP guidelines for the
89 category of “Academic Assignment.” [moved up from 4.1.4] ~~Individual departments~~
90 ~~may create guidelines that relate the university-wide policy on criteria and standards~~

91 to the professional standards and breadth of activities of their particular
92 discipline(s). While there is no specific provision for College guidelines, they may
93 be created simply by act of the constituent departments developing and then
94 approving common guidelines.

95 4.1.2. All other Departments must seek pre-authorization from the Professional
96 Standards Committee and the Office of the Provost to develop Department RTP
97 Guidelines for Scholarly/Artistic/Professional Achievement, Academic Assignment,
98 and/or Service that relate University policy on Criteria and Standards to the
99 professional standards and breadth of activities of particular discipline(s). See
100 Section 4.3, below for additional information on pre-authorization and approval. In
101 the case of Departments that do not have approved guidelines, “levels of
102 achievement” will be judged exclusively by the more general language of the policy
103 on Criteria and Standards.

104 4.1.3. In the case of Departments that do have approved guidelines, the guidelines will
105 serve as an aid for evaluating “levels of achievement” within the broader policy
106 language of the policy on Criteria and Standards.

107 4.1.4. Non-teaching units are required to develop such guidelines for the category of
108 “Academic Assignment.”

109 4.1.5. Guidelines should assist committees and administrators outside the department or
110 college in understanding the standards appropriate to the applicant's profession and
111 to ensure fair and equitable application of these standards to the broader procedures,
112 standards, and criteria of the university policies. Such statements or guidelines may
113 specify the sorts of documentation that are expected to be relevant to the evaluation
114 of professional effectiveness of faculty in the particular academic area. [divided into
115 intro under 4.0 and to 4.2.3]

116 117 **4.2. Content of Guidelines**

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

120 4.2.1. If authorized, Department RTP Guidelines may be created for one or more of the
121 Categories of Achievement—Scholarly/Artistic/Professional Achievement,
122 Academic Assignment, or Service—in order to describe work not accounted for in
123 University policy as relevant to the Department. Guidelines offer specific profiles of
124 accomplishments that would warrant a given level of achievement within a given
125 category as viewed by that specific discipline. They provide hypothetical examples
126 of profiles that would warrant a given level of achievement, but they do not replace
127 the criteria and standards of University Policy. When the accomplishments of
128 candidates are similar to the accomplishments included in the guidelines, then the
129 guidelines may serve as a fair scale to assist in evaluating the level of achievement
130 attained by the candidate.

131 4.2.2. Department RTP Guidelines must offer at least two inclusive hypothetical sample
132 faculty profiles for each level of achievement (unsatisfactory, baseline, good, or
133 excellent per S15-8 §3.3 Criteria to be Used when Evaluating Candidates for
134 Promotion and Tenure) within a given Category of Achievement. Note that while
135 Department RTP Guidelines provide sample faculty profiles that would warrant a
136 given level of achievement, they do not replace the Criteria and Standards of

137 University Policy. Rather, they augment/supplement them. What follows is a sample
138 profile template to be used as a model—it is not intended to be used as an actual
139 profile. Guidelines are inclusive and not exclusive in nature. They shall not be used
140 to exclude accomplishments from consideration that were unanticipated when the
141 guidelines were created. When candidates submit genuine accomplishments that
142 were not anticipated in the guidelines, the accomplishments will be assessed using
143 the more general language of the policy on Criteria and Standards. [moved in part to
144 4.2.4].

145 4.2.2.1. A sample profile contains a description of what kind of work qualifies for
146 a certain level of achievement, e.g.: “A faculty member achieving BLANK in
147 Scholarly/Artistic/Professional Achievement may have a published BLANK
148 during the period of review or may have produced a BLANK and BLANK.

149 4.2.3. Guidelines may also specify the sorts of documentation that are expected to be
150 relevant to the evaluation of the professional effectiveness of faculty in the
151 particular academic area. Departments are encouraged but not required to produce
152 guidelines for Scholarly/Artistic/Professional Achievement. They may produce
153 guidelines for two or all three categories of achievement if they believe their
154 discipline’s teaching or service profiles are sufficiently unique. They may also
155 include in their guidelines notes on synergistic practices and accomplishments that
156 span more than one category of achievement. Any category without guidelines will
157 be evaluated exclusively with the general language of the policy on Criteria and
158 Standards.

159 4.2.4. Guidelines are inclusive and not exclusive. They shall not be used to exclude
160 accomplishments from consideration that were unanticipated when the guidelines
161 were created. When candidates submit genuine accomplishments that were not
162 anticipated in the guidelines, the accomplishments will be assessed using the more
163 general language of University policy on Criteria and Standards. [moved in part
164 from 4.2.2] Departments which contain more than one discipline, or contain very
165 different subdisciplines, may produce more than one set of specialized guidelines.
166 When this occurs, particular care must be taken to specify to which faculty each set
167 of guidelines applies. The applicable guidelines should be specified in appointment
168 letters and the Chair’s description of assignment. [moved in part to 4.2.7 and 5.2.2]

169 4.2.5. They provide realistic estimates of the resources required to meet each given level
170 of achievement. [moved up from 4.3.4.2]

171 4.2.6. They are equitable across departments; they do not make it more or less difficult
172 for faculty in similar departments to achieve tenure or promotion. [moved up from
173 4.3.4.4]

174 4.2.7. Departments that contain more than one discipline, or contain very different
175 subdisciplines, may request authorization to produce more than one set of
176 specialized guidelines. When this occurs, particular care must be taken to specify to
177 which faculty each set of guidelines applies; the applicable guidelines should be
178 specified in the Chair’s Description of Assignment (see §5.2.2). [moved from 4.2.4]

180 **4.3. Authorization and Approval of Department Guidelines**

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

183 4.3.1. Pre-Authorization: Departments interested in creating Guidelines must request
184 pre-authorization from Professional Standards, which will develop a process to help
185 both the Department and the Committee determine whether guidelines may be
186 necessary. The determination will be made by Professional Standards in
187 consultation with the Office of the Provost. Department Guidelines must be
188 approved by a vote of department probationary and tenured faculty, using secret
189 ballots. [moved to 4.3.3.]

190 4.3.2. If authorized to proceed, Departments must create guidelines that closely follow
191 the criteria laid out in section 4.2 Content of Guidelines as well as any advice
192 provided by Professional Standards. Guidelines must be approved by the Associate
193 Vice President for Faculty Affairs in consultation with the Professional Standards
194 Committee of the San José State University Academic Senate. Prior to making its
195 recommendation, the Professional Standards Committee shall solicit the input both
196 of the home department and of the corresponding college RTP committee. [moved
197 to 4.3.4]

198 4.3.3. The proposed Guidelines must be approved by a vote of department probationary
199 and tenured faculty, using secret ballots. The vote tally and date shall be reported at
200 the top of the Guidelines document at the time of submission of the Guidelines
201 document to Professional Standards. Guidelines must be kept current. They shall be
202 reviewed every five years and shall clearly display the date they were last approved
203 by the Senior Director, Faculty Affairs. Guidelines that display a date more than
204 five years old calculated from the time of the submission of the dossier shall be
205 considered invalid, except as provided below in “Continuity of guidelines
206 throughout review period.” [moved to 4.4.3]

207 4.3.4. Acceptable Guidelines shall be approved and authorized for use by the Provost, in
208 consultation with the Professional Standards Committee. Before making its
209 recommendation to the Provost, PS shall debate the proposed guidelines and solicit
210 input from the corresponding college RTP committee Dean or corresponding
211 Associate Dean, and/or the College Research Committee. The PS Committee’s
212 determination will be shared in writing with all involved parties by the PS Chair or
213 the Provost’s designee. [partly from 4.3.2]

214 Department guidelines should meet these conditions:

215 4.3.4.1. They provide inclusive examples of accomplishments within the discipline
216 that represents the given levels of achievement.

217 4.3.4.2. They provide realistic estimates of the resources required to meet each
218 given level of achievement.

219 4.3.4.3. They comport entirely with the principles, categories, and standards
220 defined by the Criteria and Standards policy.

221 4.3.4.4. They are equitable across departments; they do not make it more or less
222 difficult for faculty in similar departments to achieve tenure or promotion.

223 224 **4.4. Publication, Distribution, and Use of Guidelines**

225 4.4.1. All approved department guidelines shall be posted on the Faculty Affairs
226 Services website (or equivalent) and shall display the date they were last approved.

227 4.4.2. ~~4.4.3~~ Once approved and published, department guidelines must be applied when
228 judging the level of achievement of all candidates to which they apply, bearing in

229 mind the limits of such guidelines. [moved up to 4.4.2] ~~Continuity of guidelines~~
230 ~~throughout review period. Normally, any valid (current) guidelines must be included~~
231 ~~in each candidate's dossier. If, however, guidelines have changed during the~~
232 ~~candidate's period of review, the candidate shall have the right to choose to include~~
233 ~~either the old or the new guidelines. Similarly, if guidelines that were valid during a~~
234 ~~part of the candidate's period of review are no longer valid and have not been~~
235 ~~replaced, the candidate may choose between including the old guidelines or~~
236 ~~including no guidelines. Only one set of guidelines may appear in the dossier, and~~
237 ~~reviewers are restricted to only considering included guidelines. [moved down to~~
238 ~~4.4.5]~~

239 4.4.3. Authorized Guidelines must be kept current. The Department shall submit them to
240 Professional Standards for review every five years; Guidelines shall display the date
241 they were last approved as well as the new vote results at the top of the document.
242 [moved from 4.3.3]

243 4.4.4. Guidelines that display a date more than five years old calculated from the time of
244 the submission of the dossier shall be considered invalid, except as provided for in §
245 4.4.5. Continuity of guidelines throughout the review period. ~~4.4.2 Continuity of~~
246 ~~guidelines throughout review period. Normally, any valid (current) guidelines must~~
247 ~~be included in each candidate's dossier. If, however, guidelines have changed~~
248 ~~during the candidate's period of review, the candidate shall have the right to choose~~
249 ~~to include either the old or the new guidelines. Similarly, if guidelines that were~~
250 ~~valid during a part of the candidate's period of review are no longer valid and have~~
251 ~~not been replaced, the candidate may choose between including the old guidelines~~
252 ~~or including no guidelines. Only one set of guidelines may appear in the dossier, and~~
253 ~~reviewers are restricted to only considering included guidelines. [moved to 4.4.5]~~

254 4.4.5. Continuity of guidelines throughout the review period. Normally, any valid
255 (current) guidelines must be included in each candidate's dossier. If, however,
256 guidelines have changed during the candidate's period of review, the candidate shall
257 have the right to choose to include either the old or new guidelines. Similarly, if
258 guidelines that were valid during a part of the candidate's period of review are no
259 longer valid and have not been replaced, the candidate may choose between
260 including the old guidelines or including no guidelines. Only one set of guidelines
261 may appear in the dossier, and reviewers are restricted to only considering included
262 guidelines.

263 ---

266 5.2.2 Department Chair's Responsibilities. The department chair or school or
267 division director shall inform in writing faculty members who are to be reviewed of
268 the nature of materials required by the retention and tenure committee and the date
269 by which these materials must be received for the committee's consideration. It is
270 the responsibility of the chair to ensure that a detailed ~~d~~Description of aAcademic
271 ~~a~~Assignment of the faculty member for the period under review be placed in the
272 dossier at least one week before the submission date of the dossier, in order to
273 establish a frame of reference for evaluation of the candidate by persons from
274 outside the department. The Chair's Description of Academic Assignment must

275 state whether there are Department RTP Guidelines in use and be sure that a copy is
276 included in the dossier. In cases where a Department has more than one set of RTP
277 Guidelines (per §4.2.7., above), the Chair's Description of Academic Assignment
278 must specify which set of guidelines applies to the particular faculty member. The
279 faculty member may attach a response to the Chair's Description of Academic
280 Assignment ~~this statement~~ before the closing date; any such response shall also be
281 included in the dossier. During the period that the dossier is open, it is the
282 responsibility of the Chair to ensure that the evidence necessary for a full and fair
283 evaluation is contained in the dossier.

Policy Recommendation
Board of Professional Responsibility

AS 1870

1 San José State University
2 Academic Senate
3 Professional Standards Committee
4 November 4, 2024
5 **Final Reading**

6 Legislative History: This proposal would rescind S99-9 (Board of Professional Responsibility)
7 and replace it with the following policy recommendation.

8 Rationale: The policy establishing the Board of Professional Responsibility has not been updated
9 in 25 years, while the procedures and university offices for addressing breaches of professional
10 ethics have undergone many changes in that time. In addition, the current makeup of the Board
11 dates to a time when the Board of Academic Freedom and Professional Responsibility was a
12 single unit with a much broader charge. The current Board is difficult to staff and often cannot
13 operate due to lack of a quorum. Further, the Board has historically operated without sufficient
14 collaboration with University administration, which has curtailed its effectiveness. Thus,
15 language about the roles of both the University administration and the Board in resolving
16 complaints about breaches of professional responsibility has been added. Finally, Amendment A
17 to S99-8 and S99-9 established an independent Academic Freedom Committee, but the sections
18 of S99-9 declaring the mission and organization of the Board of Professional Responsibility
19 were inadvertently deleted. This policy will establish the Board of Professional Responsibility as
20 a separate entity, including its mission and organization/membership, and address other changes
21 in reporting structures and procedures.

22 At the final reading in May 2024, the Academic Senate passed AS1870, but it was returned to
23 Professional Standards by the President for additional clarification. Professional Standards has
24 worked collaboratively with the Provost's Office and the Senior Associate Vice President for
25 University Personnel to fine-tune the policy. The current revision maintains the changes included
26 in the draft that passed in May; new changes primarily reorganize the policy for improved
27 intelligibility, clarify how complaints are referred to the Board, and clarify the Board's
28 consultation process. In sum, the proposed changes to S99-9:

- 29 1) Update membership to include Associate Professors and Senior Lecturers
- 30 2) Add information about training requirements for members of the Board
- 31 3) Clarify language about how complaints can be referred to the Board, outlining the
32 primary role of the University administration, in particular, but not limited to, the Office
33 for Title IX and Gender Equity and UP-AER (University Personnel-Academic Employee
34 Relations) in classifying and referring most complaints
- 35 4) Emphasize the Board's function in consultation and in seeking informal resolutions,
36 whenever possible
- 37 5) Clarify procedures for the Board's consultation process
- 38 6) Change the communication of findings section to require the Board to make a
39 recommendation if an informal resolution cannot be reached
- 40 7) Remove references to the BPR carrying out investigations
- 41 8) Update the name of the Office for Title IX and Gender Equity

Policy Recommendation
Board of Professional Responsibility

42 Resolved: That S99-9 Board of Professional Responsibility be rescinded and replaced with the
43 following:

44 Approved: October 28, 2024

45 Vote: 8-0-0

46 Present: Magdalena Barrera, Caroline Chen, Farzan Kazemifar, Gilles Muller, Chima
47 Nwokolo, Sarika Pruthi, Shannon Rose Riley (Chair), Gigi Smith; James Lee
48 (non-voting guest), Kenneth Peters (non-voting guest)

49 Absent: Priya Raman; Kristin Dukes (non-voting guest)

50 Financial Impact: None anticipated

51 Workload Impact: Some additional workload for the administrative office(s) charged with
52 directing complaints and referrals to the Board, and specifically for the Office of Faculty
53 Services and Academic Employee Relations (UP-AER) with regard to the establishment and
54 posting of procedures, and the evaluation of findings that are proposed to be placed in Personnel
55 Action Files.

Policy Recommendation
Board of Professional Responsibility

56 **1 Mission**

57 The Board of Professional Responsibility (BPR) is charged with monitoring and ensuring
58 professional responsibility among San José State University faculty, as defined in S99-8
59 Professional Responsibility. To carry out this charge, BPR will:

- 60 1.1 Monitor the state of faculty professional responsibility at the University and make
61 reports and recommendations to the Academic Senate regarding revisions of policy
62 and other documents relating to professional responsibility;
- 63 1.2 Be available to consult with all members of the University on issues within the
64 Board's purview, with the understanding that as University employees, they may have
65 a duty to report (*see* § 3 below);
- 66 1.3 Address complaints of infringements of Academic Freedom brought by members of
67 the University and issue findings as appropriate;
- 68 1.4 Advise and assist University Personnel-Academic Employee Relations (UP-AER)
69 with allegations/complaints of violations/breaches of professional responsibility,
70 pursuant to § 2, below;
- 71 1.5 Review and adjudicate disputes regarding Student Fairness Committee (SFC)
72 recommendations, as described in University Policy S14-3, Student Fairness Dispute
73 Resolution, § VI;
- 74 1.6 Review and adjudicate disputes regarding recommendations by the Office of Student
75 Conduct and Ethical Development (SCED), as described in University Policy F15-7,
76 Academic Integrity, in the rationale and § 5.0; and,
- 77 1.7 Present an annual report to the Academic Senate relaying information on the work of
78 the Board.

79 **2 Referrals**

- 80 2.1 Complaints containing allegations of faculty professional misconduct may initially be
81 submitted to any administrative office designated by the University to receive such
82 complaints and may not necessarily be referred to the BPR, particularly if the
83 complaint overlaps other policies and/or Executive Orders or involves numerous,
84 complex, and/or egregious allegations of unprofessional conduct and/or violations of
85 S99-8 Professional Responsibility that may result in disciplinary action if
86 substantiated. Only those complaints deemed appropriate to the purview of the BPR,
87 as determined by these offices, will be referred to the Board. Should a complaint come
88 directly to the Board, it will immediately refer the matter to the Office for Title IX and
89 Gender Equity and UP-AER for review and official referral back to BPR, as
90 applicable.
- 91 2.1.1 Pursuant to applicable Executive Orders and/or policies, a list of these offices
92 shall be publicly posted by the University through its various platforms of
93 communication.

Policy Recommendation
Board of Professional Responsibility

- 94 2.1.2 Pursuant to applicable Executive Orders and/or policies, each office will
95 assign the responsibilities related to these complaints to a selected
96 representative in their office.
- 97 2.1.3 UP-AER shall designate a person to consult with and assist BPR with its
98 responsibilities related to transmitted complaints.
- 99 2.2 Requests for consultations received directly by the BPR that appear to involve, in any
100 manner, allegations of protected status¹ discrimination, harassment and/or retaliation
101 as defined by Executive Order², will be immediately referred to the Office for Title IX
102 and Gender Equity. Such requests include complaints and/or consultations implicating
103 Article 16³ of the CSU-CFA Collective Bargaining Agreement.
- 104 2.3 University offices receiving complaints containing allegations of infringements of
105 Academic Freedom in alignment with University Policy S99-8 shall transmit such
106 complaints to the BPR within 10 working days of receipt unless the complaint
107 overlaps other policies and/or Executive Orders, etc. as outlined in Sections 2.1 and
108 2.2, above.
- 109 2.4 If the Board receives a complaint concerning Academic Freedom and the allegations
110 appear to overlap with other areas as described in Sections 2.1 and 2.2 above, the
111 Board shall immediately forward the matter to the Office for Title IX and Gender
112 Equity and UP-AER for review and official referral back to BPR, as applicable.
- 113 2.5 The Student Fairness Committee shall forward matters to the Board as described in
114 University Policy S14-3, Student Fairness Dispute Resolution, § VI.
- 115 2.6 The Office of Student Conduct and Ethical Development shall forward matters to the
116 Board as described in University Policy F15-7, Academic Integrity, § 5.0.

117 **3 Consultation**

118 The members of the BPR shall provide consultation to and shall consult with UP-AER
119 involving complaints containing allegations of faculty professional misconduct as
120 appropriate. One of the primary goals of the BPR is to provide private consultation and to
121 work toward the informal resolution of conflicts. Per CSU policy,⁴ all members of the BPR
122 are responsible employees with a duty to report.

¹ Protected Status includes Age, Disability (physical or mental), Gender (or sex), Genetic Information, Gender Identity (including transgender), Gender Expression, Marital Status, Medical Condition, Nationality, Race or Ethnicity (including color, caste, or ancestry), Religion or Religious Creed, Sexual Orientation, and Veteran or Military Status.

² <https://calstate.policystat.com/policy/12891658/latest/>

³ <https://www.calstate.edu/csu-system/faculty-staff/labor-and-employee-relations/Documents/unit3-cfa/article16.pdf>

⁴ <https://calstate.policystat.com/policy/12891658/latest/>

Policy Recommendation
Board of Professional Responsibility

123 3.1 In consultation with UP-AER, BPR shall develop and revise, as needed, procedures to
124 process requests for consultation and complaints from receipt to resolution.

125 3.2 Appendix A includes a list of suggested procedures. BPR's procedures shall be shared
126 with Faculty Services and publicly posted by the University through its various
127 platforms of communication.

128 **4 Alleged Infringements of Academic Freedom**

129 BPR will develop and revise, as needed, procedures to evaluate allegations of infringements
130 of academic freedom in violation of University Policy S99-8 Professional Responsibility.
131 Findings will be communicated per § 5.2, below.

132 **5 Communication of Findings**

133 5.1 The findings of the BPR related to SFC or SCED cases shall be addressed as described
134 in University Policy S14-3, Student Fairness Dispute Resolution, and University
135 Policy F15-7, Academic Integrity.

136 5.2 The findings of the BPR related to breaches of faculty professional responsibility as
137 outlined in S99-8 Professional Responsibility, including breaches of academic
138 freedom, shall be presented to the involved parties and UP-AER in writing. Such
139 findings may fall into three categories:

140 5.2.1 The BPR may find that a complaint is without merit or that the evidence is
141 insufficient to determine that a complaint has merit. In such cases, the decision
142 of the BPR is final.

143 5.2.2 The BPR may find that a complaint has merit and that a satisfactory informal
144 resolution can be reached. In such cases, the findings and resolution achieved
145 shall be documented and sent to the principal parties and UP-AER.

146 5.2.3 The BPR may find that a complaint has merit and is of sufficient gravity that
147 an informal resolution is not achievable. In such cases, the BPR shall make
148 recommendations for further action to the President or their designee. It shall
149 document such recommendations by following the procedures for placing
150 material in the PAF as established in the CFA/CSU Collective Bargaining
151 Agreement.⁵

152 **6 Appointment, Qualifications, and Terms of Membership**

153 6.1 BPR will consist of five faculty members-at-large, each from a different
154 college/academic unit; membership is restricted to tenured faculty and Senior Lecturer
155 faculty, with a majority of tenured professors. The members shall be appointed by the
156 Academic Senate after recommendation by the Senate Executive Committee.

Policy Recommendation
Board of Professional Responsibility

- 157 6.2 Nominees for the BPR must submit a one-page statement to the Academic Senate
158 Executive Committee indicating their interest and experience. Preference will be given
159 to nominees with expertise or training in conflict resolution, mediation, and other areas
160 of BPR’s work, including familiarity with University policy. Faculty nominated for
161 BPR shall have a reputation for ethical behavior, and their integrity and honor must be
162 held in the highest regard by their colleagues. Administrative members of the
163 Executive Committee (the President and Provost) shall review the Personnel Action
164 Files (PAFs) of nominees and consult with the appropriate Office for Title IX and
165 Gender Equity administrator(s) and UP-AER, regarding any in-progress matters,
166 investigations, or other relevant concerns, prior to the Executive Committee’s
167 deliberations. Any nominees must have completed all systemwide and university-
168 required compliance training, including training related to gender equity, Title IX, and
169 discrimination, retaliation, and harassment.
- 170 6.3 BPR members will serve staggered terms of two years, with the potential for
171 reappointment for up to two additional terms (for a total of three terms). The BPR will
172 elect a Chair for a one-year term, covering the academic year. Members will be
173 replaced by the process described above as their terms expire.
- 174 6.4 All members shall sign a statement prepared by UP indicating that they agree to keep
175 confidential all content of complaints, consultations, and committee deliberations.
176 Committee members may not participate in deliberations until after having signed the
177 agreement. Any breaches of confidentiality shall result in removal from the Board.
- 178 6.5 At the start of their term, BPR members will receive standard anti-bias and conflict
179 resolution training. The appropriate training will be determined and implemented in
180 consultation with UP.
- 181 6.6 BPR members should recuse themselves when necessary to avoid the possibility—or
182 appearance—of bias or conflict of interest.

183 **History**

184 1. The procedures of this policy were first provided in S94-5 created by the Professional
185 Standards Committee, and approved by the Academic Senate on May 2, 1994. S94-5 was
186 approved and signed as University Policy on May 11, 1994. S94-5 was created to implement
187 S93-12 on Academic Freedom and Professional Responsibility. S94-5 was slightly amended
188 by F95-1 and approved as University Policy on October 2, 1996. S94-5 and F95-1 were
189 modified and reissued as a new policy (S99-9) on May 4, 1999. S99-9 was further modified
190 by Amendment A to S99-8 and S99-9 on August 21, 2023.

⁵ See CFA/CSU Agreement 11.3: Any material identified by source may be placed in the PAF.. Identification shall indicate the author, the committee, the campus office, or the name of the officially authorized body generating the material.

Policy Recommendation
Board of Professional Responsibility

191 **Appendix A: Suggested Procedures for Complaints Containing Allegations of Professional**
192 **Misconduct or Infringements of Academic Freedom**

193 The BPR is charged with developing procedures, in consultation with the UP-AER, to address
194 and resolve complaints in alignment with University Policy S99-8, Professional Responsibility.
195 These procedures may include but are not limited to:

- 196 1. Development of a process to examine and discuss an incoming complaint;
- 197 2. Development of standards to determine whether a complaint is amenable to informal
198 resolution and, the process of conducting an informal resolution
- 199 3. Development of a process that BPR will use to assist in achieving informal resolutions;
- 200 4. Development of a method for determining the Board's final findings and voting on them;
- 201 5. Development of notification procedures including but not limited to the principal parties
202 and other relevant parties;
- 203 6. Development of a process for the communication of findings to all required parties (*see* §
204 5 above).

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San José State University
Academic Senate
Curriculum and Research Committee
Organization and Government Committee
November 4, 2024
Final Reading

AS 1874

Policy Recommendation
Organization of the **Academic Planning Process**
at San José State University

Whereas: The policy “Organization of the Program Planning Process at San José State University” ([S17-11](#)) is the campus guiding policy for performance review of existing programs; and

Whereas: The term “program planning” does not represent the full scope of the self-study process, and “academic planning” is deemed to be a more suitable term; and

Whereas: Academic planning represents a process of continuous improvement and reflection in areas not outlined in [S17-11](#), even though these areas were expected to be covered in the department/school self-study (hereafter referred to as Academic Program Plan); and

Whereas: Some of the terminology in [S17-11](#) around committee membership is outdated; and

Whereas: Policy [S75-14](#), which describes the program planning process and the use of “consultants” (external reviewers), contains outdated terminology and does not describe current practice; and

Whereas: The use of external reviewers is documented in the Academic Planning Guidelines; and

Whereas: Academic planning steps and procedures are deemed more appropriate to be documented in the Academic Planning Guidelines, be it therefore

37 **Resolved:** that [S17-11](#) and [S75-14](#) be rescinded and the following become university
38 policy.

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43 Approved,
44 all but Part III.B, C&R: October 21, 2024
45 Vote: 7-0-0
46 Present: Marc d’Alarcao, Megan Chang, Stefan Frazier, Marie
47 Haverfield, Melinda Jackson, Scott Shaffer, Cristina Velarde,
48 Hiu-Yung Wong (Chair)
49
50 Absent: Sehtej Khehra, Raha Shojaei, Jessica Trask

51
52 Approved,
53

54 Part III.B, O&G: April 8, 2024
55 Vote: 6-0-0
56 Present: Andreopoulos, Baur, Chierichetti, Jochim, Johnson, Wright
57
58 Absent: Gambarin, Lee, Long, Muñoz-Muñoz

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61 Workload Impact: The optional college strategy meeting would add one
62 meeting every program cycle (~every 7 years) that will
63 involve the Dean’s office and faculty/staff from the relevant
64 department/school.

65

66 Financial Impact: None

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UNIVERSITY POLICY

Organization of the **Academic** Planning Process at San José State University

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I. Authorization of the Academic Planning Process

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San José State University continually monitors, updates, and improves its curriculum through the *academic planning process*. While this process is mandated by a Trustee policy as found in the Chancellor’s Memorandum AA 71-32, "Performance Review of Existing Degree Major Programs," SJSU’s implementation of the process is also independently authorized, augmented, and supported through this policy.

II. Academic Planning Goals

Academic Planning represents an opportunity for each program's faculty to improve their ability to accomplish goals that attract them to their profession, including educating students, advancing their discipline **through research, scholarship, and creative activity**, and serving the community. By embracing rigorous internal and external examination of their program, faculty gain the perspective necessary to adapt to changing conditions, promote department/school health, and provide an excellent quality education for their students.

The four key goals of the Academic Planning process are:

- 1) To promote a continuous internal review and planning process that will provide programs with purposeful future improvement.
- 2) To serve as a vehicle to help programs support the mission of the university, college, and department/school.
- 3) To provide an opportunity for programs to systematically assess their course offerings, achievement of student learning outcomes, student success, retention, and graduation rates, and the faculty and instructional resources necessary for providing an excellent educational experience to students.
- 4) To provide an opportunity for programs to review their activities and how these activities strengthen the program and its goals.

III. Establishment of the Academic Planning Committee and its tasks.

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A. Charge:

Implements the academic planning process, including the review of programs, as provided in the academic planning policy and guidelines. Recommends changes in the policy and guidelines and other matters relating to academic planning and review to the Curriculum and Research Committee (C&R).

B. Membership:

The **Academic Planning Committee (APC)** shall be made up of the following members:

- i. **Vice Provost (designated) (EXO)**
- ii. **Undergraduate Education designee (EXO)**
- iii. **Division of Research and Innovation designee (EXO)**
- iv. **College of Graduate Studies designee (EXO)**
- v. **Director of Institutional Effectiveness (EXO)**
- vi. **Two faculty members from each academic college**
- viii. **Two members from the General Unit, at least one of whom is a library faculty**
- ix. **One graduate student**
- x. **One undergraduate student**
- xi. **Staff member**

C. Recruitment and Appointment of Members: Faculty members (other than ex-officio) shall be appointed for two-year staggered terms. The student members serve a 1-year term. Solicitation of applications to serve on the Academic Planning Committee will be made through the normal Committee on Committees process for the seats designated for faculty and student members. When multiple applications are submitted for a seat, the Executive Committee of the Academic Senate will select individuals to serve. In considering applicants, attention should focus on the person's expertise in areas related to curriculum and academic planning and the need for continuity over time in membership for a portion of the seats.

- i. The committee shall elect its chair from the faculty representatives by majority vote. **This may include the addition of a vice chair to balance the workload of this role.**
- ii. All members, except as noted, shall be voting members of the committee.

149 iii. Members may be replaced for excessive absences or nonperformance
150 according to section 6.12 of University Policy S16-11.

151

152 D. Responsibilities of APC:

153

154 i. The APC reports and conveys its recommendations on the Academic
155 Planning Guidelines and process to C&R.

156 ii. APC will maintain confidentiality of materials including all information
157 provided to outside accreditation agencies or to outside reviewers, as
158 specified in the Academic Planning Guidelines.

159 iii. APC will establish its operating procedures **for committee members and for**
160 **departments/schools undergoing planning as needed.**

161 iv. APC is responsible for the review of all departmental/school academic
162 plans.

163 v. Both C&R and APC can propose changes to the Academic Planning
164 Guidelines. C&R has final approval of these guidelines and conducts a full
165 review at least once every five years.

166 vi. Members are expected to know the current guidelines and academic
167 planning policy.

168

169 **IV. Scope of the Academic Planning Process**

170 **Academic Planning includes both state-support and self-support programs. Each**
171 **department/school will conduct a review of at least the following elements:**

172

173 **A. Curriculum, including all undergraduate and graduate degree major programs,**
174 **credential programs, minor programs, GE and services courses, and**
175 **certificates offered within the department/school, and minor programs outside**
176 **the department/school required by a major degree program.**

177

178 **B. Student success services and initiatives.**

179

180 **C. Instructional and administrative staffing.**

181

182 **D. Research, Scholarship, and Creative Activities (RSCA).**

183

184 **V. The Process for Academic Planning**

185

- 186 A. For all steps of the academic planning process, all departments/schools,
187 whether their programs are accredited or not, will follow the Academic Planning
188 Guidelines and Academic Program Assessment Guidelines (available through
189 Academic Innovation and Institutional Effectiveness, AIE), with all academic
190 programs within one department/school participating in the same cycle, except
191 under extraordinary circumstances as determined by the APC.
192
- 193 B. Departments/schools with programs that are not subject to external
194 accreditation will participate in academic planning every seven years.
195 Departments/schools with accredited programs will participate in academic
196 planning within a year after the completion of an accreditation review; any report
197 generated by the accreditation review shall be included in the academic
198 planning process. The APC will contact departments/schools with program
199 accreditation cycles of eight years or more to receive an update on progress
200 and determine the next steps.
201
- 202 C. The reflection and planning phase of the process shall take no longer than four
203 semesters to complete and will be organized by the office designated by the
204 Provost.
205
- 206 D. Reviews by external accreditation agencies are considered the equivalent of an
207 external reviewer evaluation, provided that such reviews address all criteria of
208 the Academic Planning Guidelines. The APC will make the final decision as to
209 whether the criteria of the guidelines are met.
210
211

212 ~~VI. Evaluate the Academic Plan, Feedback, and Final Action Plan~~

- 213
- 214 ~~A. The program plan is evaluated by the PPC which determines whether the~~
215 ~~review process was conducted in accordance with the published Program~~
216 ~~Planning Guidelines, and whether the plan represents a reasonable effort to~~
217 ~~meet the future needs of the students, faculty, and community. The Board of~~
218 ~~General Studies (BOGS) is responsible for evaluating the General Education~~
219 ~~portion of the self-study. ———~~
220
- 221 ~~B. After its evaluation of the program plan and BOGS review, the PPC may~~
222 ~~recommend one of the following actions:~~

- 223 • ~~Accept the plan and provide recommendations to be discussed at the action~~
224 ~~plan meeting.~~
225 • ~~Require revisions and resubmission of the plan for specific reasons.~~
226 • ~~Initiate a program termination review (See University Policy S06-7, S13-9) for~~
227 ~~specific reasons.~~
228
229 C. ~~The PPC prepares a Letter to the Provost summarizing their findings and~~
230 ~~recommendations. This letter is copied to the program, C&R, and designated~~
231 ~~administrative individuals. Programs have the opportunity to review and correct~~
232 ~~any factual inaccuracies in this letter.~~
233 D. ~~For program plans that are approved, an action plan meeting is established and~~
234 ~~facilitated by the chair of the PPC. Invitees to this meeting include the Provost~~
235 ~~or designee, AVP of Graduate and Undergraduate Programs, AVP of Academic~~
236 ~~Budgets and Planning, Department chair, faculty and staff of the program, Dean~~
237 ~~and Associate Deans of the respective college, and additional administrators~~
238 ~~suggested by the Provost, chair of the program, or chair of PPC.~~
239 E. ~~At the meeting, representatives from the academic units provide updates since~~
240 ~~program review and clarifications to the Letter to the Provost. Participants at~~
241 ~~the meeting discuss the recommendations in the Letter to the Provost and any~~
242 ~~additional items. Participants agree to a final action plan with measureable~~
243 ~~goals for their next program plan cycle. The Director of Assessment will~~
244 ~~communicate to the Board of General Studies items from the final action plan~~
245 ~~related to General Education.~~
246 F. ~~After this meeting, the draft action plan (with clear deadlines) will be reviewed~~
247 ~~by the department, dean, and PPC chair for any inaccuracies and to ensure it~~
248 ~~reflects the action plan meeting discussion.~~
249

250 **~~VII. Annual Assessment Reporting of General Education and Program Learning~~**
251 **~~Outcomes~~**

- 252
253 A. ~~Programs are required to provide annual assessment updates between full~~
254 ~~reviews. These updates are to the Director of Assessment. Two separate~~
255 ~~assessments occur: one for GE courses within a program, and a second one for~~
256 ~~student learning and achievement of the overall program learning outcomes.~~
257
258 B. ~~The assessment forms are created by the college assessment facilitators and~~
259 ~~the Director of Assessment.~~

260
261
262
263

~~C. The Director of Assessment reviews these reports and provides feedback to programs in between their program planning cycles.~~

Academic Planning Process 2024

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Academic Program Planning Process

The Academic Planning Process is carried out within the framework of the University Academic Planning Policy [S17-11](#) (i.e., Section V). Program planning is future-oriented and evidence-based; department priorities provide a strategic framework intended to guide all key aspects of the department's activities, such as student recruitment, student success, assessment of program learning outcomes, curriculum development and revision, faculty hiring, research, scholarship or creative activities (RSCA), infrastructure and space needs, and interaction with the community. Program planning and evaluation involves faculty, students, staff, and administrators at the department, college, and university levels and culminates with the Provost's approval of clearly articulated priorities and a plan for achieving these priorities (the Action Plan).

A well-written academic program plan is the starting point of the process. It provides evidence to build a picture of a department's environment (e.g., technological, social, economic, political, environmental, and legal) and the needs of key stakeholders (e.g., students, potential employers, the University, the CSU, professional and industry associations, relevant interest groups). The academic program plan is an opportunity for data-informed reflection that should highlight what is working well and where there are growth opportunities. The culmination of the process is an agreement on the resources and steps necessary to achieve the proposed plan and its outcomes during the next planning cycle. Aims are clearly stated objectives the department wishes to accomplish in the coming years and can include, but are not limited to, faculty hires, research directions, space renovations, curriculum updates, and diversity, equity, and inclusion initiatives. A well-stated argument for faculty and staff hires, space renovations, and other capital investments should be supported by evidence within the Academic Planning documentation.

Any references throughout these guidelines to 'department(s)' are done so for the sake of brevity and intend to include academic programs organized as an academic department or school or programs offered outside of a traditional department or school.

Accredited Programs

All departments will complete the academic program plan, regardless of accreditation status. For departments that have a mix of accredited and unaccredited programs, one academic program plan document should reflect all programs. Departments should include the letter (outcome) of the programmatic accreditation process as an appendix to the academic program plan.

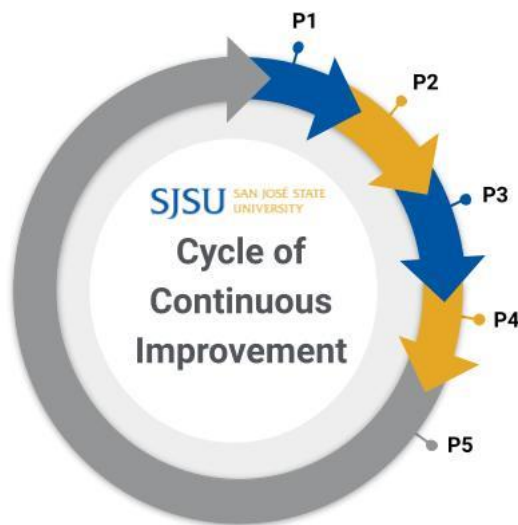
Reviews by external accreditation agencies fulfill the requirement of an external program reviewer; however, departments with combinations of accredited and non-accredited programs should still schedule an external review for non-accredited programs.

Per [University Policy S17-11](#), accredited programs undergo an academic planning review within a year of completing an accreditation review. Programs with accreditation cycles of eight years or more will also complete an academic planning mid-cycle progress review.

Academic Planning Procedures and Timeline

As is summarized in the graphic below, Academic Planning represents a continuous cycle of improvement, typically 7-years in duration or in alignment with program accreditation cycles, that includes improvements informed by ongoing program assessment, participation in GE program assessment, GE recertification, and reflection on the department's current status and future directions, also termed the academic program plan. The Academic Planning cycle starts with a four-semester sequence of events, beginning with submitting the academic program plan and concluding with its Action Plan, which guides improvement over the next cycle.

The 5 Phases of Academic Planning



Phase 1 Prepare Academic Program Plan

(Year 1 Semester 1)

Collaborative reflection on the department's strengths, weaknesses, opportunities, and actions/resources needed to achieve the department's new vision.

Phase 2 External and Institutional Reviews

(Year 1 Semester 2)

A dispassionate assessment of the department by an external leader in the field followed by an assessment and recommendations by the Academic Planning Committee.

Phase 3 Action Plan Meeting Agenda (Year 2 Semester 3)

Department, in consultation with the college dean, prepares an agenda for the Action Plan Meeting.

Phase 4 Action Plan (Year 2 Semester 4)

In collaboration with all stakeholders, including the Provost, an Action Plan will be developed to guide the department's actions for continued improvement over the remaining cycle.

Phase 5 Implement Action Plan (Years 3 through 7)

Regularly revisit the action plan and departmental priorities in curriculum, hiring, student success, RSCA, etc., and reflect on the impact of change.

The department is expected to complete an academic program plan that considers all programs in a department, including if there are programs shared with another department. For academic planning, a program is a sequence of studies leading to a degree, minor, certificate, or teaching credential, and all programs within a single department are reviewed simultaneously. Minors specified and required by a major degree program are evaluated in conjunction with the major degree program. Concentrations are separate degree programs within individual departments. Teacher education programs that meet the requirements of the California Commission on Teacher Credentials (CCTC) are reviewed as programs. *Departments should submit one academic program plan document that encompasses all programs, not separate documents for each program.*

Approximately two years before the academic program plan is due, the Academic Planning Committee chair notifies the chair/director about the upcoming due date, and the Academic Planning Committee (APC) chair answers any questions about the academic planning process.

Access to the department's required data element (RDEs) dashboards is confirmed, and any optional data is requested from Institutional Research.

Phase 1 - Preparing the Academic Program Plan (Year 1 Semester 1)

1. The department meets, perhaps on multiple occasions, to reflect on its successes over the past academic planning cycle and areas of opportunity that still remain. This holistic reflection, including student success efforts and metrics, curriculum, staff and faculty hiring, RSCA, infrastructure, etc., culminates in a set of strategic priorities for the department in the next Academic Planning cycle, including identifying the resources necessary to achieve those priorities.
2. An APC member liaison, typically the APC college representative for that department, is assigned to provide further guidance as necessary.
3. Using the academic program plan template in [Appendix A](#), the department prepares its academic program plan, including all graduate and undergraduate requirements. This is ideally done as a collaborative process, although some departments may identify a single person responsible for compiling the various narratives into a single cohesive document.
 - a. If not done throughout the academic planning cycle, the department updates each item on the Action Plan assigned to the department during the last review using the institutional Action Plan Dashboards in Nuventive.
4. Upon its completion, the department submits the academic program plan, GE Recertification materials, relevant appendices, and, for unaccredited programs, a ranked list of three potential external reviewer candidates, including their CVs, to the Dean and Vice Provost.
5. The Dean either approves the external reviewers as ranked, proposes a new ranking, or requests that the department provide additional external review candidates.
6. Once the list of external reviewers is approved, the Vice Provost's office will send a formal invitation and finalize the visit dates.

Phase 2 - External and Institutional Reviews (Year 1 Semester 2)

External Review

1. See [Appendix B External Review](#) for more information.
2. For accredited programs, the external review associated with the accreditation process is used for this step.
3. The department creates a schedule for the external review, and travel arrangements, if necessary, are made with the support of the Vice Provost's office.
4. External Reviewer visits department/program.
5. Within three weeks after the visit, the external reviewer sends a report electronically to the Vice Provost and Department Chair.
6. In a memo to the College Dean and Vice Provost, the department can either respond to the External Reviewer's Report or indicate that no response is required.

APC Review

1. Once the External Reviewer's Report is received, the Vice Provost's office provides all materials to APC for review.
2. For undergraduate programs with GE courses, the General Education Advisory Committee (GEAC) reviews the GE recertification materials submitted with the academic program plan and returns feedback on GE courses to APC.
3. The APC prepares a committee-approved Letter to the Provost that provides a university-wide perspective on the department and makes recommendations for future planning.

Phase 3 - Setting the Action Plan Meeting Agenda (Year 2 Semester 3)

1. Once the External Reviewer report and APC Letter to the Provost are received, the department, in consultation with the college dean, prepares an agenda for the Action Plan Meeting, using the APC report and external reviewer report as a guide. The consultation process can be conducted during an *ad hoc* meeting and/or regular communications between the department and the college dean.
 - a. In the case of an *ad hoc* meeting to develop the Action Plan Meeting agenda,

the department coordinates with the College leadership, and all department faculty and staff are invited to attend. Discussion focuses on the recommendations identified in each section of the academic program plan, the external review/accreditor report, and the APC Letter to the Provost.

- b. As a result of the *ad hoc* meeting and/or the regular communications, the department finalizes an Action Plan Meeting Agenda (the template in Appendix C may be used) that outlines bullet points regarding the department's goals for the next academic planning cycle. In creating this document, the following should be considered:
 - i. What are the most pressing challenges and/or opportunities for the department?
 - ii. What are the resources necessary to promote their progress? At this stage, it is helpful for the Dean's office to distinguish between resources that the College can provide versus resources that go beyond the College.
2. Upon receipt of the Action Plan Meeting Agenda, the Vice Provost's office will schedule an Action Plan Meeting as described below.

Phase 4 - Action Plan (Year 2 Semester 4)

1. In collaboration with all relevant stakeholders, including the Provost, the Action Plan meeting is held to determine the priorities guiding the department's continued improvement over the remainder of the 7-year cycle. Department faculty and staff are all encouraged to attend.
2. The Vice Provost's office will circulate the agenda for the Action Plan meeting (as created above in Phase 3). Following the Action Plan meeting, the Vice Provost's office submits the finalized Action Plan for signature to the department chair, College Dean, and Provost.
3. The Action Plan notes the due date for the department's next academic program plan. It is scheduled for 7 years after submitting the most recent academic program plan or aligns with the professional accreditation due date.

Phase 5 - Implement the Action Plan (Years 3 through 7)

1. Some time-sensitive tasks may need to be addressed *immediately* following the Action Plan Meeting.
2. Discuss and plan how to address the Action Plan with the department and college leadership, including planned implementation dates, required collaborations, and necessary resources.
3. Revisit your Action Plan items regularly or *at least annually* to ensure progress or see if priorities have shifted.
4. Toward the end of this planning cycle, begin discussions with the full department about long-term plans: Where does the department see changes happening in the next 7 years?

Some departments set aside time for academic planning discussions during faculty meetings and/or set aside a different time for key department members (GE/Assessment/Graduate Program coordinators) to meet to discuss the department's strategic directions.

5. In year 6, the Chair/Director will be notified about their upcoming due date and confirmed access to the department's required data elements (RDEs) dashboards. At this time, any optional data requests are made to Institutional Research.
6. Begin thinking about topics to address in the next academic program plan. These could include the department's strengths, programs, and RSCA's changes since the last plan.

General Education Course Recertification Process

Departments offering General Education courses must also satisfy the recertification process detailed in the SJSU [General Education Guidelines](#) (2022) to recertify any GE courses by the General Education Advisory Committee (GEAC).

Questions?

For questions, support, and guidance, please contact your college administration and the chair of the Academic Planning Committee.

Appendices

Appendix A: Academic Program Plan Template

The goal of the academic program plan, which should be no more than ten (10) pages in length, is to consider both the current and future state of your department so you may identify the necessary resources to achieve this goal. Leverage your Required Data Elements (RDEs), the [CSU Student Success Dashboards](#), SJSU's [University Dashboards](#), program metrics, and any relevant disciplinary context, external factors, and trends throughout your academic program plan to support your narrative. The relevant WASC Senior College and University Commission (WSCUC) questions are provided as references for some sections. Conclude each 'success' section by summarizing how these reflections on student or department success guide the department's strategic directions and recommendations.

It is recommended that the academic program plan writer(s) discuss each narrative section at department meeting(s). In your meetings about student success, provide any program metrics and the RDEs, curriculum flowcharts and mapping, assessment rubrics, etc.

If you are concerned that you can not meet your academic program plan submission deadline, you can request an extension from the Academic Planning Committee. All requests for extensions are first routed to the Dean for review. The request goes to the Academic Planning Committee (APC) extensions subcommittee for review. The full APC committee is informed of the subcommittee's decision and can provide input. The APC extension decision is final unless the department provides new additional information for the committee's review.

Please remember that the committee considers several factors when reviewing an extension request, such as whether this is the first request for an extension and how many other programs have similar due dates so that the committee can adequately manage the workload. The [Extension Requests Guidelines](#) inform the subcommittee's decisions. Please note that the decision of the APC is final unless the department provides new information for committee consideration regarding an extension request.

SECTION I - MISSION AND VISION

Reflect on the vision of the department and its program(s), including a) what you learned during this academic planning cycle related to that vision and b) what needs to happen moving forward to address the vision, especially within the evolving context of your discipline. Connect the department's vision to university priorities, particularly around [Diversity, Equity, and Inclusion priorities](#) and [strategic plan](#). Address the following question in your response:

- How do the design and structure of the department's degree programs align with and reinforce the institution's mission and values?

SECTION II - STUDENT SUCCESS

How does your department center students, what is their experience, their success in your department and program(s), and what changes has your department made to further center students and equity in your efforts? Use the following questions to guide your reflection.

- Reflect on how your academic and GE program assessment findings have meaningfully impacted student success over the last academic planning cycle (i.e., How have you closed the loop?). In your response, share your department's evidence that students are meeting the stated learning outcomes and how this evidence is used to improve student outcomes.
- Review your department's ["Who Are My Students" dashboard](#). How are you planning for any changing trends in academic and demographic characteristics of entering students and the relevant impacts it will have on the program(s)?
- How are your curricular and co-curricular programs supporting students? How do you incorporate advising, [High Impact Practices \(HIPs\)](#), RSCA, community engagement, and/or other activities supporting intellectual engagement in your curriculum?
- Review your department's [equity gap dashboard](#). Describe the pattern that stands out with regard to equity gaps in your department. Summarize the conversations the department has had to address these gaps.
- How will you address any expected changes in career opportunities, professional practice, technology, or other relevant discipline characteristics? How will these changes/trends affect how the department serves its students?

SECTION III - DEPARTMENT SUCCESS

Reflect on your department's culture and climate from the perspectives of students, faculty, and staff. How does your department culture align with the university's priorities, particularly regarding [diversity, equity, and inclusion priorities](#) and [strategic plan](#)? Where do you see growth opportunities? Use the following questions to guide your reflection.

- What changes in support resources (e.g., staff, equipment, infrastructure, travel funds, etc.) are needed to maintain or change the department's program(s) quality, size, and/or student success?
- What challenges do faculty and staff face internally at SJSU and externally in Silicon Valley that influence their career and RSCA development?
- What faculty and staff recruitment and development opportunities are needed to support the department program(s)? How are faculty hiring and workload practices related to the program's priorities and student success?
- Reflect upon the departmental RSCA about your expectations, discipline expectations, student engagement and success, and challenges with meeting those expectations. Reflect on RSCA investment (release and buyout) with benefits to faculty and students and the mission of SJSU (student training, papers, patents, book presentations, art exhibits, the career trajectory of students, etc.)
- In light of responses to the above questions, what are the department's priorities in the upcoming academic planning cycle related to RSCA, faculty and staff support, and resources?

SECTION IV - EMERGING RECOMMENDATIONS & PRIORITIES

- Considering the responses to the above questions, propose an initial set of priorities for the next academic planning cycle. The department is encouraged to include specific sections related to student success, faculty/staff success, infrastructure, and curriculum. These priorities will guide discussion at the optional College Strategy Meeting.

General Education Course Recertification Process

Departments offering General Education courses must also satisfy the recertification process detailed in the SJSU [General Education Guidelines](#) (2022) to recertify any GE courses by the General Education Advisory Committee (GEAC).

Appendix B: External Reviewer Guidelines and Process

Budget

External reviewer visits are virtual unless the department makes a compelling reason for an on-campus review. The designated Vice Provost's office covers the \$1,000 honorarium. If the program/department wishes to offer additional funds, it may do so at its own expense. If the Vice Provost approves an on-campus review, the cost of travel (not to exceed rates available from a university-contracted travel agency) and accommodations will be covered.

Procedures

1. While working on **the academic program plan**, the Department contacts potential external reviewers and asks them if they are interested. Here is a potential email script:

I hope this email finds you well. I serve as the Department Chair for [name] in the College of [name] at San José State University. The [list of programs] is undergoing a program review, and we would like to invite you to serve as a reviewer for this program.

This would involve reading the academic program plan, visiting the campus (virtually), and writing a report summarizing your observations and recommendations. Ideally, the visit would occur this spring semester. The honorarium for your participation is \$1,000. The visit usually takes one to two days.

If you are interested in serving in this capacity, please send me a recent CV, and I will submit your name as a candidate to our administration.

2. **At the time of the academic program plan submission**, the department/program submits to the Dean the CVs of the three candidates who are acceptable to the department and able to serve within the required time period as agreed upon. The department provides their preferred ranking to the Dean, who then approves the rankings and provides them to the designated Vice Provost with the CVs.
3. The designated Vice Provost selects one reviewer from the candidates and notifies the department of the selection.
4. In consultation with the department, the designated Vice Provost office arranges the date of the review and the site visits. The office engages the reviewer and sends the contract and other relevant documents (academic program plan and letter of invitation) to the reviewer.
5. The department then arranges the schedule of the visit), including the entrance and exit interviews, in consultation with the College, the Academic Planning Committee Chair, the designated Vice Provost office, and the Division of Research and Innovation. The designated Vice Provost's office schedules the Entrance and Exit meetings.
6. The department contacts the reviewer one month before the visit to see if they need additional information.
7. The reviewer must submit an electronic final report to the designated Vice Provost within three weeks of the visit's completion.

8. After receiving the report, the designated Vice Provost's office reimburses the reviewer for travel costs and the honorarium.

External Reviewer Role

The reviewer's role is to bring an informed and dispassionate view to the assessment of the plan as it is presented. Before visiting the campus, the reviewer should review the academic program plan submitted by the department. The external reviewer may request support materials, including selected student products (e.g., papers, projects, creative works, awards, publications, presentations), to be available for review.

Guiding Elements / Possible Questions for the External Reviewer

- How does the department/program address important trends in the technological, social, political, and economic environment and trends in the discipline, nationally and locally?
- How does the plan respond to the challenges and opportunities identified?
- How does the plan respond to assessment materials included in the report?
- How does the plan address curricular, advising, and research needs to enhance equitable student success and prepare students for future careers?
- How is the plan aligned with the current university strategic plan, priorities, program, departmental, and university learning outcomes?
- What are the measurable outcomes of the plan? Are they germane and realistic?
- How does the plan address the educational needs of the diverse community of which SJSU is a part?

Note: this list is neither exhaustive nor definitive.

The reviewer will meet with students, faculty, and administrators during the visit. An initial interview with the dean/associate dean designated Vice Provost, and other critical administrators will be held on the first day. At the end of the visit, the reviewer will be asked to present initial impressions and findings at an exit interview, which will include the dean, faculty from the department, designated Vice Provost(s), representative(s) from the Provost's office, the Director of Assessment, and a representative from the Academic Planning Committee.

External Reviewer Selection Criteria

The department nominates at least three candidates as the external reviewers, who meet the following criteria:

1. Demonstrated leader in the field (publications or creative works; reputation in instruction; active participation in appropriate scholarly and/or professional activities).
2. Familiarity with academic/professional priorities of the departments and the nature of the program being reviewed (e.g., experience with similar programs, experience with graduates of the program being reviewed).
3. Affiliation with an accredited academic department/program or with a professional organization appropriate to the program being reviewed.
4. No conflict of interest (i.e., no program graduate, recent employee, friend or relative of any program member, recent contractual arrangements with the program).

5. Willingness to work within the financial constraints of SJSU (see Budget above).
6. The department contacts potential candidates to confirm that they would be willing to serve as external reviewers before submitting their CVs with their academic program plan.

External Reviewer Report

Within three weeks after the external review visit, the reviewer must submit their findings and analysis in an official report. Per the SJSU Academic Planning Guidelines, the external reviewer report should:

- Be between 3-5 pages in length; and,
- Include findings based on evidence collected in response to the primary focal points of the academic program plan.

If and where possible, the report should include comparisons with other programs in institutions and communities similar to SJSU. The External Reviewer Report should, at minimum, include the following:

- I. **Executive Summary.** Summarize key recommendations. Include recommendations for change if the reviewer's evaluation finds that the proposed priorities are inadequate in the light of assessment responses or other reasons that are explained.
- II. Vision/Mission of the Department. **Student Experience and Success.** Review of student experience and success, including curriculum and assessment, equity gaps, and relevant changes within the discipline.
- III. Department Success. Evaluate resources for faculty, staff, and students, including those related to research, scholarly work, and creative activity.
- IV. Department Priorities. Identify challenges and opportunities based on the external review.
- V. **Conclusions and Recommendations.** Summarize your findings and recommendations.

Submitting the Report

Reviewers are encouraged to submit their draft report to the department chair or program director for factual review but should submit the final report to the designated Vice Provost's office.

Appendix C: Action Planning Meeting Agenda Template

Department of X

DATE / TIME

The purpose of the action plan meeting is to conclude the Academic Planning process and to ideally agree upon the listed action items below for the department for the remainder of the seven-year cycle. This agenda is informed by the External Reviewer Report, self-study, and APC Letter to the Provost.

1. Introductions
[meeting attendee list, created in consultation with APC and the Vice Provost of Academic Innovation and Institutional Effectiveness]
2. New Developments.

Since the site visit in DATE, there have been several significant developments in the Department of X:

- [Development 1.]
- [Development 2.]
- [Development 3.]
- [etc.]

4. Proposed Action Plan (section headings can be adjusted by the department as needed)
 1. Strategic Planning/Hiring
 1. [item]
 2. [item]
 3. [item]
 4. [etc.]
 2. Student Success (items as needed)
 3. Faculty/Staff Success (items as needed)
 4. Resources/Space (items as needed)
 5. Enrollment Management (items as needed)
 6. Curriculum and Assessment (items as needed)
5. Next Review. The Department of X self-study was submitted on DATE. The next review will be due in SEMESTER / DATE [7 years after current review].

Appendix D: Extension Request Guidelines for the APC Subcommittee

Extension requests are submitted via an APC Google Form. Before submitting the form, all requests for extensions must be discussed and approved by the Dean. The Academic Planning Committee (APC) extensions subcommittee then reviews the request. The full APC committee is informed of the subcommittee's decision and may provide input. The APC extension decision is final unless the department provides new information for the committee's review.

1. Unaccredited Programs

- a. Scenario #1: The program asks for up to a 6-month extension to finish the academic program plan.
Plan: Pending approval from the dean, grant an extension and request a list of external reviewers within the next 1-2 months to start scheduling the external review.
- b. Scenario #2: The program asks for a first extension of 9 months to 1 year.
Plan: Ask for a list of external reviewers and an update on its progress with the Action Plan Items from the last cycle. Both should be delivered to the APC within 3 months. Extension granted pending approval from the dean and the extensions subcommittee
- c. Scenario #3: The program asks for a second or third extension.
Plan: Bring this to the full APC for discussion. Approval of a 2nd or 3rd extension request is typically denied unless extenuating circumstances can be documented.

2. Accredited Programs

- a. Scenario #1: The program asks for up to a 6-month extension to finish the academic program plan.
Plan: Pending approval from the dean, grant an extension. No additional information is needed.
- b. Scenario #2: The program asks for an extension of 9 months to 1 year.
Plan: Ask for an update on its progress with the Action Plan Items from the last cycle, delivered to the APC within 3 months. Extension granted pending approval from the dean and the extensions subcommittee
- c. Scenario #3: The accreditation agency will not complete its visit in time for the original academic program plan due date.
Plan: Pending dean approval, grant an extension to match the accreditation visit. Ask for an update on its last Action Plan, delivered to the APC within the next 1-2 months.
- d. Scenario #4: The academic program plan and accreditation cycle are not aligned, so an extension is requested to align these two processes. Plan: Pending dean approval, grant an extension and ask for an update on its last Action Plan, delivered to the APC within the next 1-2 months.
- e. Scenario #5: The program asks for a second or third extension.
Plan: Bring this to the full APC for discussion. Approval of a 2nd or 3rd

extension request is typically denied unless extenuating circumstances can be documented.

SAN JOSÉ STATE UNIVERSITY
Academic Senate
Instruction and Student Affairs Committee
October 28, 2024
First Reading

AS

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

Whereas, Faculty office hours are a critical method to support our students; and
Whereas, The influence of technology on the mode of faculty office hours has continued to evolve over time; and
Whereas, S12-1: Faculty Office Hours requires that the policy be reviewed every five years; and
Whereas, Those reviews have not been conducted regularly; be it therefore
Resolved, That S12-1 be amended as follows.

Approved: October 28, 2024

Vote: 10-0-0

Present: Gambarin, Giampaolo, Han, Kelly (non-voting), Masegian, Mathur, Meniketti, Sadawarti, Sen, Sullivan-Green, Vogel

Absent: Leisenring (non-voting), Plazola, Rollerson, Tucker, Wolcott

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

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

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 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 their 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.

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 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. The time(s) and mode(s) of these office hours may be dictated by departmental, college, or university guidelines or an expectation of faculty assigned time. The details (days/times/modes) of these non-instructional office hours should be made available to students as widely as possible.

Deleted: Scheduled

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

III. Professional Expectations

It is important that established office hours be kept and responses to student communications be timely. Faculty members are responsible for these obligations as a part of their academic assignments. Faculty may make changes to scheduled office hours as long as they give maximum possible notice to students, depending on the reason for the change, and reschedule office hours in a timely manner.

Deleted: instructional

IV. Revision of the University Faculty Office Hours Policy

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

Commented [LS2]: Should ISA consider including language recommending that departments review their office hours policies regularly?

Deleted: in Fall 2014 and then

Deleted: thereafter

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

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

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

Whereas, SJSU was following its TPM policy with regards to use of public and private areas on campus up to this point in order to deal with public gatherings,¹ and

Whereas, the CSU Chancellor created an interim TPM policy in response to the State Budget Act of 2024 (SB108) without full input from individual CSU campuses or their administration, faculty, staff, students, labor groups, and other affected parties,² and

Whereas, a policy with this amount of importance for campus life would normally involve extensive collaboration from such parties, informally and through formal channels in the CSU Board of Trustees, the ASCSU,³ CSAA, unions,⁴ and others; and

Whereas, the CSU Chancellor implemented this policy immediately at the start of the Fall semester with little opportunity for SJSU to prepare for changes, aside from quickly designating spaces “public”, “limited” and “private” in an addendum,⁵ but not having time to discuss the

¹. See <https://bit.ly/3YNwX6r> for the SJSU President’s Directive of January 1, 2024 with the past TPM policy.

². Please see Footnotes 3 and 4 for resolutions and statements from the ASCSU and the California Faculty Association.

³. 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>

⁴. See CFA statement: <http://bit.ly/3C2s2Xg>

⁵. 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 here:<https://bit.ly/3YNwWzp> The Addendum was issued on August 16, 2024, just days before classes were to begin. 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

impacts on faculty, students, staff and others in conducting classes, labs, concerts, or other public gatherings; and

Whereas, this TPM policy could affect SJSU faculty members in terms of pedagogy, as they may have problems conducting class activities in areas of the campus due to this interim policy,⁶ and may feel unable to discuss particular topics in class, a potential violation of academic freedom; and

Whereas, this interim policy could have a chilling effect on student organizations⁷ in terms of being able to gather, conduct activities and using their rights of free speech on campus, and

Whereas, this policy may violate the rights of labor unions and related groups on campus to organize their respective work units and conduct related activities, which may be in violation of the collective bargaining agreements (CBAs) between the CSU and these organizations,⁸ and

Whereas, this 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 that a new state law forced the Chancellor to implement a flawed interim TPM policy that excluded many of the affected parties (particularly faculty, staff and students)

there might be legitimate reasons for students to be in limited environments after the designated hours.

⁶. 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>.

⁷. 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.

⁸. 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.

from its creation, 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.

2) The shaping and implementation of any TPM policy at SJSU should be done in a way that protects academic freedom and student activities, and keeps the campus open as much as possible to 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 is **Resolved** that:

5) The process of creating the next, official TPM policy should be a collaborative process that includes the parties affected by the policy: individual campus administrators, faculty, staff, and students. The ASCSU and other official organizations representing these groups should be a part of the process of drafting and revising the policy from the beginning of the process. The spirit of shared governance should be part of the process at all stages, and not at the very end.

6) 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 includes academic freedom, assigned student activities, and activities of student organizations and groups. This must be done in balance with the needs of security on campus. As much of the campus as possible should be open to the business of student learning.

7) Any TPM policy must not interfere with federal and state laws guaranteeing the rights of unions to organize and conduct activities in the workplace.