SAN JOSÉ STATE UNIVERSITY ACADEMIC SENATE
2024/2025
Agenda
May 5, 2025
2:00 to 4:00 pm
In Person
ENG 285/287

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

II. **Land Acknowledgement:**

III. **Approval of Minutes:**

    A. Draft Senate Minutes of April 14, 2025

IV. **Communications and Questions:**

    A. From the Chair of the Senate
    B. From the President of the University

V. **Executive Committee Report:**

    A. Minutes of the Executive Committee:

        Executive Committee Minutes of April 7, 2025
        Executive Committee Minutes of April 21, 2025
        Executive Committee Minutes of April 28, 2025

    B. Consent Calendar- No Consent Calendar

    C. Executive Committee Action Items:

VI. **Unfinished Business:**

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

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

AS 1894 Academic Integrity (First Reading)

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

Report on the Merger of the Departments of Environmental Studies and Urban and Regional Planning

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

Report on the AI Forums and Survey: Summary and Proposed Considerations

        D. University Library Board (ULB):

        E. Professional Standards Committee (PS):

VIII.   Special Committee Reports:

IX.   New Business:

AS 1893 Sense of the Senate Resolution: Support for, and Solidarity with, International Faculty, Scholars, Staff, and Students (Final Reading)

X.   State of the University Announcements:

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

XI.   Adjournment

2024-2025 Academic Senate Minutes
April 14, 2025

I. Call to Order and Roll Call

The meeting was called to order at 2:00 p.m., and 47 Senators were present.

Ex Officio:
    Present: Curry, Rodan, Sasikumar,
           Van Selst
    Absent: Lacson
	HHS Representatives:
	    Present: Baur, Chang, Sen
	    Absent:

Administrative Representatives:
    Present: Del Casino, Dukes, Teniente-Matson
    Absent: Nosek, 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: Brown, De Oliveria, Gambarin, Joshi,
    Swaminathan
    Absent: Nwokolo
	ENGR Representatives:
	    Present: Elahi, Sullivan-Green, Wong
	    Absent: Bellofiore

Alumni Representative:
    Absent: Vacant
	H&A Representatives:
	    Present: Frazier, Han, Kataoka, Lee, Riley, Shojaei
	    Absent:

Emeritus Representative:
    Present: Jochim
    Absent:
	SCI Representatives:
	    Present:, Shaffer, Madura, Muller
	    Absent: Heindl

Honorary Representative:
    Present: Peter,
    Absent:Lessow-Hurley
	SOS Representatives:
	    Present: Buyco, Hart, Meniketti, Raman, Pinnell
	    Absent:

General Unit Representatives:
    Present: Pendyala, Masegian, Velarde
    Absent:	

II. Land Acknowledgement:

Senator Sasikumar read the land acknowledgement.

III. Approval of Academic Senate Minutes:

A. Senate Minutes of March 17, 2025- approved unanimously.

IV. Communications and Questions

A. From the Chair of the Senate

Edwin Markham, an 1872 graduate of the California State Normal School, became one of SJSU's most famous alums through the many poems he wrote including "The Man With the Hoe" and "Outwitted"

(which is on a plaque on the west side of Tower Hall). He was born on April 23, 1852, and by SS-S7-07, the Senate designated April 23 as the SJSU Legacy of Poetry Day.

This year, on April 22, at 7 pm, the Department of English and Comparative Literature will have an evening of poetry and fiction reading, including an open mic, at Peanuts.

To mark the legacy of poetry, I will now read a poem. Don't worry, it is very short (a quatrain) and also I am not the author. The poet is Faiz Ahmed Faiz, one of the most famous poets of South Asia. Although Faiz is best known for his revolutionary and political poems, I chose a romantic poem to honor our transition into spring.

Raat yun dil mein teri, khoyi hui yaad aayi
Jaise viraane mein chupke se bahaar aa jaye
Jaise sahraon mein haule se chale baad-ae-naseem
Jaise bimaar ko be-wajaah quraar aa jaaye

Translation by Vikram Seth

Last night your faded memory came to me
As in the wilderness spring comes quietly,
As, slowly, in the desert, moves the breeze,
As, to a sick man, without cause, comes peace.

We welcome our new student senator, Jhony de Oliveira. I'd like to remind everyone that the elections for all Senate officer roles will be held on May 5, 2025. The election will be held during the first meeting of the new academic year, from 4-5 PM, and we need your help in nominating candidates! The email soliciting your nominations went out on Friday. Those of you who are continuing senators will have received this email twice. Please seriously consider nominating yourself and others for these roles. If you'd like to know more about what serving as a Senate officer entails, I'm happy to talk about it. These elections are being held during the one-hour meeting, and Vice Chair Hart is exploring the possibility of ranked choice voting. If there is time today, we may have a motion to suspend the standing rules, and she will discuss it.

On the topic of shared governance, we have just concluded the special visit by the team from WASC. They were here for two days last week and they met with senate leadership, as well as with other groups. We're pleased that they appreciated the progress that we had made, including the expansion of the senate itself.

Of course, one last step remains, which is the reorganization of the Senate committees to reflect the larger number of senators. Today, we will see the third reading of the Senate Management Resolution AS 1888, in which the Organization and Government Committee attempts such a reorganization. We appreciate all the feedback that the two earlier readings received, and most of it has been incorporated. Thus, we hope that the SMR that's been presented today will meet with the approval of this body. Given that the new Senate needs to be constituted in the first week of May, if the SMR is not passed with a two-thirds majority today, I may have to call a special session of the Senate in the last week of April.

B. From the President

Last week, I sent out an announcement because on our campus, we have had 13 individuals, undergraduate, graduate students, and some on OPT, and others who had their visa revoked and the termination of their SEVIS status. We are finding out this information from our own proactive approaches to how we manage our SEVIS database. We are not receiving advanced notice, we're not receiving preemptive knowledge or information that would allow us to consult with the students beforehand. In some cases, students are unaware that this status has occurred, and we are the first to notify them. We are proactively doing what we can to support our entire student body. Last week, you may have received an immigration protocol card, and it is a gentle reminder of what to do should you be approached by someone claiming to be from ICE and how to respond. I encourage you, if you are approached, to remember you have the right to ask if they are an officer and, if so, what is their badge number or anything to identify them. This helps us be able to properly assist both our students and you in the situation.

We are seeing private universities in the last few days challenging some of the actions being taken by our federal government. Today, 19 states filed against our US government about the visas that are being revoked. SJSU is a part of a statewide system and cannot do a lot of things on its own. We must continue to be in community with each other and support our students, staff, and faculty. I have talked with many individuals who are afraid right now. We have to remain supportive and collaborative, and collegial with each other as we continue to navigate these times. If you heard of anyone distressed, SJSU Cares is the first place to go. Jeanne Durr is available to talk with any staff member or faculty member who has questions about visa status. None of us is qualified to provide legal advice, but we can respond to questions and nuances that exist within the law and how we, as an employer, must act in response to the inquiries that come from the federal government. This is our moment to be together and remember why we do what we do in the world of higher education. All of the leaders are talking multiple times a day and doing everything we can to help our campus navigate, as well as keeping you informed.

Questions

Q: The email that went out on April 10th included specifically linking us to CSU resources, and one of the listed was what to do if ICE members show up in our classrooms, and if we need help, and what to do. One of the things that has been mentioned multiple times is that if you have any doubts, contact your university point of contact. I checked the list as SJSU only has one, our Police Chief. Looking further on the list, it seems other campuses have as many as four. Some of them specialize in students and faculty. So, can we have more points of contact, and can they be non police?

A: We can look at that. We do have more points of contact, and we are directing people to your academic dean's office and the county police. The primary place for students would be the Vice President for Student Affairs. I will clarify that for you, and thank you for bringing that to my attention.

Q: A number of faculty members have already lost big grants. The Chancellor's Office issued a caution against international travel, which could also seriously hamper some facilities' RSCA activities. Faculty across the university are already asking a lot of questions like " Will I continue to be expected to get these grants that were expected before?" Candidates for jobs are also asking these questions. An amendment to the RTP policy passed in 2020 after COVID started that mandated RTP committees and evaluators adjust their analysis of levels of RTP achievement in the case of emergencies. It had a stipulation that the President had to declare that a serious disruption had happened. So, has there been any discussion at the cabinet level or other places about declaring our situation an emergency?
A: The Provost and I will visit more, and also with other members of the CSU about a declaration of an emergency and other mechanisms that we may have to codify police as needed relative to RTP. As you know, this is all moving very fast. On Friday night, the Department of Energy was contracting grant awards and placing new caps on indirect cost recovery. There are direct impacts on us at capping at 15%, which is the same thing NIH did, which now has an injunction. Also, last week, we became aware of a notification that we included in an email, indicating the federal government is going to be monitoring social media accounts of individuals holding visas, looking for activity that involves antisemitism.

Q: At the interim ASCSU meeting, it was reported to us that faculty have started receiving layoff notifications, including international faculty and administrators on visa status. So we asked what the CSU will be doing about that, and I am wondering if you can add to that to your discussion and considerations. There was also another question about DACA employees, if the provision of advance parole would be removed for DACA employees.
A: I will take note of all of this, and thank you for your feedback.

Since our last meeting, we issued an advisory message on April 8th that we would be proceeding with the ChatGPT.edu rollout. On April 9th, a message went out to current ChatGPT users about how to migrate over. If you have any questions about the transition, reach out to Bob Lim. I want to extend thanks to Dr. Ron Rogers and Priya Raman, who led our preparation efforts for WASC, and it was really a campus-wide effort. On Friday, the visiting team recognized our university with two areas of strength. A university-wide commitment to student success, reflected in our strong persistence in graduation rates and the effective integration of campus initiatives with measurable strategic goals. They also included five areas for us to continue to build on: building a shared understanding of governance, completing and acting on our campus climate survey, clarifying our advising and counseling rules, further embedding learning outcomes into planning, and developing and resourcing a strategic plan for our Moss Landing Marine Lab. The overall theme of the visit was very positive. We will share more when we receive the full report.

 I have completed the five-year review of Provost Del Casino, and a note will be going out to campus this afternoon that he will continue to be our provost. I went over with the Executive Committee, Senate Bill 550, which was proposed regarding SJSU and Lincoln Law School. You may recall that SJSU was working closely with Sonoma State in a multi-university collaborative. After the last Board of Trustees meeting, the Chancellor asked three campuses to work together on a regional shared service model. Those are Sonoma State, San Francisco State, and East Bay. At SJSU, we will focus on two major

service-based initiatives. At the system level, we will focus on the work that we need to do as we move forward, CSU Buy, CSU Concur, and CHRS, which is our common human resource system. We will continue with the earliest phase of going forward on process redesign, process improvement, and working towards people-centered excellence, and that will be our highest priority. We will no longer be involved in the regional service center initiative. One of the main reasons why is that if we were to join in, the number of students and transactions would be quite large. So we felt that our campus alone is large enough to focus on our process improvement.

April 21 is the next budget town hall meeting, and it will be a deeper dive into where we are within our budget. Lastly, at the Board of Trustees meeting in March, they approved an administrative action to reassign the grant for the Speed City and Spirit of '68 track facility to San Jose State. When the State of California initially appropriated the funds for this facility, the money was moved to the County of Santa Clara. This activity will allow us to move on to the first phase, which is the Division One track and field venue, the equipment, and everything we need to continue to honor the iconic Speed City legacy, as well as the other big project for human rights. We are now moving through conceptual planning and design, with future phases potentially in partnership with the city or county.

Dr. Dukes, CDO was invited to speak.

In these challenging times, we have to rely on each other. So as we move forward in our pursuit of inclusive excellence and which is having a cohesive, coherent, and collaborative integration of diversity, equity inclusion in our academic excellence pursuit, we must be mindful that we are a community of mutual care. That also means we must build our capacity to be able to relate to, speak to, and meet each other where we are. To do that, we have a couple of different training opportunities that are coming up. We have an expert, Dr. Cody Neilsen, who will be doing two training sessions on religious, secular, and spiritual identities and higher education, and the importance of those identities in higher education. This is a way of broadening our understanding of how these identities impact students, faculty, and staff, and what infrastructure is necessary within our institution to make sure that we are supporting those identities and everyone's ability to embrace those identities freely. Additionally, you may hear something related to the Black Student Success Initiative, and the third action item focuses on faculty and staff professional development, a collaboration between the Center of Faculty Success, ODEI, and UP. We will be doing a series of workshops using the Handbook of Racial Healing. These sessions will be towards the end of the semester, into the summer, and there is a cash incentive.

V.   Executive Committee Report:

A. Minutes of the Executive Committee:

Executive Committee Minutes of March 10, 2025

Executive Committee Minutes of March 24, 2025

B. Consent Calendar- **Consent Calendar for April 14, 2025**

C. Draft Senate Calendar 2025-2026- approved unanimously

I. Unfinished Business:

Senator Baur presented AS 1888 Senate Management Resolution to Amend Bylaws 4.1.3 and 4.5.2.1 and Senate Policy S19-2, Appendix A and S15-10 for final reading. We have incorporated almost all comments from the past two meetings. This SMR would be changing two Senate bylaws and Senate policy.

C: Any time a policy is being amended that the President signed, you would need their signature again. So this would also need to be a policy amendment as well as an SMR.

Debate

Senator Riley proposed an amendment " for one seat given to an Entitled Lecturer Senator, when possible."

Seconded by Senator Buyco

C: Professional Standard deals with policies that affect faculty alike on campus. PS used to primarily deal with things that affected people on the tenure line; however, in recent years, it has changed because of things like the lecturer policy and increasing debates around things like lecturers voting in chair elections. So, PS feels that we would like to have an "Entitled Lecturer" who is someone who has been on campus for a substantial amount of time and is familiar with the processes at the department level and has a stake in that.

Q: Is there a reason "entitled lecturer" is not more specific, like including a 3-year entitled lecturer?

A: You cannot become an entitled lecturer without being on campus for 6 years with consecutive semesters.

C: This body has approved the title Senior Lecturer, which is someone with a three-year contract.

C: The concern we have with that title is that there is no formal process that grants that title.

C: There's not a formal category of entitled lecturer. There is nothing in CBA or anything that identifies that. What I think you are talking about is that after six years, someone is entitled to a three-year contract ongoing. I think that entitled means something, and it is not enshrined in anything, and I think it could become confusing.

Senator Buyco proposed an amendment to the Riley Amendment to remove "entitled" and replace it with "Senior."

The Buyco amendment was seconded

C: The title Senior Lecturer from S21-2 is as follows: "This is an honorific title that may be used as a

subset of the Lecturer designation of the CBA. SJSU bestows this honorific title to a lecturer faculty member with a three-year appointment and six consecutive years of experience in a single department at SJSU."

Senator Riley proposed an amendment to the Buyco amendment. Add "as defined in (S21-2)".

The Riley amendment to the Buyco amendment was friendly to the body.

Buyco amendment passed 37-0-0

The original Riley amendment passed 37-0-0

Senator Velarde proposed an amendment to add "(Preference for SSP Staff representative). This amendment was friendly to the body.

Senator D'Alarco proposed an amendment to replace AVP, GUP with " Dean of Undergraduate Education [EXO] and Dean of the College of Graduate Studies."

The D'Alarco amendment was seconded by Senator Del Casino

C: Curriculum and Research deals with both curriculum and research, so it would be appropriate to have a representative of the Office of Research. And it is also appropriate to have representatives from both undergraduate and graduate.

C: AVP of GUP is no longer in existence, and the current practice on C&R is to have the two deans of Undergraduate and Graduate Studies replace that seat.

C: The current policy has AVP of Research and of GUP, so this does have to be an amendment to that policy, no matter the current practice.

C: C&R has always had a representative from graduate studies and undergraduate studies, but there was no research representative in the 1990s. When graduate students and undergraduate studies were combined, that opened a seat up for a research representative. This proposed amendment would add one more administrator to C&R.

C: Usually, the procedure or process does not dictate what gets changed in policy. Also, even with this seat added, there is a faculty majority.

C: The biggest concern I have is that I have a very strong feeling about faculty being in charge of curriculum and curriculum oversight. We're in charge of the curricular integrity of the courses, and so one of the things that C & R does is that they review all of the curriculum on the campus, and they are the final arbiter before it goes to the Provost's Office for approval on campus or beyond. So, as a faculty member, it is hard to add another administrator. Maybe we can have the AVP for Research be a nonvoting member on the curriculum.

C: The AVP for Research and both deans provide a lot of wisdom to the committee and are very helpful.

C: Also, since GU is changing to faculty members only, we are adding one more faculty member to C&R.

C: SMS19-1 is not in agreement with the current policy S19-2 since it shows the membership that Senator D'Alarco is proposing already as the current membership.

C: SMS19-1 is a Senate Management Resolution, so the current policy would override that.

The D'Alarco amendment passed 37-0-0

AS 1888 passed 40-0-0

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

A. Professional Standards Committee (PS):

Senator Riley presented AS 1892 Amendment F to University Policy F12-6, Evaluation in Effectiveness in Teaching for all Faculty for final reading. This amendment is to address the issue regarding confidentiality for SOTEs. In the rationale, it is explained that occasionally SOTEs are distributed in very small classes, resulting in a breach of potential student confidentiality.

Q: Did the committee consider the distribution of information asking for non-anonymous feedback in such cases, so there is just a regular request for some form of feedback?

A: The committee did discuss this with IRSA, but the Student Evaluation Review Board (SERB) could create a second instrument without narrative comments, which usually give away the student's identity. We felt that this was a better pathway than requiring the additional labor from SERB.

Q: What if a faculty member is mainly assigned to teach courses smaller than nine, and the majority of the teaching assignments are for that small class size?
A: We're not making changes to that part of the policy; it is just shown there for reference.

Q: Is line 34-35 when stating faculty can choose that SOTEs not be administered, separate from the optional exclusion?
A: Yes, there is a separate process that faculty can exclude a SOTE within a period of review, but then there is also the SOTE selection screens that go out every semester.

Q: How can a faculty choose not to have SOTEs?
A: The SOTEs exclusion screens, and you can talk to your department chair.

AS 1892 passed 38-0-0

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

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

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

Senator Wong presented AS 1886 Continuing Education-Course Standards for a Final Reading. This is a new policy that combines older and outdated policies. We have taken your feedback and added a background and an explanation of CEU. CEU courses are not as rigorous and transferable as a regular academic unit. We also mandate in the policy that each unit must have at least two calendar days to be held for teaching. This is based on the Executive Order, which is 10 hours per unit. Last time, we suggested that we have a strong oversight on all the classes; however, this is not practical due to resources. Only about 50 to 60 students take external CEUs annually.

AS 1886 passed 35-0-1

E. University Library Board (ULB):

II. Special Committee Reports:

Yinghua Huang, chair of the Athletics Board (AB), Travis Boyce, Faculty Athletics Representative (FAR), Laura Alexander, Senior Associate AD for Student Wellness and Leadership Development/SWA, and Jeff Konya, Director of Athletics, gave the yearly Athletics Board report to the Senate.

Yinghua Huang described the makeup of the Athletics Board membership as well as the charge given to the board by the President. They were charged with studying the student-athlete revenue sharing sports model under the latest House settlement. The President wants the board, with the help of the Athletics Director, to identify a plan that will allow SJSU to opt into the athlete revenue sharing model while optimizing the financial conditions under the current budget situation. The board is drafting a letter of recommendation to the President, and it will be submitted by the end of April. Last academic year the board's charge was to study the sports sponsorship for SJSU's athletics programs. The board members met with two consulting firms and reviewed their reports, then submitted the letter of recommendations to the President last year. They proposed that several sports programs be reclassified or eliminated. However, because of the ongoing DOE and DOJ investigations the proposed adjustments to the sport programs were put on hold.

Laura Alexander reported on the last two years of concussion data. Over the past 5-6 years, there has been a lot of fluctuation year to year. Six years ago, there were as many as 51 concussions, and this year is down to 32. These numbers can be impacted by various factors, and it has yet to be determined what exactly contributes to high numbers or low numbers year to year. Over the last two years, I have started tracking athletic-related concussions compared to non-athletic-related concussions. Sometimes student athletes are affected by concussions outside their sports, like in a car accident, compared to concussions sustained during their participation in SJSU athletics. Either way, those concussions are managed and cared for a lot of the time by our staff, and they are logged in the medical records as they would be for any other injury. In ongoing high-level research of concussions, they are finding the best and most optimal way to return student athletes to participation, whether in the classroom or their sport, is increasing their level of activity, and returning them to their normal life is the best way for them to recover. Secondly, what is being commonly researched now is concussions and their correlation with

mental health issues among students. There is somewhat of a correlation with increased mental health issues like depression, anxiety, etc, associated with concussions. That is something we take very care to be aware of when we're treating our student athletes.

Jeff Konya explained the House settlement, which is a class action lawsuit that was brought by student athletes for the eight years before the name, image, and likeness legislation came on the books. The student athletes say they were affected by not being able to take part in NIL. There are two parts of the settlement being proposed. One is a look back to take care of the class action of student-athletes that opted into the settlement. There's a liability that runs through the entire NCAA landscape. Half of the liability is going to be paid by the national office, and the other half is going to be distributed to be paid through different membership conferences and institutions. SJSU will have an estimated $250,000 liability for the next eight years. That will be taken out of our conference distributions, primarily from our media rights deal. It won't necessarily affect our budget, except that SJSU's revenues are going to be coming in slightly less than anticipated from the Mountain West. Although by participating in the CFP Bowl, SJSU made up for it.

The second part of the settlement lays the groundwork for the revenue share in intercollegiate athletics. Based on different caps on valuations on media and how much is being generated in various sports at the different conferences, the popular media has estimated that 22% of that can be redistributed under the house settlement to current student athletes as part of the new revenue share model. That translates to about $4 million at the A4 level that can be reallocated at the discretion of the institution to its athletes and the revenue sports. For the Mountain West, it is not $20 million; the 22% is more between $1-2 million. The implications of opting into the revenue sharing are that we have to find where to cut within the budget. There were three potential areas for cuts: personnel, programs, and scholarships. Last year, due to the cuts, athletics significantly cut personnel. There are now fewer MPPs than in 2018. Due to the ongoing DOE and DOJ investigations, SJSU has been advised not to do anything that could have a Title IX implication, like cutting programs. Our athletics scholarships this year are going to be about $9.2 million, which we generate and pay back to San Jose State. For us to comply with the revenue share, we will have to reduce this by $1.2 million very intentionally because of Title IX implications. We have to be within a 1% safe harbor. The Athletics Board has worked very hard to get us to 52.6% male and 47.4% female for athletics scholarships heading into the 25-26 season.

Questions
Q: What is the average cost of a scholarship?
A: In our $8 million, we have looked to take care of all current SJSU student athletes who are on a scholarship or offer of financial aid. Those would be protected heading into next year. What we are decreasing is the ability to offer new student-athletes scholarships. So the $1.2 million, it's really the graduating population that we're withholding from certain sports. And now we're trying to reallocate how we're going to go through recruiting in certain sports.

Q: How is a Title IX investigation affected by whether or not we choose to run a particular program?
A: It can bring an extra layer of scrutiny that we probably do not want to shy away from because if it does turn out to have any Title IX issue after this review, that would strengthen the arguments for those that would be affected in terms of Title IX litigation.

Q: Why are the scholarship amounts skewed in the slight favor of male students?
A: That is just how the roster caps in the house settlement worked out.

Q: It's not the number of applicants that will be cut, its the scholarship amount will go down correct?
A: We're going to continue to carry the same rosters we substantially have over the years, but the compensation of what those financial packages are going to change fundamentally in certain sports.

Q: Have you analyzed comparing the average amount of scholarship money that an athlete receives compared to nonathletic scholarships?
A: No, I have not.

Q: In the revenue sharing, it can only come out of generated revenue, and that excludes donations? It only covers ticket sales, bowl appearances, conference fees, etc? Also, are there firewalls in place to make sure we don't let money from the general fund or other state money to make it into that?
A: The number one factor is the conference media rights deal. Also, this is not the official design since we're still waiting for the house agreement to get through the final stages of the legal system. We've heard it is estimated that within two weeks, the house settlement is going to be 100% adjudicated. The Mountain West is potentially the logistical arm of the revenue share piece of the scholarship total.

Q: For the allocation, has there been a decision on what the higher-earning sports are, and is there a chance that any of the funds will trickle down? How many teams are selected to get money?
A: The way the House settlement is prescribed is the proportion for the sports that are making current dollars in the ecosystem, and they assigned value to about 80% college football, 10% men's basketball, 5% women's basketball, and 5% is the other sports added up. We are going to be consistent with the initial proportions; however, that does not preclude anybody from raising additional funds and taking part in the revenue share we have the SIF account. Some of our sports are looking at potential dollars getting reallocated to revenue share if they are at 100% scholarships, and the ones that are having scholarships reduced, we are working on endowment strategies for those sports.

Q: Will there be reclassification and elimination of sports? What is the conversion going on around that, and who is in charge of that decision?
A: That is part of the charge of the Athletics Board to look at programmatic offerings over the past couple of years; however, it hasn't led to that being adopted because of the context of the DOE and DOJ investigations. However, once we are cleared of those hurdles, it could lead to conversations on the right mix of programmatic offerings, but at present it will not be in the recommendation from the Athletics Board to the President, and the President makes the ultimate decision.

Q: The number of concussions could be related to reporting and whether the athletes feel comfortable reporting their concussions. Can you tell us more about outreach and monitoring?
A: I think this was more of an issue around 2011-2012. Student athletes really want to play, and we worry about them withholding information simply because they want to play. Since then, we have really gotten ahead of that with educating them to understand the potential risks of playing with a concussion. This has led to an abundance of caution on the student-athletes' side. Some even let us know when they think their teammate or friend might have a concussion. We also have them sign documents relating to their understanding of signs and symptoms of concussions, and that they will report them. There is an abundance of communication around this issue.

Q: Is there any update on the volleyball DOE/DOJ investigations?
A: Because we are under pending litigation, there is very little we can say.

Q: Where are student athletes sent for mental health services? Also, where are their records kept? Has there been discussion combining that with the wellness center? Has there been talk about protecting our student athletes who may identify as gender nonconforming?
A: We have a clinical sports psychologist on staff who is between 50%-75% part-time, servicing all student athletes. We do utilize CAPS a lot for our mental health needs, but we also have someone in-house who is specific to sport. We have an electronic medical record keeping system inside Athletics, and our psychologist has his own account specifically for psychologists, which is completely confidential. There have been preliminary talks about combining that. There have been discussions on an interpersonal level, like with coaches for our athletes.

Travis Boyce then presented his report. He explained that he can give more regular updates to the Senate if interested. In late 2024, the Mountain West FARs drafted a letter to the NCAA Committee on Student Athletes Reinstatement requesting a review of the concept of the mental health hardship waiver. In January at the NCAA convention, Division One delegates approved the creation of the women's basketball funds, which means teams competing in the 2025 Division One women's basketball championship will earn financial rewards for their special conferences. At the recent Mountain West FARs monthly meeting, we reviewed a series of proposed changes to the Mountain West handbook and provided feedback. The changes reflect certain aspects of the evolving landscape of college athletics. Student athletes now have the opportunity to receive compensation from third parties using their personal brand, often referred to as name, image, and likeness. Beginning in the 20-21 academic year, there were significant shifts that took place in the NCAA conference membership, particularly within Division One. Conference realignment has had a significant impact on student-athletes because of the travel to competitions. Luckily, this has not impacted SJSU since it is located in the western US. Lastly, last spring the NCAA Division One Council enacted legislation that removed the limit on the number of transfers an academically eligible athlete can make during their college career. Athletes are now able to transfer to multiple schools without penalty as long as they stay in good standing. Despite these flexible rules, this can impact the overall well-being and the academic well-being of a student athlete. For example, course credits might not fully transfer. Also, retention has a negative impact since students going into the transfer portal could be left in limbo. Lastly, several of our athletic programs received Academic All-Mountain West and other Academic Honors.

Michael Meth, Dean of the University Library and Nada Attar, Chair of University Library Board gave their Annual Report

Nada Attar provided an overview of the 298 Capstone Project, which the ULB is giving recommendations to the library on how to increase other departments and colleges to have their work on ScholarWorks, like capstone projects, independent studies, and master's projects. Also, the ULB provided valuable usability feedback on the Primo Research Assistant AI product and shared this assessment with the library faculty members. Lastly, there will be nine vacancies on the ULB at the end of the academic year, so please consider joining or nominating someone.

Q: Would you consider changing the course description number since different departments have different numbers?
A: Yes, thank you for letting us know.

Senator Meth encouraged senators to click through their presentation because it is very informative and link heavy. The library budget is about a $3 million acquisition budget that is supported by just over $2

million from lottery funds. Salary and wages are about 7.7 million, and that leaves about $1.1 million for operating expenditures from which we fund special projects, student assistants, professional development, etc. For acquisitions and collections, the library's electronic resources are accessed about 2.3 times a year. Within our resources, we do have access to the Mercury News all the way back to 1885. The library has also started internally hosting two new specialized collections, an SJSU author collection that is a digital collection, and the physical collection is on the eighth floor. We have made a new policy to purchase all SJSU-affiliated published materials. We also have a banned books display on the sixth floor. There is also the Palace project, which is a statewide initiative supported by the State Library, where you have unlimited access to the Banned Books Library. If you are interested in publishing with any of the listed publishers, we have APC waivers. The newest edition is that we did that with Oxford University Press, which is a huge deal. The library continues with its Affordable Learning Solutions grants in the last year, we saved students about $1.6 million. We encourage you to use the library course materials by Leganto in spring, we had 552 courses, and in fall, 611. This service integrates the readings into the Canvas course shell, so it is only one click for students and is frictionless.

For staffing, we have hired four positions: two librarians and an event and media services coordinator, and a community service officer. We hired the first AI librarian in the US. There are five open searches, including an associate dean and two faculty and one staff. We are hoping to recruit for two more positions. Technology loans remain very popular with students, and are an incredible service that is so needed. For reference transactions, there was a total of 6813, with 71.1% of that research related. We reached 15,470 through the information literacy and tech trainings. Also, there were 58,000 room reservations in 32 rooms, and last AY, there were 1.3 million visitors to the library. Our first annual report was published, and we launched the South Asian in Silicon Valley project. Additionally, the Castellano Family Collection is now permanently hosted, and the Digital Humanities Center renovation is almost complete. There have been over 100 events in that space in AY 2025 so far. Our digital scholarship services unit continues to be busy. Also, if you're working on any kind of projects that can be hosted in a public space, we have the infrastructure for those exhibits. The library is building its own AI system, Kingbot GPT. This is being built to engage our students for the times when we cannot offer in-person services, and anyone who comes to our website can actually get an AI response, and it will be launching in the summer or fall. For the Primo Research Assistant, we have our own rubric, and we're working with other universities and university libraries

Lastly, the library is facing faculty/staff recruitment and retention challenges, but we do have a large pool of applicants for our current searches. Other challenges include increased inflation, funding for library maintenance, developing services to meet emerging areas, and budget reduction.

C: I just want to commend the library. When you compare our library to many others in the system, what we do is very innovative and robust, and it is amazing what is done with a limited budget.

III.   New Business: None

IV.   State of the University Announcements:

A. CSU Statewide Representative(s)- Report moved to next meeting
B. Provost - Report moved to next meeting
C. Vice President for Administration and Finance- Report moved to next meeting

D. Vice President for Student Affairs- Report moved to next meeting
E. Chief Diversity Officer- Report moved to next meeting
F. AS President - Report moved to next meeting

V.   **Adjournment:** The meeting adjourned at 5:02 p.m.

PRESIDENT'S REPORT

Academic Senate Meeting

May 5, 2025

Themes for Priorities

Updates

- SB 550 (Cortese) - Lincoln Law School

- Vice President of Administration and Finance Search

- April 29 - CSU Executive Leadership Team

Holistic Student Engagement – Goal 1

- AASCU Strategic Planning Meeting Update

- 5/5 - Chat and Chew with our ASI President

Financially Sustainable Budget Model (Goal 4 & 5)

- Budget Town Hall

- Alumni Night at Giants

Themes for Priorities

Academic Excellence Advancement & WASC Accreditation (Goal 2)

- 4/17 - Participated in our Academic Freedom in Troubled Times Webinar
- 4/21 - Research Week Recap

Dr. Gaojian Huang
*Early Career Investigator
2024 Awardee*

Dr. Saugher Nojan
*Early Career Investigator
2024 Awardee*

Dr. Anil R. Kumar
*Industry-Sponsored
Research 2024 Awardee*

Themes for Priorities

People Centered Excellence (Goal 3)

- Celebrating Spartans

Jahmal Williams
Spartan Spirit Awardee

Darcel Wood
Distinguished Service Awardee

Regino Garcia
Critical Employee Awardee

Janet Sundrud
Staff of the Year

Themes for Priorities

People Centered Excellence (Goal 3)

- Celebrating Spartans
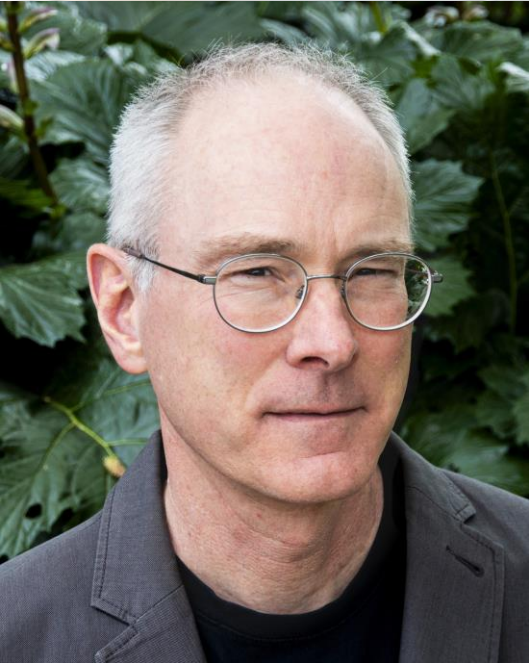
Dr. Neil Switz
Outstanding Professor

Dr. Roberto J. González
President's Scholar

Dr. Cara Maffini
Distinguished Service
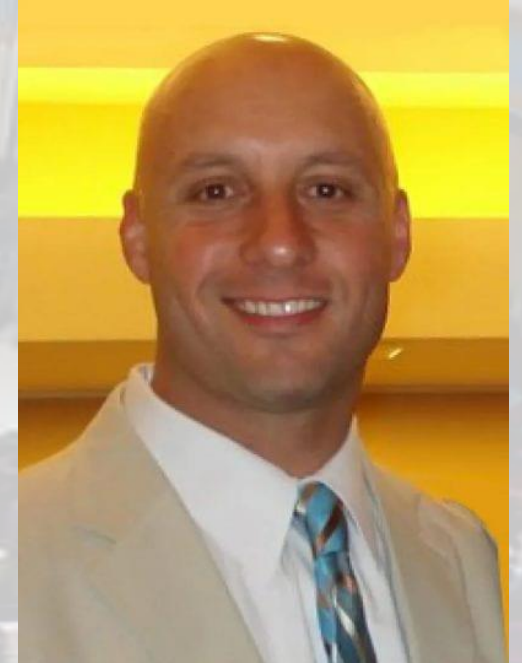
Ninos Malek
Outstanding Lecturer

May 5, 2025

Themes for Priorities

2024-2025 Accomplishments
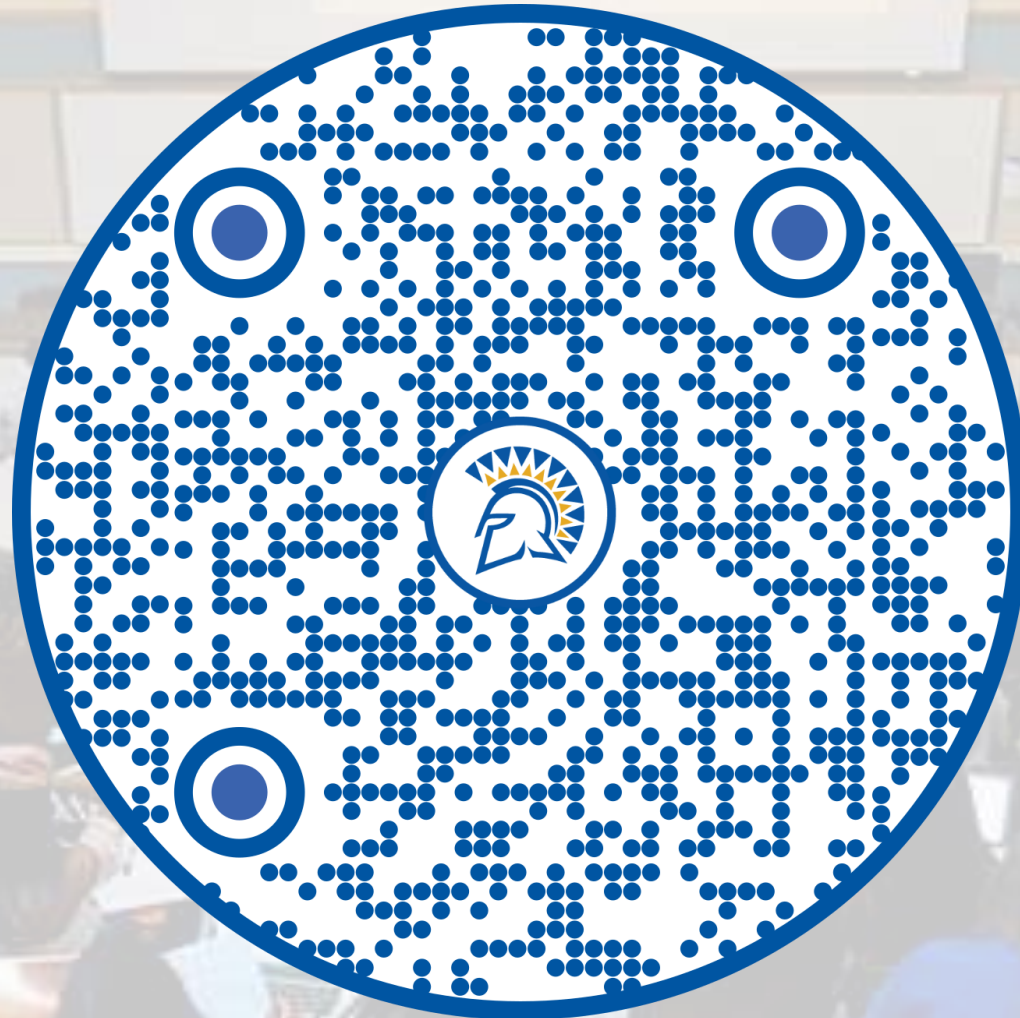
Executive Committee of the Academic Senate
Minutes of the Meeting of April 7, 2025
Clark 551, 12 p.m. to 1:30 pm

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

The committee unanimously approved suspending the Standing Rules so that Provost Del Casino could join the meeting via Zoom.

1. Update by the Chair
    a. The Board of Professional Responsibility has now been constituted, and the members and terms are on the consent calendar; so, the work of that committee will begin soon.
    b. Special reports from the Athletics Board and the University Library Board will be presented at the full Senate meeting next Monday. These reports are required by policy and anticipated by the senators.
2. Update by the President

Our campus will be rolling out ChatGPT.edu to faculty and staff starting April 18. This is the extension of the CSU-wide agreement with OpenAI, and we are working with our internal team for the rollout. Tomorrow, a message will be sent to faculty and staff regarding the rollout. On the 9th, a targeted message will be sent to the current ChatGPT users so they understand the architecture of what will be happening in the broader rollout. Our intent is to support learning, streamline our work, and also think about privacy protections in some campus-specific guidelines. The idea is to take people out of the free version that is open to everyone, where we have about 10,000 users, and put them in a more controlled environment under an sjsu.edu email. The conversion with the paid users will be a little different. Fortunately, because of the writing center and working with the writing committee, they have already launched an AI writer's toolbox that talks about ethics and classroom behavior.

Q: Is the containment within the entire CSU system or only SJSU users?
A: The system is exploring various possibilities. Initially, there was talk about one large instance, but now there are conversations in the new architecture about campus-specific instances where we would have our LLM. So, that work is still underway with OpenAI, but that is what we will be looking for in our architecture.
C: In the messaging that goes out, can we be clear that this is only to encourage the use of AI, but it does not override any syllabi AI policy?

A: It is in the message that the usage of any tool is up to the faculty member's discretion. It is also in the AI writer's toolbox.

Q: Is ChatGPT.edu coming to use empty and we're populating it, or is it bringing in all the information already existing in ChatGPT and adding to that?
A: We are adding to it and training our own model on our own editions. It is a bifurcation of the data and the usage.
Q: Is it part of the deal that what was created with our usage will go back into the world to empower the public model in the future?
A: I don't believe so, but I don't have the contract. That is the value added for the CSU if we continue to maintain it.

The new AI website was launched a couple of weeks ago. We really looked at all the work we're doing in AI from an academic, productivity, and research perspective, and we have created three layers of maps that articulate how all the AI tools are being used. It consolidates all the available resources on our campus, including all the training tools and everyone using them. We have many use cases all over the campus, clearly articulated on the AI website.
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Administration and Finance Division Update

As of April 1st, Internal Controls, which reported directly to VP/CFO and was in Financial and Accounting in Business Services, has been organized under Business Services. Since we don't do audits on the campus, its position is more of an audit liaison working with the federal and state CEO auditives. I think it is more appropriate to put in Business Services to work more closely with Risk Management and some of the other services there. We've also taken Business Services and retitled it to Strategic Business Services and made it a direct report to the VP/CFO. I am trying to emphasize that group with Procurement, Risk Management and Audit so they focus on an enterprise risk management approach to the campus identifying where all our accidents are, where our costs are, where we have liabilities and bring that together, talk about it and develop strategies to try to mitigate those moving forward. Finance and Accounting in Business Services has been retitled to Financial Services and Budget Management since a large part of their work is managing the campus budget. Also, the Golf Complex will be moved from under the VP/CFO to Athletics. There are no new MPPs or new positions due to these changes, just reshuffling. These groups reported to Maureen Pasag and Maureen will remain, but have more emphasis on the budget and financial management side.

April 21 is the next budget town hall meeting, and it will be a deeper dive into where we are within our budget. Lastly, at the Board of Trustees meeting in March, they approved an administrative action to reassign the grant for the Speed City and Spirit of '68 track facility to San Jose State. When the State of California initially appropriated the funds for this facility, the money was moved to the County of Santa Clara. This activity will allow us to move on to the

first phase, which is the Division One track and field venue, the equipment, and everything we need to continue to honor the iconic Speed City legacy, as well as the other big project for human rights. We are now moving through conceptual planning and design, with future phases potentially in partnership with the city or county.

3. Approval of the Minutes of the Meeting of March 24, 2025- approved unanimously with amendment made.

4. Draft 2025-2026 Senate Calendar discussion and approval - approved unanimously with the removal of the August 18th meeting due to conflict with many meetings that day.

C: Meeting every week requires extensive preparation and work time for cabinet members on the Executive Committee.

5. Consent Calendar

Due to Alerie Flandez resigning from the Senate, she has been removed from her committee assignments, and UP is currently holding a special election to fill her seat.

6. Classroom Technology Project Update and ChatGPT Presentation (CIO Bob Lim, Atul Pala, Kara Li) time certain 1 pm.

We want to optimize the available funding and leverage the summertime to deliver some quick wind before the fall semester to demonstrate progress to the campus. To do this, we continue to work with our campus stakeholders and the classroom technology steering committee. Academic Affairs has helped us define the criteria for selecting the classrooms to be upgraded. The recommendation is that we focus on mid-size classrooms, which are 40-90 students, that are used for 53 hours a week, are essentially scheduled, and are available in the summer. We have identified 35 classrooms that meet this criterion, but we will not be able to upgrade all 35 classrooms initially. The main technology requirement is to support a minimum AV standard, including HDMI/USB-C connectivity, high-resolution displays, standardized control panels, etc. Also, new equipment will be purchased to help troubleshoot, and IT teams can help remotely. While we will evaluate these 35 classrooms during this phase, we will also create a multi-year plan for the different classrooms in the future. The upgrades will focus more on the technology rather than the look of the classrooms initially. We are currently waiting on the final estimate from our facilities partners, but we will likely be able to upgrade 12-18 rooms. We will have one to two town halls to keep the campus informed, and a message will be sent out this afternoon.

C: I am surprised you are starting with medium-sized classrooms. I would have thought larger classrooms would need better audio and such.

A: We received the need for mid-size classrooms mainly from our Academic Affairs partners, and most of these larger classrooms already have HDMI support.

Q: In long classrooms, depending on where students sit, it is very hard for them to see the screen from the projector. So, is that going to be improved?
A: Yes, they will get upgraded to the standard screen size that is supported in those medium rooms.

When the 18-month $16.9 m contract between OpenAI and the CSU for ChatGPT.edu was announced in February, the plan was then going to include ChatGPT 4.0 with a limit of 10 prompts per five hours. Also, it will exclude auxiliary employees, alumni, continuing education, and students under 18 years of age if no parental consent is given. Additionally, SJSU faculty, staff, and students with an existing paid ChatGPT account using their @sjsu.edu email address will have to migrate their data, or it will be lost. The billing system and usage of custom APIs are being finalized. After the announcement, the CO hosted multiple technical sessions to provide details on the agreement to all 23 campuses. Since February, our President has reached out to OpenAI, and they have heard our concerns. They are removing the limits on 4.0. We are rolling this out starting April 18th and will give two weeks for existing ChatGPT accounts to migrate over. Academic Affairs will be providing training for our faculty, and a message about that will go out tomorrow. As IT rolls it out, it will go out to faculty first, then staff, and then students. It will be rolled out to 1000 users every hour. We are also working on developing an OpenAI Day where OpenAI can talk to our campus.

Q: If students under 18 don't get parental consent, that means I shouldn't have something in my syllabus that includes ChatGPT because they would not be able to use it.
A: If they don't sign, then yes, they couldn't use the ChatGPT.edu version.

Q: What is the training for faculty going to look like?
A: Maggie is developing and reformulating the training that has been available.

Q: Will ChatGPT.edu have a help menu, and will ChatGPT.edu be a button on one.sjsu?
A: The ChatGPT.edu will look the same, and it will be on one.sjsu and we are developing a Q/A form that will be on the AI and IT websites.

The minutes were taken by Grace Barbieri on April 7, 2025, reviewed and accepted by Senate Chair Karthika Sasikumar on April 16, and approved by the Senate Executive Committee on April 21, 2025.

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Executive Committee of the Academic Senate
Minutes of the Meeting of April 21, 2025
Clark 551, 12 p.m. to 1:30 pm

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

1. Update by the Chair
    a. Results of Special Election for Staff Senator - Kelly Masegian.
    b. Lunch provided from Island Taste for last meeting on Apr 28, 2025 (Deadline to order 5 PM Tuesday, April 22–please email grace.barbieri@sjsu.edu)

Laura Sullivan-Green moved to amend the agenda to add Honor Convocation discussion as an agenda item.

2. Update by the President

Last week, we had the Service Awards, the celebration of our faculty and staff for service awards, including a faculty member who was honored for 60 years of service. I think it had an exceptional turnout, and if anyone has any feedback for the event, let Vin or me know. Also, last week was the Honors Convocation, which is always a joy to be around students and to be able to give them recognition.

Please note University Policy F81-4 Faculty Attendance at Annual Commencement, which suggests that each department shall be responsible for ensuring that at least 50% of its tenured and probationary faculty attend each annual commencement. I would like to understand what work the Senate is doing to ensure that we have more attendance from the faculty. My request is for the Chair of the Senate to take this up to ensure that what was intended in the policy is acted upon.

C: In Engineering, it has been brought up in the Council of Chairs, and we've been asked to remind our faculty of the expectation. Also, part of the question is that this is an extremely dated policy; we no longer hold only an annual commencement. I think this was made in reference to when we just had celebrations of all the colleges, and then one larger commencement on Saturday at the stadium. It would probably also require some updates to this to make it consistent with how we are currently offering commencement. The committee responsible for the policy was Instruction and Research, which predates ISA, but would probably fall under the ISA scope.
C: Once the university has a policy, how are policies enforced? Who ensures that any policy is followed? I think that is a larger question to reflect on because I think that it depends on the policy that ensures it gets followed.
C: These are Senate policies. As president, I am responsible for ensuring that administrative policies are enforced and followed, and I am obligated to act by the policies. So in my view, these are Senate

policies, so it is in the purview of the Senate Executive Committee to determine what the steps are to ensure these are followed.

C: Although these policies are developed in the Senate, once they are signed, they are considered university policies, not Senate policies. So in a way, the responsibility rests on the university, broadly speaking, but again, it depends on the policy.

C: I think that ISA should look at a revision of the policy. Also, we could remind faculty that this policy exists by sending out some emails through the deans, perhaps. I don't think everyone remembers or knows about this policy, and we do not have a lot of onboarding or teaching about old policies in that regard. Additionally, if it is amended, then it could be included in the statement on professional responsibility.

C: Also, the determination could be whether there needs to be a policy like this at all.

C: In my department, the chair made it very clear to all faculty that we were expected to attend commencement. I think it ultimately rests with the department chair.

C: I think most chairs try to get faculty to go, but are met with a lot of resistance because chairs don't have any authority. I think this shows more evidence that we need a faculty handbook.

C: What if each policy committee made its own faculty handbook, and they could somehow be integrated?

C: I want to point out that the policy says that "each department and/or program shall establish a policy ensuring." So the ensuring part is clear in the policy, but the execution has been left up to the departments and programs. What is being asked for here is to remind the department and the programs that this policy exists.

C: In university policies, where we've said the departments are meant to establish a policy, it is very consistent. For example, things like RTP and voting rights. Most of the departments did not establish voting rights guidelines after the change in 2017. It is very difficult for the Provost's office to manage merger votes and chair votes when they are not established. I think the Senate needs to look at when it directs other parts of the institution to create more infrastructure.

C: I do think that we have been more reflective on being more careful about what procedure goes into policy now. We only put procedures in when we feel like it is necessary.

C: I agree that we should alert the departments that this policy exists, and a message can be drafted with the Provost.

3. Approval of the Minutes of the Meeting of April 7, 2025- approved 12-0-1

4. Consent Calendar

5.   Guest Maggie Barrera, time certain (12:20-12:40)

The Accessible Technology Initiative (ATI) is a campus-wide effort focused on accessibility in three areas: instructional materials, procurement, and web presence. Recent efforts have revitalized the ATI committee, which reports annually to the Chancellor's Office. A federal update to Title II ADA requirements in April 2024 now mandates alignment with WCAG 2.1 guidelines by April 2026. The Chancellor's Office has asked campuses to reaffirm their commitment to ATI reporting, accurate assessment, and the designation of an ATI coordinator—Dr. Jennifer Redd, Senior Director in CFETI

for Teaching Innovation, currently serves in this role. The updated reporting process emphasizes establishing a new baseline and encourages accurate self-assessment, even if it means lowering previous scores. Campuses must also engage in a significant remediation campaign focused on instructional materials in the LMS (Canvas), websites, and mobile apps. The Chancellor's Office is also launching its learning management system digital content remediation pilot. With this pilot, we need to leverage software to take an inventory of and assess our current instructional materials in Canvas, not just documents, but videos as well. Currently, we have Ally, which is a feature embedded in Canvas to see the overall accessibility of your course materials, and at a campus level, we are in the 60s. The Chancellor's Office invested in a different tool, Equidox, which will make things easier to remediate. Campuses must also launch training and informational campaigns to prevent the addition of inaccessible content. Funding between $15,000 and $40,000 will be allocated per campus based on FTEs to support these efforts, with guidelines still being finalized. Accessibility efforts will need to be tailored by the college due to differences in accessibility across disciplines.

C: I am worried that faculty will stop uploading some of their materials because they will feel like this is additional work.

A: In our messaging, we want to make it clear that faculty are not on their own with these changes, and there will be a lot of support.

C: I think it would be great to utilize students for support as well as partner with the library because Affordable Solutions is doing innovative work.

A: The students can help with making the progress, but the ongoing process is going to be making sure we all learn what it means to make something fully accessible.

C: I think we should frame this in a way that is not just about compliance, but what it can do for the students in a broader success effort.

C: Maybe short tutorial videos could be made available.

6. Honors Convocation

ISA ran a survey about the Honors Convocation, and the faculty were mixed regarding whether they thought it being more casual would cause more students and faculty to participate. The student survey is going out to all students. There was a survey done a couple of years ago for students with honors on why they don't go, and the reasoning was that timing and things along that line. The attendance is about 25% of students. There was some conflict with the time as AS had their election speeches on Thursday; however, that is not going to make a huge difference in attendance, but I think for future events, the student event calendar should be kept in mind.

C: Maybe a small venue is an option since we are not filling all the seats in the Event Center, but it was nice to read the students' names and engage with them, and I was more comfortable not in regalia.

C: It was around $40,000 for this year, which is historically less because we went without regalia and the automatic name reader. The problem with the smaller venue is that every year, there are about 3000 students with Presidential Scholars, and we also want to be able to let them bring as many people as they want. Also, the lack of regalia at these types of events is normal at other universities.

Other universities also just do it at the college level, which could be another option, because then maybe Dean's Scholars could be included, which is technically in the policy.

Q: Has there been a cost comparison if we did it at the college level?

A: The Event Center is $26,000 of the cost, so if it is not done there, you could take the difference and distribute it to the different colleges; however, that would take a policy change. Also, the monetary cost does not include the staff work of people like Jessica (Larsen) and all the volunteers. There is also a choice of integrating this into the commencement, where students can get corded there and include President's Scholar or Dean's Scholar when their name is on the screen. We also send out the certificate every semester, which the students can print out. If it is in commencement, we can also tell the colleges that they can also throw a party for their scholars in April to celebrate them separately.

C: From what I have seen on social media, I think a lot of students enjoy attending the Honors Convocation and using it for things like highlighting it on their LinkedIn. I don't think we see the biggest turnout because we also have a commuter campus, but it is important for whatever the amount of attendance there is.

7. Selection of new senators from CHHS and COSS

The Senate Executive unanimously approved Carmen Saleh as the one-year Senator from the College of Social Sciences.

The Senate Executive unanimously approved Erin Siebert as the one-year Senator from the College of Health and Human Sciences.

8. Provost Update

The system put out a call for proposals for curriculum innovation around AI, and we have around 45 proposals, which is really amazing. 50 are going to get funded across the entire system. We'll be endorsing what comes through, but I am also looking to see if there are any other funding sources out there that are interested in funding the ones that don't get funded. For enrollment, at the undergraduate level, it is strong in CA residents and nonresidents. Andrew Wright put in place that we started accepting people in December instead of waiting till February 1st, and we started admitting nonresident students in January. Our international undergraduate numbers are up, and so is the Western Undergraduate Exchange, and there are a lot of international transfer students who are already in this country. I don't have the final numbers, but it is going to be a big class. Our reenrollment is also really high, we are launching Second Start, where students who left in poor standing can come back and earn a better GPA and start over. We're going to hit those 3000 students in June to try to get as many enrolled for August.

Q: Can Andrew Wright come and share with us the strategies that are driving all this success?

A: I am happy to have him do that, but a ton of it is process improvement. For example, we used to tell our international students they had to file all their paperwork before we would tell them they were accepted. I think the biggest change is that we started telling our Santa Clara County students they were admitted in December.

The minutes were taken by Grace Barbieri on April 21, 2025, reviewed and accepted by Senate Chair Karthika Sasikumar on April 23, and approved by the Senate Executive Committee on April 28, 2025.

Executive Committee of the Academic Senate
Minutes of the Meeting of April 28, 2025
Clark 551, 12 p.m. to 1:30 pm

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

1. Update by the Chair

I want to thank everyone who helped me transition into the chair role, as this is my last Senate Executive meeting as chair. When I became chair, in consultation with the President, the Executive Committee meeting format changed. Reporting out ceased as a practice, and we moved to a more traditional agenda. I leave it up to you all if this format should continue. I will be writing a referral to change 17 G in our Standing Rules regarding remote attendance for Senate Executive. I want to extend an extra thank you to Colleen Johnson, Julia Curry, and Ariana Lacson, who will be stepping off the Senate Executive Committee, and all their work is appreciated. Lastly, Laura Sullivan-Green could not attend this meeting, but she wanted to let you know that ISA is bringing two first readings on Monday regarding the Honors Convocation and the Academic Integrity policy.

2. Update by the President

Thank you, Karthika, for your leadership and support in tackling issues and overcoming challenges. Also, for your work on a smooth WASC visit, partly as a result of the Senate expansion. The VP for Research and Innovation and Graduate Dean of Studies is still a combined position in the interim, and I intend to leave that interim status into the fall. By the fall, I will come back and inform the Senate what I decide for this position as a result of the budget and the changes in the federal realm. Marc d'Alarcao will continue as interim. Jeanne Durr will also continue as the interim AS President for UP through November. I will have a recommendation by August on how we will proceed with permanent recruitment. I intend to follow the standing Senate policy for the broader representation search process. We also have a candidate for the CFO position on campus today, and another on Friday.

Q: So Marc D'Alarcao will continue till fall?
A: He has a one-year appointment with an opportunity for a one-year extension as interim.

Q: We have learned of some good news that some student visas have been restored. Have all our students benefited from this?
A: All students except for one have been reinstated.

C: Thank you so much for signing the statement put out by the American Association of Colleges and Universities. Have you received any response to your signing?
A: Nothing other than from faculty and staff in gratitude.

3. Approval of the Minutes of the Meeting of April 21, 2025- approved unanimously

4. Consent Calendar
   There will be the most changes to the seating of this consent calendar because things like availability change over the summer and into fall. All new senators have been seated on policy committees, and this will be presented on Monday.

5. Fundraising Update Presentation by Judy Nagai, time certain (12:20-12:40)

Last fiscal year, we had over 4000 donors and we raised $25.1 million. Within that $25.1 million, we raised $9.7 million in donations towards scholarships. That averages out to $2,250 per scholarship, and 4,836 scholarships were awarded. Additionally, 21,500 students qualified for financial aid. The majority of our donors were individuals (62%), and 38% were corporations and foundations. $8 million came from alumni. When breaking down the categories of donations, no one is counted twice, even if they fit into two different categories. The majority of our donors are giving to programs and faculty support.

Q: The 13% that goes to athletics, does that go to a certain sport?
A: I could get the breakdown for athletics. There are lots of different gift accounts within athletics that donors can choose from. When we were still collecting donations for the Spartans Athletics Center, some of the donors donated to put their names on some of the rooms, so that is also counted in the 13%.

Q: Can faculty and staff deduct donations from salaries? Also, do you have stats on who the faculty and staff are that are donating?
A: Yes, it is called payroll deduction, and the payroll office will set it up, and it is a post-tax deduction. Yes, we also have a breakdown on the type of employee donating. It is a headcount number, so 10% of donors, not 10% of the total amount, are employees.

Endowment is money that donors have designated specifically to be invested. So these are dollars not being spent. As of June 2024, the aggregate value of our endowment was $203.6 million. We have over 600 endowment accounts. We had an 11.4% return on endowment investments, and each year, based on the Tower Foundation's Board of Directors' spending policy, a distribution is made. Last year, it was a 4% distribution. That 4% over the five years has enabled us to contribute $30 million to the university. In this current FY, we gave $7.1 million worth of distributions to the University.

C: 4% is the norm for distributions.

A: In the spending policy, we typically do not go higher than 4%. The philosophy is that we're holding back some money to be reinvested for inflation, and some money covers the charges for our audit, investment company, and the ups and downs of the market. Sometimes it can go lower. For fall, it will be a 4% distribution again. The Tower Foundation has a 2% management fee that we charge annually on endowments. There is also a 5% fee when money is spent out of a gift account. The donors are aware of all the fees.

Q: Is the 5% put back into the endowment?

A: It is pulled out and goes to the Tower Foundation's operating budget.

The majority of our endowments are designated to programs and faculty support. As of December 2024, our endowment grew to $217 million. As of March 31st, our endowment fell to $210 million, and as of April 24th, it fell to $206 million. So we've lost about $10 million since December due to the stock market. Over the years, we have had emails and such calling for a divestment. However, through our investment company, Beacon Point, we are invested in mutual funds. We do not buy individual stocks. So when we are told we need to divest, we can't divest because we are not invested. Recently, students came forward and gave us a list of specific companies to divest, and we are going to look into it, and we want it to be a teachable conversation moment.

C: Is it possible to invest in socially responsible accounts?

A: We have a socially responsible ERG set of investment opportunities where donors can choose to only invest in socially responsible areas. In recent years, it has not been specifically requested, but it is in our policy.

Q: Do we have criteria or a process on how we agree on what to invest in or divest when there is a request from other entities?

A: It is in our investment policy.

For every dollar we spend on fundraising, we raise $7.33. On our Day of Giving, we raised $3.6 million, and we are the only CSU to raise this amount. Last year, we were the first CSU to surpass one million in our Day of Giving. We received a $2 million estate gift during the Day of Giving. For the current FY, we have raised $24.23 million, so we are going to surpass our goal of $25 million. 98% of our donors are restricting their gifts, which is a trend across the college campuses. Over ten years, we see that donors are giving cash about 60% of the time, and 41% are in the form of future gifts. We continue to carry out outreach events and activities.

6. Selection of members for contested seats on Operating Committees

      a. Institutional Review Board

The Executive Committee appointed Luis Poza to seat F on the Institutional Review Board

      b. University Sustainability Board

The Executive Committee appointed Dina Izenstark to seat J on the University Sustainability Board.

      c. Strategic Planning Steering Committee

The Executive Committee appointed Eleanor Pries to seat J on the Strategic Planning Steering Committee

7. Report from Provost on the Dean Search for College of Education

There are three candidates for the dean search; however, since the senate is in the middle of a transition, I need to know which senate executive should meet with them. The current members or the newly appointed ones after Monday?

C: It does not hurt to invite everyone since some people won't be able to make it because it is a busy time of year.

C: The newly appointed Dean of CIDS was never able to meet with the Senate Executive, so maybe a meeting with them when they join could also be set up.

8. Report on AS Elections, Preliminary Results 25-26

There was an uncontested executive board ticket. We had a 10.7% voter turnout. Katelyn Gambarin will be the new AS President. Geoffrey Agustin will be the Vice President. Rishika Joshi will be the Controller. Sivagami Subramanyan for Director of Business Affairs. Isabella Rosal will be Director of Communications. Laura Charles will be the Director of Internal Affairs. Teairra Brown will continue on as Director of Student Resource Affairs. Kaili Mallari will be the Director for Sustainability. There are currently five director seats vacant: Students Rights and Responsibilities, Legislative Affairs, Academic Affairs, Internal Affairs, and Co-Curricular Affairs. AS is going to work to fill them by June. However, there will be three vacant student senator seats and additionally many on university committees. Please make sure to encourage your students to apply for these vacant positions.

The minutes were taken by Grace Barbieri on April 29, 2025, reviewed and accepted by Senate Chair Karthika Sasikumar on April 30, 2025, and approved by the Senate Executive Committee on May 1, 2025.

F15-7, University Policy, Academic Integrity

Whereas,   Academic Integrity is a tenet that all members of the SJSU community must hold paramount; and

Whereas,   The current university policy is not consistent with current CSU Executive Orders; and

Whereas,   The current university policy is not up to date with respect to modern technology that both results in academic integrity violations and detects academic integrity violations; and

Whereas,   The existing policy lacks sufficient detail to ensure consistent and equitable response to academic integrity violations; therefore be it

Resolved,   That University Policy F15-7 be rescinded and replaced with the following.

Approved: April 28, 2025

Vote: 8-0-1

Present: Gambarin, Giampaolo, Lacson, Leisenring (non-voting), Masegian, Mathur, Meniketti, Sen, Sullivan-Green, Vogel

Absent: Han, Kelly (non-voting), Rollerson, Tucker

Financial Impact: No financial impacts are anticipated. Updates for this policy do not have any direct financial impact.

Workload Impact: The Office of Student Conduct and Ethical Development will be required to update their documentation and forms to reflect updates in the policy and procedures. Faculty training materials may require updates related to policy updates. Members of the Academic Disqualification and Reinstatement Review Committee (ADRRC) may experience an increase in workload associated with hearing academic integrity cases.

30 ~~The change in identifying scheduled office hours as distinct between instructional and non-~~
31 ~~instructional assignments could impact the number of office hours expected of a~~
32 ~~faculty member. Additionally, such changes could prompt departments to review~~
33 ~~their guidelines for office hours.~~

34
35 **Legislative History: Rescinds S07-2**

36 At its meeting of November 2, 2015, the Academic Senate approved the following policy
37 recommendation presented by Senator Kaufman for the Instruction and Student Affairs
38 Committee.

39 S07-2 laid out the University's Policy on Academic Integrity. Since that time, it has been
40 determined that:

41 ● academic sanctions for infractions of academic integrity have been imposed in
42 inconsistent ways across campus;

43 ● student misconduct often goes unreported, resulting in a lack of university knowledge,
44 input, and oversight and an inability of the university to recognize patterns of conduct;

45 ● no formal grade appeal process currently exists for accused students who are found not
46 responsible in the student conduct process or whose cases are dismissed.

47 Partly for these reasons, the University has not been in complete compliance with CSU
48 executive orders on academic integrity (E.O. 1037, 1068, and 1098). This policy addresses the
49 problems.

50
51 **Approved and signed by**
52 **Interim President Susan W. Martin on**
53 **November 5, 2015.**
54
55
56
57
58

SAN JOSE STATE UNIVERSITY
~~POLICY ON~~ ACADEMIC INTEGRITY

The university emphasizes responsible citizenship and an awareness of ethical choices inherent in human development. Academic honesty and fairness foster ethical standards for all those who rely on the integrity of the university, its courses, and its degrees. University degrees are compromised and the public is defrauded if faculty members or students knowingly or unwittingly allow dishonest acts to be rewarded academically.

This policy sets the standards for such integrity and shall be used to inform students, faculty, and staff of the university's Academic Integrity Policy.

1. Roles

1.1 STUDENT ROLE

~~The San José State University Academic Integrity Policy requires that each S~~students must:

1.1.1 Know the rules that preserve academic integrity and abide by them at all times, including learning and abiding by rules associated with specific classes, exams, and course assignments;

1.1.2 Know the consequences of violating the Academic Integrity Policy;

1.1.3 Know the appeal rights and procedures to be followed in the event of an appeal;

1.1.4 Foster academic integrity among peers.

1.2 FACULTY ROLE

~~The San José State University Academic Integrity Policy requires that each F~~faculty ~~member~~must:

1.2.1 Provide a clear and concise course syllabus that apprises students of the Academic Integrity Policy and the ethical standards and supporting procedures required in a course. The syllabus should comply with S16-9 (University Policy, Course Syllabi) and clearly specify the allowable uses of technological tools, including generative AI, specific to the course and consistent with current university policy.

1.2.2 Make every reasonable effort to foster honest academic conduct. Specifically,

examinations should be appropriately proctored or monitored by university personnel to prevent students from copying, using non-cited resources, or exchanging information. Examinations and answers to examination questions should be kept private. Efforts should be made to give unique and varied assignments;

1.2.3 Comply with the rules and standards of the Academic Integrity Policy and abide by the processes described here.

1.3 OFFICE OF STUDENT CONDUCT AND ETHICAL DEVELOPMENT ROLE

~~The San José State University Academic Integrity Policy requires that the student conduct administrator, t~~The Director of the Office of Student Conduct and Ethical Development (SCED) must~~:~~.

1.3.1 Comply with and enforce the Student Conduct Code[1], which includes the Academic Integrity Policy;

1.3.2 Review all submitted Academic Integrity Reporting Forms. Refer to Academic Disqualification and Reinstatement Review Committee (ADRRC) any cases where the academic sanctions imposed by faculty are deemed inappropriate and/or not commensurate with the recommended sanctions;

1.3.3 Adjudicate student conduct cases and assign administrative sanctions to students who have violated the Student Conduct Code;

1.3.4 Serve as a resource for faculty, staff, and students on matters of academic integrity and this policy;

1.3.5 Ensure dissemination of the policy to the campus community when changes are made to the policy or procedures;

1.3.6 Maintain a database for tracking academic integrity violations.

1.4 ~~ROLE OF THE~~ ACADEMIC DISQUALIFICATION AND REINSTATEMENT REVIEW COMMITTEE (ADRRC) ROLE

~~The San José State University Academic Integrity Policy requires that T~~the ADRRC reviews and makes the final decision on cases referred to them by SCED and on

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[1] Student Conduct Code Available at:
https://www.sjsu.edu/studentconduct/docs/SJSU-Student-Conduct-Code.pdf

appeals of academic sanctions imposed for violations of the academic integrity policy. The ADRRC must;

1.4.1 Review academic sanctions that are referred to the ADRRC by SCED based on recommended sanctions for similar types of violations to ensure consistency across campus, as described below.Request for reviews of academic sanctions may be referred to the ADRRC by SCED based on recommended sanctions for similar types of violations, to ensure consistency across campus, as described below.

1.4.2 Review academic sanctions when students appeal.Appeals of academic sanctions may also be submitted by students to the ADRRC

In all cases, appeals of academic sanctions shall be subject to a thorough review process with evidence presented by the instructor, student, and any other parties involved in earlier review processes such as department chairs, SCED staff, the university Ombudsperson, or other administrators or staff.

2.0 DEFINITIONS OF ACADEMIC DISHONESTY

2.1 CHEATING

San José State University defines cheating as the act of obtaining credit, attempting to obtain credit, or assisting others to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means.

Cheating includes:

2.1.1 Copying, in part or as a whole, from another's test or other evaluation instrument, including homework assignments, worksheets, lab reports, essays, summaries, and quizzes;

2.1.2 Submitting work previously graded in another course without prior approval by the course instructor or by departmental policy;

2.1.3 Submitting work simultaneously presented in two or more courses without prior approval of all course instructors or by the departmental policies of all departments;

2.1.4 Using or consulting sources, tools, or materials prohibited by the instructor prior to or during an examination;

2.1.5 Altering or interfering with the grading process;

2.1.6 Sitting for an examination by a surrogate or as a surrogate;

2.1.7 Any other act committed by a student in the course of their academic work that defrauds or misrepresents, including aiding others in any of the actions defined above.

2.1.8 Any unauthorized use of technology per guidelines established by the instructor (including but not limited to generative artificial intelligence and tutoring sites).

2.2 PLAGIARISM

San José State University defines plagiarism as the act of representing the work of another as one's own without giving appropriate credit, regardless of how that work was obtained, and submitting it to fulfill academic requirements.

Plagiarism includes:

2.2.1 Knowingly or unknowingly incorporating the ideas, words, sentences, paragraphs, parts of sentences or paragraphs, or the specific substance of another's work without giving appropriate credit, and representing the product as one's own work;

2.2.2 Representing another's artistic or scholarly works, such as computer programs, instrument printouts, inventions, musical compositions, photographs, paintings, drawings, sculptures, novels, short stories, poems, screen plays, or television scripts, as one's own.

3.0 NOTIFICATION OF STANDARDS OF DETECTING ACADEMIC DISHONESTY

San José State University or its faculty may only use university-approved and sponsored academic dishonesty-detection services. Any detection service used by faculty or with which San José State University contracts shall ensure compliance with FERPA, university data security policies, and accessibility requirements.

Except for the stated purpose of storing submitted work in databases solely for the purpose of detecting academic dishonesty, any plagiarism-detection service with which San José State University contracts shall, to the fullest extent possible, agree to assure that

ownership rights of all submitted work shall remain with the work's author and not with the detection service.

4.0   PROCEDURES FOR EVALUATION AND REPORTING

When a faculty member suspects an academic integrity violation ~~of the Academic Integrity Policy~~ and is in possession of evidence to substantiate that violation (which includes statements of personal observation of the infraction by the faculty member or other SJSU personnel or students), it is the faculty member's responsibility to ~~take the following steps~~:

4.1 Maintain confidentiality, ensuring discussions are held privately and communications/documentation are kept confidential except for required disclosures of relevant information to those involved in the disciplinary proceedings or legal actions.

~~Handle the situation discreetly; that is, a faculty member shall not discuss specific charges of cheating, plagiarism, or any other violations involving specific individuals in the classroom or elsewhere in front of others. The faculty member is expected to maintain the confidentiality of notes and communications between the student and the faculty member (and the department chair and/or Associate Dean of the College if needed), except as they may be relevant in subsequent disciplinary proceedings or any subsequent legal actions.~~

4.2 Communicate with the student concerning the alleged violation and confer with the student within 10 ~~working~~ business days of the observed/reported/suspected ~~incident of academic dishonesty~~academic integrity violation, though no later than when the grade for the assessment is released. The faculty member shall make reasonable attempts to meet with the student. ~~in person or virtually.~~ When conferring with a student about alleged academic misconduct, the faculty member shall explain the allegation, present any supporting evidence, and provide the student with the opportunity to respond to the allegation. The student should be ~~provided~~ given the opportunity to ~~provide their perspective and~~ respond to the allegation. ~~The faculty member is expected to maintain the confidentiality of notes and communications between the student and the faculty member (and the department chair and/or Associate Dean of the College if needed), except as they may be relevant in subsequent disciplinary proceedings or any subsequent legal actions.~~

Commented [1]: Sections 4.0 and 5.0 flipped so evaluation and reporting is ahead of sanctions.

Commented [2]: Section restructured and reformatted for consistency across sections, as well as grammar.

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4.3 Inform the student of the sanctions imposed in accordance with Section 4.0 if the faculty member still believes that ~~a violation of the Academic Integrity Policy~~an academic integrity violation has occurred after conferring with the student.

4.4 Report the alleged violation and the action taken to SCED on the Academic Integrity Reporting Form[2] within 5 ~~working~~ business days of the conference with the student. The form identifies the faculty member, student(s) involved, and type of academic integrity violation. ~~(cheating or plagiarism),~~ It includes a description of the incident and ~~of~~ any academic sanctions imposed. When submitting the Academic Integrity Reporting Form, the faculty shall include a copy of all supporting documentation and communications with the student(s).

If the student has not responded to the faculty member's good-faith attempts to arrange a conference within 15 ~~working~~ business days, the faculty member may proceed with the reporting and/or sanctioning processes. In such a situation, the student's right to appeal is preserved. A faculty member may not impose academic sanctions on a student without submitting an Academic Integrity Reporting Form. If the faculty member has not acted on the alleged violation within the ~~15 day~~15-day period, any academic sanction imposed is invalid. Department chairs or Associate Deans are authorized to respond to student inquiries regarding instances of alleged violations when necessary, such as when the instructor is unavailable or does not respond in a timely manner or there are exigent circumstances that warrant earlier intervention. (For example, the issue needs to be resolved in order for the student to graduate.)

SCED shall review ~~the~~ all academic sanctions imposed by ~~the~~ faculty members and determine whether they are justified in light of the provisions of the Student Conduct Code and commensurate with university norms of severity contained in this policy. SCED shall further determine whether it is appropriate to impose additional administrative sanctions.

5.0 SANCTIONS AND LEVEL OF OFFENSE

There shall be two major classifications of sanctions that may be imposed for violations of this policy: academic and administrative. Academic sanctions are actions related to coursework or grades and are determined by the faculty member. All academic sanctions ~~and~~ are reviewed by SCED for consistency and equality. Administrative sanctions are actions that address a student's status on campus, such as administrative academic probation or suspension, and are determined by SCED. Academic sanctions and administrative sanctions may be imposed simultaneously.

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[2] Academic Integrity Reporting Form Available athttps://www.sjsu.edu/studentconduct/conduct-processes/academic-integrity.php

5.1 **ACADEMIC SANCTIONS**

Faculty members are responsible for determining academic sanctions. ~~Faculty members may find it helpful to consult with their department chair or school director, senior faculty members, or the director of SCED in consideration of appropriate academic sanctions.~~ Such sanctions shall be proportional to the offense. The academic sanction is usually a form of "grade modification." Before sanctions can be employed, the faculty member must have verified the instance(s) of academic dishonesty by personal observation or documentation. The faculty member is expected to maintain ~~in confidence~~ confidential notes and communications between the student and the faculty member, as they may be relevant in subsequent disciplinary proceedings or any subsequent legal actions.

~~Recommended a~~Academic sanctions may include:

5.1.1 Oral reprimand;

5.1.2 Repetition of the assignment, with appropriate change in instructions ~~such that none of the original assignment can be utilized~~;

5.1.3 Lower grade on the evaluation instrument;

5.1.4 Failure on the evaluation instrument;

5.1.5 Reduction in course grade;

5.1.6 Failure in the course;

5.1.7 Recommendation of additional administrative sanctions (SCED to review for possible violations of the Student Conduct Code).

5.2   **LEVELS OF OFFENSES AND RECOMMENDED SANCTIONS**

Academic penalties within the course can range from oral reprimand to failure of the course, depending on the severity of the academic integrity violation. The recommendations below are provided to allow for equitable sanctions across campus for all students and to help ensure sanctions are proportional to the level of offense and the weight of the assessment tool to the course grade. Differentiation of levels of offenses helps to ensure consistency and equality of sanctions in response.

Levels of offenses;

5.2.1 Minor offense: minor infractions or infractions on minor assignments with lower weight minor OR minor actions of plagiarism or cheating without clear evidence of intent to gain unfair advantage.

Recommended Sanction for Minor Offense: oral reprimand; repetition of the assignment; and/or lower grade on the evaluation instrument.

5.2.2 Moderate offense: moderate actions of plagiarism or cheating without clear evidence of intent to gain unfair advantage.

Recommended Sanction for Moderate Offense: failure on the evaluation instrument and/or reduction in course grade.

5.2.3 Major offense: premeditated or planned plagiarism or cheating with clear evidence of intent to gain unfair advantage.

Recommended Sanction for Major Offense: failure on the evaluation instrument, reduction in course grade, and/or failure in the course.

5.3   ADMINISTRATIVE SANCTIONS

As stipulated in California State University's Student Conduct Process, violations of the Student Conduct Code (Title 5 of the California Code of Regulations Section 41301), including cheating or plagiarism in connection with an academic program, may warrant expulsion, suspension, probation, or a lesser sanction. Administrative action involving academic dishonesty shall be the responsibility of SCED. SCED will review reports from faculty to determine if additional administrative actions are needed and respond accordingly. SCED shall further respond to repeat violations as documented by the centralized reporting database. For definitions of administrative action sanctions, reference Executive Order 1098 addressing Student Conduct Processes

SCED shall notify faculty members when action has been taken. It shall maintain a record of students who have been reported for violating the Academic Integrity Policy.

6.0 PROTECTION OF STUDENT RIGHTS AND APPEAL PROCESS

6.1 Students are guaranteed due process, including the right to be informed of the charges and nature of the evidence supporting the charges and to have a meeting with the faculty member, SCED, or other decision makers. At any such meeting, statements and evidence on behalf of the student may be submitted. This policy is not intended to deny the right to appeal of any decision through appropriate university channels.

6.2 SCED shall review the academic sanction imposed by a faculty member on a student and determine whether evidence exists in support of the instructor's allegation. It shall also make an assessment of the proportionality of the sanction to the severity of the infraction and may recommend a reduction or increase in sanction severity. This assessment shall be made in consideration of consistency across the campus. Reporting of infractions is mandated by California State University's Student Conduct Process.

6.3 If SCED finds upon review that academic sanctions should be modified, the case shall be referred to ADRRC for review.

6.4 **Student Academic Sanction Appeal Process.** A student may submit an appeal of academic sanctions to ADRRC within 10 working business days of being notified of the imposition of sanctions. ADRRC may extend this filing period if the student shows good cause for the extension. If a student does not appeal within the time provided, the decision and sanctions of the faculty member will be final.

Within 15 business days of receiving the appeal, ADRRC shall schedule the appeal hearing for this case. The appeal hearing must be concluded within 30 business days of receiving the appeal. Upon appeal, ADRRC shall review the faculty member's decision, sanctions and supporting evidence, and any evidence provided by the student, and shall confer with the faculty member and the student. ADRRC shall have the authority to uphold, modify, or overturn the faculty member's decision and sanctions. If the Dean of the College (or designee) finds:

1. That the conclusion of a violation is not supported by the evidence, then they shall render a finding of no violation and that the sanction(s) imposed be overturned.
2. That the conclusion of a violation is supported by the evidence and the sanction imposed is appropriate, then they shall uphold the faculty member's decision and sanction(s).
3. That the conclusion of a violation is supported by the evidence, and the sanction(s) imposed are inadequate or excessive, then they shall modify the sanction(s) as appropriate.

ADRRC shall notify the student, the faculty member, the department chair, and SCED in writing of their decision. If ADRRC decides no violation occurred, all reference to the charge shall be removed from the student's University records, and the student may continue in the class without prejudice. If the semester has ended prior to the conclusion of the appeal process, the faculty member shall calculate the grade without the sanction. If work was not completed due to the academic integrity allegation, the

340   faculty member and the student shall confer and a grade of "Incomplete" (I) shall be
341   assigned. If a grade of "I" is assigned, the student shall have the opportunity to
342   complete any remaining work without prejudice within the timeframe set forth under the
343   normal university grading policy.

344   If the alleged academic integrity violation and subsequent appeal process continues
345   past a student's scheduled graduation date, ADRRC should make every reasonable
346   attempt to hear the appeal in an expedited manner.

347   **7.0 DISSEMINATION OF INFORMATION**

348   7.1 The Academic Integrity Policy shall be published in the university catalog and on the
349   university website.

350   7.2 Dissemination of this information shall be the responsibility of SCED. Information is
351   available at http://www.sjsu.edu/studentconduct/, including the updated sanctioning
352   guidelines.

353   7.3 SCED shall submit a statistical report on the number and types of violations and their
354   eventual disposition to the Academic Senate annually.

355   7.4 Colleges and departments/schools are encouraged to discuss this policy periodically at
356   faculty meetings, including discussion of strategies for ensuring academic integrity
357   among students and consistency among faculty.

358   7.5 Department chairs, school directors, and program directors should ensure that new
359   faculty members are made aware of this policy and an oral explanation at the time they
360   are given their first class assignment.

12

AI Forums and Survey: Summary and Proposed Considerations

Background

After receiving many inquiries on AI use in curriculum from faculty members through various channels, the Curriculum and Research Committee (C&R) of the Academic Senate at San Jose State University organized two faculty forums and one anonymous Google form survey to investigate the possibility of creating a campus-wide AI-use policy. C&R acknowledges that broader consultation is essential, including involving more students and other campus AI groups. Therefore, this summary has limitations, but in preparing it, the committee has considered most of the faculty's opinions on the given statements.

Forum I: Forum I was held on 3/17/2025 (10-11:30 AM) in MLK 225. Its modality was hybrid, with 25 in-person and 45 online attendees. Four experts[1] in AI and the use of AI were invited to debate on four statements on AI use in teaching and learning:

- Statement A: "SJSU should generate a binding policy guiding what faculty and students may or may not do with regard to AI use in curriculum."
- Statement B: "Students who are not taught how to properly use AI in their classes are less well prepared for the modern workforce."
- Statement C: "Students may never be punished for using AI in coursework if they deny doing so."
- Statement D: "Faculty should have the freedom to allow and prohibit the use of AI for all assignments and evaluations."

The audience also participated in the Statement D debate. About 40 comments were received in the Forum I RSVP form. There was also active discussion in the Zoom chat room. The dialogue between the guest debaters was recorded and shared with all SJSU faculty (link).

Forum II: Forum II was held on 3/24/2025 (10 AM -12:00 PM) in MLK 225. Its modality was hybrid, with 20 in-person and 25 online attendees. It had three themes:
1. open mic discussion of the same topics as Forum I
2. presentations on AI resources at SJSU for faculty teaching
3. open mic: Other policy-related questions, and what AI tools and resources faculty want that are not currently available at SJSU.

About 30 comments were received in the Forum II RSVP form. There was also active discussion in the Zoom chat room. The presentations on AI resources were recorded and shared with all SJSU faculty (link).

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[1] 10 experts were invited but only 4 were available.

Anonymous Google Form Survey: The survey asked for "Your Opinions about AI use in Education and Learning." Eleven responses were received. The survey was disseminated during the two forums and also included in the email to all tenure-track and non-tenure-track faculty. The survey ended on 4/15/2025. Survey results were considered for C&R discussion, but are not being explicitly published for reasons of confidentiality.

C&R committee members attended both forums. The committee also reviewed the surveys and chat discussions. C&R members also have access to the complete recordings of both forums (including those not shared with the public). In the 4/21/2025 and 4/28/2025 C&R meetings, the committee discussed their observations and collectively drafted the following conclusions and referrals.

C&R Committee conclusions based on forum discussions, survey feedback, and other input / feedback

For now, no general, campus-wide AI policy. At SJSU, there is clearly a wide variety of opinions on the value and utility of AI, and a multiplicity of ways in which AI is already being employed on the campus. Given that, and given the large numbers of voices in the "for," "against," and "somewhere in between" camps and time constraints, the committee cannot draft a single campus-wide AI policy that governs its use at this time. For one, the term "AI" itself is amorphous. Many different forms of AI exist, and they are based on very different processes. The AI that makes robots walk uses very different algorithms and calculations than ChatGPT or Gemini. Predictive AI is not the same as generative AI. Some AI models can remember past actions and input, while others focus merely on the present and future, depending on their purpose. This variety of AI uses, along with the divergent opinions of their efficacies, makes an all-encompassing policy very difficult to attain.

Also, AI is a rapidly evolving field, and any new policy that delineates its use would likely be redundant in months or a few years (and policy is usually meant for the long term). For example, "prompt engineering" is currently considered an important skill for novices of generative AI to learn and master, but already, AI models are quickly becoming proficient at guessing what a user wants based on a general description of a problem. Similarly, the environmental impact of AI, currently significant, may (or may not) subside; or there may be a general societal backlash against AI. The impermanence of a field that has only become part of universal consciousness in the past few years renders the creation of a general policy particularly challenging.

C&R proposes three referrals in the next section of this document. C&R also proposes that the following general considerations that emerged from the forums in Spring 2025 serve as a starting point. These considerations pertain to the use of AI generally on the campus, but may be

especially relevant to generative AI. They are also non-exhaustive and should be considered malleable over time, especially given the rapid advancements in AI.

- When AI is employed, it should be with prudence, deliberation, and care. As with any emerging technology, AI has many documented flaws, including a tendency to confabulate. And as with any classroom resource or assignment (e.g., readings, software, technology, in-class and out-of-class activities), careful consideration should be given prior to its deployment. Teachers and students should acquire the habit of proactively asking themselves, "Why do I need this technology, right now, for this particular task? What alternatives exist? What are the limitations of this technology?"
- Any AI use in the classroom should enhance the learning experience and prepare students to use technology tools appropriately and ethically now in the classroom and in the future as part of the workforce. Any AI classroom use, whether required or encouraged by an instructor, should be related to course content, and come with reasonable advance warning (like on syllabi).
- AI is an evolving field. Any AI training materials should be updated frequently to reflect the current needs. Responsible use, bias identification, critical thinking, AI-assisted learning, and confidence training are all important themes.
- AI users should consider the costs of AI. Careful consideration that steers technology decision-making should involve ethical and academic integrity concerns. AI use also has environmental and technological implications to be considered. For any given use, an AI user might decide that the costs of AI employment outweigh its benefits for that particular task.
- Students, faculty, staff, and administrators should be transparent when they utilize AI for any task that helps result in an assignment submission, publication, or publicizing of a process or product, etc. Students should list or cite any AI used for any work or assignment submitted for evaluation.
- Faculty should retain the right to decide how much, and how, to incorporate AI in their classes. AI is a resource that can be used, but does not *have* to be, similar to other classroom technology (calculators, laptop computers, cell phones, tablets). Even the choice of books and other readings is left up to faculty; when departments require certain texts in multi-section classes, that decision is a faculty-led one. Different faculty already use (or do not use) AI in their classes in widely divergent ways with very different approaches, and they should continue to have those options. Faculty should continue to have the choice of using AI or *not* allowing its use in any of their classes.
- Whenever possible and needed, faculty should be supported and advised on class AI policy creation and validation, and provided with AI learning and training resources to redesign courses and learning outcomes.
- Students should retain rights to reasonable communications from individual faculty and / or via department-determined rules regarding the extent to which, and how, AI is

allowable in classes. As part of this assurance, parameters of AI use should be made clear on syllabi. Also, students should have the rights for appeal and redress if falsely accused of not abiding by a course policy around AI, just as they do for other disciplinary matters. (One of the referrals below pertains to this general point.)

- Personal information and other identifying data should be reasonably protected from input into AI applications. For example, student writing should not be uploaded unless the students themselves do so (or request it to be done) voluntarily. As another example, job applicants' CVs or cover letters should not be submitted to AI engines for processing when they include identifying information. Or, when students are asked to wear AR or VR glasses or headsets, they should be informed ahead of time about personal data issues. When possible, campus contracts with AI providers should ensure that identifying information is enclosed within their systems and is not used to help train their models.
- When possible and available, AI utilized should consist of the version provided by the CSU System and housed behind an SJSU firewall.

Referrals to Senate Committees

C&R proposes three policy referrals to Senate committees based on this semester's discussions.

- To Instruction & Student Affairs: AI can be misused or abused to create entire products (e.g. in writing, coding, art, engineering models, business models, music) with minimal or no effort or input by humans. In classes, academic integrity can therefore be threatened, i.e., students can misuse / abuse AI either unintentionally or not. I&SA could consider broadly the academic integrity implications of AI and decide whether to make refinements to SJSU's academic integrity policy, and if so, what those should be.
- To Professional Standards: discuss the concerns of AI usage that could impact/influence RTP evaluations and implications on collective bargaining. For example, in C&R, concerns were raised about the potential imbalance of peer-reviewed publications, books, and other products created by individuals using AI to enhance their RSCA productivity. It is likely that AI products, wholly or partially supported, could greatly influence (e.g., expedite, inflate) RSCA output compared to those not using AI in this manner.
- To Curriculum and Research: discuss the necessity and possibility of developing a GE course related to the use of AI, or including AI as a topic/GELO in the Information Literacy/Critical Thinking GE areas. Themes including responsible use, bias identification, critical thinking, AI-assisted learning, and confidence training should be considered. If any AI topics is to be included in GE, academic colleges need to be consulted to ensure a synergy between college AI education and GE AI education.

On April 28, 2025, C&R endorsed this document by a vote of 9–0–0.

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Sense of the Senate Resolution: Support for, and Solidarity with, International Faculty, Scholars, Staff, and Students

Whereas, the current federal administration is intensifying attacks on international faculty, scholars, and students by denying entry into the country, stripping legal status, revoking visas, and seizing students for deportation, and

Whereas, these actions have occurred without due process, and strike at the heart of academic freedom and the international community of faculty, scholars, staff, and students, and

Whereas, at current count, over 500 academic leaders—including the Presidents of California State University, Chico; Channel Islands; Dominguez Hills; East Bay; Fullerton; Long Beach; Northridge; Sacramento; San Bernardino; San Marcos; Sonoma State; Stanislaus; Cal Poly Pomona; San Diego State University; San Francisco State University; and San José State University—have signed a public statement organized by the American Association of Colleges and Universities, "A Call for Constructive Engagement," which denounces the current administration for its "unprecedented government overreach and political interference" in higher education. Additional signatures continue to be added daily, and

Whereas, our campus has taken steps to denounce this overreach and to support our international students, scholars, staff, and faculty colleagues, and more work remains to be done, therefore, be it,

Resolved:

1. *That the SJSU Academic Senate expresses its grave concern with this "unprecedented government outreach and political interference in higher education"; and*
2. *That we thank President Cynthia Teniente-Matson for brave leadership in signing the "Call for Constructive Engagement," and*
3. *That the SJSU Academic Senate unequivocally condemns the targeting of international students, scholars, staff, and faculty by the current federal administration both on our campus and elsewhere, and,*
4. *That we ask University leadership to continue its efforts to support and honor the privacy of student information, and*
5. *That we ask University leadership to consult proactively with Immigration and Customs Enforcement and all local, regional, or statewide law enforcement to determine if and when they may come on campus, and*
6. *That we ask the University administration to continue to keep international students enrolled in the event of visa revocation, legal status termination, detention, and/or deportation, when possible, and*
7. *That we ask the University administration to allow impacted international students and scholars to continue their studies and research remotely, if necessary, and*
8. *That we ask the University administration to work to ensure that international graduate students whose enrollment is contingent upon funding through graduate teaching*

50   *appointments or fellowships can continue their coursework, research, and teaching*
51   *appointments, when possible, and*

52   9. *That we ask the University administration to continue to devote resources to*
53   *communicating reliable, timely information to international students and scholars,*
54   *including immediate notification of changes in their legal status, and*

55   10. *That we ask the University administration to continue to provide legal counsel for those*
56   *students, scholars, staff, and faculty, whose visas have been revoked,[1] and*

57   11. *That we ask the University administration to work swiftly and affirmatively, both*
58   *individually and with the CSU, through lawsuits, if possible or necessary, to stop the*
59   *termination of the legal status of students, scholars, staff, and faculty without due*
60   *process, and*

61   12. *That we ask faculty to show support for all SJSU students in this challenging time by*
62   *attending events that honor their accomplishments, including University-level*
63   *Commencements and Honors Convocation, Department and College-level events, as*
64   *well as student-sponsored events throughout the academic year, and*

65   13. *That we encourage faculty to take the* *UndocuAllies training offered by SJSU**, and*

66   14. *That we ask faculty to show support for international students, scholars, staff, and faculty*
67   *by checking in with community members individually, and*

68   15. *That we ask faculty to form tightly-knit communities of respect and care at every level of*
69   *shared governance to support international students, scholars, staff, and faculty*
70   *colleagues.*

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[1] Through a partnership with Immigration Defense League (IDL), SJSU Cares offers free immigration services to all SJSU students, recent alumni, staff, faculty, and their immediate family members. *See* https://www.sjsu.edu/undocuspartan/docs/Eng_LegalServ_6_30_21_GUIDE.pdf