

# SAN JOSÉ STATE UNIVERSITY ACADEMIC SENATE

2021/2022

Agenda

February 7, 2022, 2:00 pm – 5:00 pm

via Zoom: <https://sjsu.zoom.us/j/89893302927>

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

- I. **Call to Order and Roll Call:**
- II. **Land Acknowledgement:**
- III. **Approval of Minutes:**
  - Senate Minutes of October 25, 2021*
  - Senate Minutes of December 6, 2021*
- 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 November 15, 2021*
    - Executive Committee Minutes of November 22, 2021*
    - Executive Committee Minutes of November 29, 2021*
    - Executive Committee Minutes of January 12, 2022*
  - B. Consent Calendar –
    - Consent Calendar of February 7, 2022*
  - C. Executive Committee Action Items –
    - Senate Endorsement of *SM-S22-1, Amendment of Senate Bylaw 2.2, Inclusion of Leave of Absence Procedures for Senate Chair.*
- VI. **Unfinished Business:**
- VII. **Special Order of Business**
  - Extension of the Senate Chair’s Term in accordance with Senate Bylaw 2.2.2.1.
- VIII. **Policy Committee and University Library Board Action Items (In rotation):**
  - A. **Professional Standards Committee (PS):**
    - AS 1824, Amendment F to University Policy S15-8 Retention, Tenure and Promotion for Regular Faculty Employees: Criteria and Standards: To include within the category of Service, activities that specifically enhance**

**inclusion, educational equity and engaged service with students and in the surrounding and broader communities (Final Reading).**

- B. Curriculum and Research Committee (C&R):**  
***AS 1825, Policy Recommendation: Establishment, Reporting, Continuation and Termination of Campus Centers and Institutes (CCI), formerly known as Organized Research and Training Units (ORTUs) (Final Reading).***
- C. Organization and Government Committee (O&G):**  
***AS 1827, Amendment B to University Policy S15-3, Leaves of Absence for Students (First Reading).***
- D. University Library Board (ULB):**
- E. Instruction and Student Affairs Committee (I&SA):**  
***AS 1826, Policy Recommendation, Student Excused Absence Policy (First Reading)***

**IX. Special Committee Reports:**

**X. New Business:**

**XI. State of the University Announcements:**

- A. Chief Diversity Officer
- B. SJSU Faculty Trustee (by standing invitation)
- C. Statewide Academic Senators
- D. Provost
- E. Associated Students President
- F. Vice President for Administration and Finance
- G. Vice President for Student Affairs

**XII. Adjournment**

**2021-2022 Academic Senate Minutes**  
**October 25, 2021**

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

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

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

**III. Approval of Academic Senate Minutes–**  
 There were no minutes for approval.

**IV. Communications and Questions –**

**A. From the Chair of the Senate:**

Chair McKee announced the meeting would be recorded for the purpose of preparing the minutes. Only the Senate Chair and Senate Administrator will have access. Please keep yourself muted unless speaking. Only Senators may speak and vote in the Senate meetings. Roll call will be taken by the Senate Administrator using the participant list, so be sure your full name shows. Please type “SL” to speak to a resolution in the chat. If you wish to speak to an amendment please type, ”SL Amendment” into the chat. If you have a longer amendment, please type it into the chat and send to AVC Massey. Remember that the chat is visible to all and even the direct chat is visible to the Chair and Senate Administrator in the saved version of the meeting, so be cautious.

**B. From the President:**

No Report.

**V. Executive Committee Report:**

**A. Minutes of the Executive Committee:**

There were no Executive Committee minutes.

**B. Consent Calendar:**

There was no consent calendar.

**C. Executive Committee Action Items: None**

**VI. Unfinished Business: None**

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

**A. University Library Board (ULB):** No report.

**B. Instruction and Student Affairs Committee (I&SA):** No report.

**C. Professional Standards Committee (PS):** No report.

**D. Curriculum and Research Committee (C&R):** No report.

**E. Organization and Government Committee (O&G):** No report.

**VIII. Special Committee Reports:**

**A. University Budget Presentation 2021-2022 by Vice President**

**Charlie Faas:**

We had a change in our budget office leadership, Susan Jaynes has stepped up and Kathleen Prunty stepped into some big shoes when Marna Garnes retired in June. I can honestly say I’m thrilled to have both of these two on my team. They are strong leaders.

This year and last year kind of blend together with pandemic-fueled issues including vaccines and cargo ships sitting out in the Pacific Ocean messing with

our supply chain and overseas students not being able to go overseas and now overseas students are starting to come back to SJSU. The stock market did horribly over the last few years and now has rebounded beyond everyone's expectations. The same thing can be said for the state of California's financials. Everybody thought the state was going to be in pretty bad shape financially for several years, but we got a pretty good budget out of the state through the governor. Our faculty trustee Romey Sabalius did a great job of getting us that money. We are very happy with the position we are in. On top of that we got the CARES funding to help us work our way out of COVID.

The good news is that the state is hearing us as well as the city. Education is extremely important for all the recovery that is going to be happening after COVID. This state and federal government have highlighted this. The federal government has put a trillion dollars in the economy for the state and community colleges.

We continue to have a shortage of adequate housing in the Bay Area. There is not much relief in the short term. That definitely impacts SJSU and other local colleges. One of the positive things that came out of the pandemic is the recognition the state has of the CSU and its importance to the state as well as the recognition the city of San José has of SJSU's importance to the local economy.

The governor provided a budget that is two-fold. First there are monies that are coming from the state legislature and then there are other monies that come from tuition and fees. As a percentage, 35% to 40% of our funding comes from tuition and fees and 60% to 65% comes from the state. The key highlight here is that we had a huge budget cut last year, and that money has now been reinstated. We are also getting some funds for the Graduation Initiative 2025. This is for helping our students graduate at a faster and more timely rate.

What does this mean to SJSU? Our budget is about 50%-50% when it comes to tuition and fees vs state money. Of this, we got \$19 million reinstated. However, the Board of Trustees took away \$8 million for CSU system-wide priorities. We added about \$22 million to the SJSU budget as far as our general fund goes.

Last year we had a \$92 million problem. Last year I told you about all our concerns and how we were going to have hiring freezes and there was the threat of layoffs and furloughs. Obviously, that didn't occur here. As a matter of fact, we continued to hire faculty while other campuses had layoffs. We did that with a 20% budget cut last year.

The Higher Education Emergency Relief Fund (HEERF) money coming from the federal government under the CARES Act amounted to \$168 million. Those funds must be spent by March of 2022. However, we have to actually spend the

money and then get reimbursed for it. It is kind of a unique way of budgeting to spend the money before you get it.

There are various perceptions of what our surpluses are. Our chancellor has said the state investment in the CSU was the best ever. We've seen the California Faculty Association (CFA) talk about massive levels of reserves. While the state was very generous, it fell significantly short of what our needs actually are. We are very thankful for what we got, but we still need a little bit more. Last year was a dip and not the canyon we thought it might be in terms of the budget — “dip” meaning it was one year vs the canyon meaning two, three, or four years. Last year I talked to you all about the \$161 million we had of reserves. The chart you are looking at is a chart you can pull off the Chancellor's Office transparency portal. It shows where reserves have been over time for this campus. SJSU shows \$240 million in reserves this year. This amount contains an incorrect inclusion of the ISB Capital Project Fund in the amount of \$52 million. When you look at the bottom of the chart, it should have said \$187 million instead of the \$240 million. What I want to spend some time discussing now is the \$100 million of operating reserves we have on this campus. With the \$187 million in reserves, there is a laundry list of encumbrances. There is a general operating fund health center facilities reserve and you can read down the list of categories. Of the \$187 million, \$39 million is all that we have that we get to use for operating fund items. The other items that go down the list include some mandatory costs like the library capital reserve and financial aid related costs, etc. The \$39 million is what is usable. When people see the \$240 million they think we are rich and let's go spend that money when the reality is that we only have \$39 million to allocate or spend. Most of the \$39 million is getting used this year and is geared toward the five areas listed in our Transformation 2030 Strategic Plan.

The next chart looks at how we distribute funds by division. You can see that 65% goes to Academic Affairs. There is very little change year-over-year in the distribution to divisions with the exception of Athletics this year, which did go up by a point over last year. This is mainly because of salaries and benefits for the various coaching staff we put in place over this last year or so. We continue to be at or near the mid-point of the various schools that we compete against in Athletics spending. By no means are we a leader in spending with regards to Athletics. When you look at the breakdown of salaries and benefits on the campus, we are consistent year-over-year. Each year about 75% to 76% of our funding is spent on labor-related costs. When we look at faculty salaries vs Management Personnel Plan (MPP) vs. staff, these percentages are pretty consistent year-over-year. We have about \$450 million in operating funds. When you add in all the other various entities that we manage across our business, it adds up to over \$700 million. This is all pretty consistent year-over-year. There is some growth here in the operating fund. There is some restoration in certain areas like housing. Housing has jumped to 85% occupancy whereas we were at 22%-23% last year.

SJSU was designated \$168 million in HEERF funds. About \$70 million was spent on direct payments to students. There were also housing refunds that were sent to students. About 5% went to information technology in support of students such as WiFi and computers. A big chunk of the funding also went to personal protective equipment (PPE) and cleaning. We were also allowed to claim revenue losses such as from parking fees, housing, and operating the dining commons last year. In addition, we had to open up lots of additional course sections and they were left open even with low enrollment. We were also allowed to claim the budget cuts we took last year. As of today we have drawn down about half of the \$168 million. Another ¼ of the \$168 million is in process and we have plans for the rest of the \$168 million. We will make sure all these funds are utilized.

We really focused on basic needs and mental health with the HEERF funding. We made sure this was a priority for everyone. We opened up a CARES Office on the first floor of Clark Hall. If you haven't seen it please visit. We have created mental health programs including suicide prevention, crisis intervention, and therapy.

We have also spent HEERF funding on university policing. We are essentially a mini city on the SJSU campus. We spend 1% of our budget on policing, whereas the city of San José spends 40% to 50%. We are also the only urban campus in the CSU. This presents a whole different set of circumstances than any of the other CSU's face.

There is also a chart of our HEERF spending for Title IX. This year we added funds for operations and O&E. This way if we have incidents and need to bring in extra help from the outside, we have funds to cover it.

I want to talk a little about our economic output which is about \$700 million. That translates into \$4 billion statewide and \$1.8 billion in the valley here. I see as I meet with our mayor, councilmembers, community members, and developers that they are thrilled we are back on the campus even in a limited way and that housing is up to 85% occupancy. This translates into students eating and shopping in the local community. The recognition we are getting from the city now shows that they hadn't realized how important the campus was to them and kind of took us for granted.

Last year University Advancement had a \$25 million fundraising goal. They hit \$27.6 million. Of that \$27.6 million, 40% does not show up as cash as it is in the form of planned giving. That is a promise to give and a binding agreement. We will see those funds later on.

The last couple of slides have to do with planned projects. The first slide talks about the Alquist Building directly across from the Hammer Theatre. This is a massive project for us. We are planning on presenting to the full Senate in about a month or so to give more insight into the project. We are planning on presenting to the Board of Trustees in January 2022. When you look at our campus and the development that is happening, we are the largest landowner in all of San José. Google folks are assembling a big tract of land and will pass us for land ownership in San José. Adobe is building a new Tower that will pass us as well. Then there is a little J. Paul development. Each if these groups are within a mile of our campus. They will be occupying jobs and high-end market-rate housing. It is going to take everything we have for us to get a set of Towers built so that our faculty and staff can have an affordable place to live with a walking distance commute. I can't think of a higher priority for the next 20-30 years. Watch in the coming weeks as I come back to speak to you more.

The budget was sent out to you last Friday. It is also on the Administration and Finance website. Faculty recruiting and retention as well as start-up packages are all included in this budget. We still need to get our students graduated as we begin to repopulate the campus.

Questions:

Q: I'm concerned about a couple of trends in the reports. The first is the surge in salaries for Athletics and the second is the share of the budget for Academic Affairs. Two years ago, the share of the budget for Academic Affairs was 61.8% of the budget. Last year it was 60.9%, and this year it is 60.0%. When you are talking about \$400 million a couple of percentage points is a lot of money. It seems a little odd this would be happening when salaries in Athletics went up from about \$7 million to \$10.6 million in one year. I can hardly believe these numbers are real so can you please enlighten me as to what they mean?

A: Part of this is that we never had a Research and Innovation Division before. This singlehandedly bridges that gap. It is not as big a change as the way you were stating it. We are looking at all facets of our Transformation 2030 Strategic Plan and every dollar we spend towards that plan.

[Chair McKee] VP Faas will these slides be posted?

A: [VP Faas] Yes, these slides will all be posted on our website after today.

Q: Speaking about the 50% for salaries and 25% for benefits, I remember Charlie Reed used to give us warnings all the time that the cost of benefits went up and up every year so my question is whether that ends up coming out of our budget as continuing costs or where does that come from?

A: [VP Faas] It is a little bit of both. What you see is that 48% of our salaries are budgeted for benefits. When you are budgeting that high of a number, hopefully that is taken into account year-after-year. This particular year, we actually went down in benefit costs by a couple million dollars. Looking at our slide, we actually reduced our benefits by \$3 million. Typically it has gone up at



a steep rate. That rate has gone down some. I think that is more of a statement of how much money is in the pool so therefore it isn't growing as fast.

Q: You mentioned that SJSU is roughly at the midpoint when it comes to spending on Athletics?

A: [VP Faas] No, in some sports it is at the mid-point, but for most sports it is below the mid-point.

Q: Spending is only half the equation. The other half is revenue that is being brought in. I'm curious as to how we compare in terms of revenue Athletics is bringing in with other campuses?

A: [VP Faas] We continue to be weaker than I would like on our ticket and sponsorship sales. This year is our year to renegotiate ticketing, apparel and sponsorship media rights. This is a good year coming off our Mountain West football championship last year, and significantly increasing attendance this year. This will allow us to have a much better negotiated deal going forward. Our peers in San Diego and Fresno have had a longer tradition of winning and attendance. We are starting to get back to that with our attendance this year. By the way, the increase in salaries is \$1.2 million. Just so we are clear on the size of the increase.

Q: How long do you think it will be before the Athletics program brings in as much as it costs?

A: [VP Faas] I don't know if we ever get to the point where it brings in as much as it costs. I can probably count on one hand the number of programs across the country that are money makers. I just don't see that happening here. We will try to make it happen. However, Athletics provides an entrance into the university from which other donations come. For instance, Chuck Davidson wouldn't be naming the College of Engineering without his support for SJSU football.

Q: I have a question about the payments we must make as a result of the sexual abuse cases investigated by the Department of Justice. How will this be paid? Have any provisions been made for the possibility of future cases and additional payments that haven't been settled yet?

A: [VP Faas] I think most of that is addressed on the website. Most of that is covered on the insurance side and is not directly impacting our budget. I can't comment on where future stuff is going to go. I can tell you we try to be prudent and I keep my eyes on it. That is the best answer I can give you right now.

Q: On the breakdown on HEERF there is a line item that says "state apportionment". I have no idea what that is. Can you tell me?

A: [VP Faas] Yes, it is the money we got from the state. This year we got \$19.3 million from the state. Last year they took away money from us, so this is what we got from the federal government for the money taken from us by the state. This is one of the allowable items on the HEERF list.

C: [VP Faas] I would like to give a shout out to the members of the Budget Advisory Committee (BAC). They helped me prepare for this meeting.

Q: You mentioned there were funds available for chair leadership development. Can you provide a little bit of context and background as to how the funds were spent to support chair development?

A: [VP Faas] I will let Provost Del Casino touch on that in his Academic Affairs budget presentation next.

Q: Thank you for the presentation. I appreciate the need to build-up our reserves and believe that is what saved us during the pandemic. My question pertains to page 4 of the budget book. There is an item that says "compensation adjustment" in the amount of \$82,000. Can you clarify what that compensation adjustment means? Then on page 9 under Athletics, there is also an item that says "compensation adjustment" for football and basketball that is a little over \$1 million. Can you talk about what each of these compensation adjustments pertain to and why there is such a difference?

A: [VP Faas] The first one is for past bargaining for the university police union for \$82,000. These funds were held at the CSU system level and were just released. During the pandemic they walked away from the negotiation table and just came back. They were without a contract for two or three years and hadn't seen any increases and this was part of the money they would have gotten two years ago. The \$1.2 was for compensation changes in football and basketball and we also hired a new track coach. Winning the Mountain West Championship was a great thing, but it cost us some money regarding resigning rent to a longer term contract. This is bringing rent and salary up to maybe the mid-point in the Mountain West. It is significantly lower than San Diego State or Fresno's coach salaries. We also brought in Coach Tim Miles to lead our basketball program and bring a national reputation in. At the same time we took the opportunity to upgrade the women's basketball program.

Q: On slide 6 it shows a 65% increase for work study. Is that funding coming from the chancellor's office?

A: [VP Faas] I'll have to get back to you on that one. I do not know. Last year we had significantly lower work study students and that is probably the answer, but let me get back to you.

Q: I have a question from the budget book regarding SSETF funds. Can we get a breakdown of that? Are any of those funds being used to acquire accessibility technology that would allow instructors to make all of their course materials accessible?

A: [VP Faas] I know we are spending money on accessibility. We talked about this in the BAC meeting last week. I will find out what is in the SSETF money is being utilized for. I know we specifically added dollars this year into accessibility, but that was more for tools.

Q: On page 8 in the budget book there is a loan from the chancellor's office for \$7 million. Can you tell us what that was for?

A: [VP Faas] We have been lucky in that we have been able to acquire some different funds for things like parking garage rebuilds, the Science Building, housing, etc. at 2.25% interest so it is essentially free money. The campuses had the opportunity to borrow last year from the chancellor's office at this really low rate for budget shortfalls, mainly in the football and Athletics space. I'm a fan of debt at low interest to use as reserves.

Q: I did not fully understand what our \$39 million in reserves would be spent down on this year, so can you talk about what level of unencumbered reserves will be available when the new president comes in?

A: [VP Faas] It all depends. We aren't going to go through the entire \$39 million. My job is to make sure we have money to operate this university in a good and responsible way. A couple of years ago we were able to put some money away, but we've had a couple of years of rain. We need to grow the university, but we don't spend past our means. That is not something we are going to do. We will use some of the \$39 million, but not all of it.

Q: In the first couple of slides, there was mention of \$0.8 million that would be allocated for AB 1460. Can we get clarification on how SJSU will be using these funds?

A: [VP Faas] Again, I'm going to punt that one over to Provost Del Casino. It is part of his presentation.

Q: I don't recall hearing you mention anything about admin staff pay or salaries or increases for sports staff so can you speak to this?

A: [VP Faas] Essentially the percentage of spending for admin/faculty/MPP salaries stays the same year-over-year. There is a slight increase in MPP salaries this year and that is because of the Title IX work that is going on this year and the personnel we've added in the CDO's area.

Q: I think you really highlighted with all the companies buying property downtown how expensive it will be for faculty and staff to live on campus. I was wondering if there is any consideration for the overall increase in cost of living for students as well?

A: [VP Faas] We are looking at adding Campus Village 3 (CV3). This would expand from Washburn all the way over to Joe West Hall. We also need to continue to raise the concern with our legislators that the Bay Area cost of living is significantly different than other parts of the state such as Fresno. We have to be able to offer below rate housing for our faculty, staff, and students. I just saw an ad today for \$1,700 rent for a one bedroom and that is ridiculous.

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**B. Academic Affairs Budget Presentation for 2021-2022 by Provost and Senior Vice President for Administration and Finance Vincent Del Casino and Magdalena Barrera, Vice Provost for Faculty Success**

As VP Faas mentioned, we took a 3.5% budget cut last year. That was largely in areas such as travel, student assistants, and other kinds of things like that so it was felt in the operational areas. We also had staffing slowdowns and things like that. VP Faas and I worked together to cover core and essential sorts of strategies like Research Scholarship and Creative Activity (RSCA) and start-ups and other things like that. At the divisional level no one saw cuts there. As a reminder, last year we launched a large number of tenure/tenure-track searches despite being in a budget environment that wasn't amenable to that. Fortunately, we rolled the dice and the budget has come back in a very positive way this year. We are also launching a number of tenure/tenure-track hires for this year. We have had more tenure and tenure-track hires in the last six years than any other campus in the CSU. Our closest competitor would be at least 50 short of the number of hires we've had. We've also invested in diversity programs to support recruitment and retention. We've made active retention offers to people in competitive searches this year. Despite all the challenges, we are also moving into an area of increased support staff advisors. And, we also got the permanent reinvestment in the RSCA program back.

You will see a difference between the Vice President of Administration and Finance's (VPAF) budget line and the Academic Affairs budget line regarding Ethnic Studies. The difference is benefits. The system gave us \$800,000 in base funding for Ethnic Studies. We realized \$540,000 roughly in actual base investment. The question is what to do with those dollars? Those are permanent dollars. They are designed for the teaching of the new Ethnic Studies program so largely in faculty salaries and so forth. We haven't spent any of this yet, so there are some one-time funds we can invest into building Ethnic Studies programming and so forth. What we are doing is having conversations with the College of Social Sciences because they are doing a lot and then with Ethnic Studies on how we think through the long-term investment. It seems like a lot of money, but it really isn't for the entire Area F. However, at least it is an investment. We have also gotten a number of permanent base program start-ups and funding for operational support including funding for student assistants and graduate students, a number of support staff positions, and so forth. We've also made some scholarship investments in Marine Science. We've got almost \$10 million in one-time funds. The faculty start-up is dollars or equipment. This includes the 2<sup>nd</sup> year of last year's group and the 1<sup>st</sup> year of this year's group. As you can see the investment is not insignificant.

The RSCA assigned time program has gotten a \$700,000 one-time investment from the system for faculty professional development including leveraging 21<sup>st</sup> century technology to prove learning outcomes. These dollars have been put into the Center for Faculty Development budget for building out what we did last summer and this winter in terms of training faculty. We are also increasing academic advising. That is coming from SSETF dollars.

This next slide gives you a sense of where the COVID response dollars went. That is the \$4 million plus the \$700,000 from the system. A lot of those funds went into structural design technology. This included various requests from departments for things like lab kits and various activities. There were some capital infrastructure improvements that were made to classrooms. There were some hybrid classroom technology investments. We were asked for some hybrid flex classrooms as well. Then there was e-campus support of instructional design investment. Finally we have the training program we talked about that included the summer and winter training programs for faculty to help continue to adjust their pedagogy. To answer Senator Schultz-Krohn's question, the chairs and directors professional development money hasn't been spent. It was set aside to have a conversation with chairs and directors about the long-term strategy to support chairs. This was a designated pot of money to support chairs. We haven't spent that money yet. We also put some money into teacher assistants' training. Some of these investments while one-time, have long-term permanent effects. Some of these things are software investments and some things can be used in the future like mobile lab kits, and then capital improvements in labs and classrooms.

The next slide shows the overall budget. The PACE dollars flow differently, but this gives you a sense of the breakdown of where we are. This is PACE dollars plus one-time dollars plus roll forward. The lottery typically goes towards the library. You can see all kinds of start-up dollars. That \$2.95 million was this year, but there are other things that went into start-up. Then there are the SSETF dollars, and then how it's split out in the division. We say 72% of the funds go to Academic Affairs but just to be clear, this does not include benefits. Benefits are managed by VP Faas. It is not part of our daily budget that we manage.

In the next slide you can see academic salaries have increased by \$4 million this year. We have a RSCA assigned time program that has been increased. There was a little bit of an increase in MPPs. One of those positions is sort of a one-time one-year thing. The other MPP hires are tied to associate deans in the college. The one additional MPP in my office, which is academic innovation, is not coming from state dollars. That is paid out of PACE funding and this slide is the operational budget. We've had about a \$.5 million increase in support staff in the division. As you can see with the recovery there is about a \$2 million increase in work study funds. Then we took a cut in O&E. That is partially tied to encumbrance roll forward restrictions. We pulled back some money that had been sitting in accounts for a long time and wasn't being spent. We did take a one-time decrease in operations due to travel. I think that was about \$835,000. We took 13% of that decrease from the Provost Office budget and then distributed the rest of the cut amongst the colleges. I take it back. VP Faas is right. It wasn't a cut. We reinvested in operations this year. We just didn't reinvest to the tune of the total amount we did two years ago. We were \$835,000 short.

This next slide gives you a sense of the distribution of the overall change in enrollment targets that were handed out to the various colleges. You get a sense of the change in surplus to goal. Over-enrollment is going to be curtailed by the system. Back in the day we were held to 5% above or below. We are currently at 109% of enrollment. The system has said we have to stay within 105%. This is the last year of over-enrollment. When you look at the goal numbers that in theory could decrease unless our target from the system is increased.

This next slide shows the enrollment trends. I just want to point out how we get the money. The first line is the budgeted target. As a division we get \$5,100 per FTES for that. The reason we don't get as much for the other students is that we don't get state support for them. We get \$2,800 per FTES, so you can see the difference and that comes to us as one-time dollars into the instructional budget. Then we have the actual enrollment. VP Faas and his office recalculate in the spring and give us more one-time dollars to cover that difference. You can see the dip in one-time last year.

The next slide shows the overall student headcount. We don't see it in the budget per se. We get paid neutrally for every student, so it's \$5,100 and \$2,800. However, as a university we have been impacted in international enrollment. We were down by 800 international students during that time frame. What has made up for some of this is residential enrollment which has grown significantly and some non-resident out-of-state increase. We had a bump of about 100 out-of-state students. We don't necessarily see a budget improvement, but we are seeing the same sorts of dollars. Overall, we had a pretty large bump in instructional expenditures in 2018-2019, probably tied to some of the RSCA investments we made. We've basically just grown with the students. We are projecting a tiny increase overall in the FTE instructional money coming. This includes everything.

This next slide is about staff. Between 2018 and 2021, the investment in support staff positions increased the number of staff from 401 to 439. We have added 20 academic advisor positions in the last four years. Where we have flattened is in the filled rate and where we have increased is in the vacancy rate. This is the hiring chill that everyone is feeling. On the positive note right now, we have 36 approved staff positions in the division that are under consideration. In any given year, we always have lines that are not filled. We also have quite a few vacant advisor positions. One of the things we are looking at is as we go back and invest, what are the targeted strategic positions to make sure we have so everyone feels supported? I'm not saying we shouldn't get more to invest in this area and I am advocating for more, but this is the picture and clearly you can feel the hiring chill. What I said is that we are searching for 36 positions. These are positions that are in the budget already. I'd like to turn this over now to Vice Provost Magdalena Barrera to speak about faculty and faculty hiring.

[Vice Provost Barrera] We are happy to welcome the most diverse cohort of incoming faculty we have ever had at SJSU this fall. Just under two-thirds identify as Asian, Latinx, Black, or Native American.

Since 2019, SJSU has led the CSU in new tenure/tenure-track appointments. This is really critical because it comes at a time when most colleges and universities have cut tenure/tenure-track hiring by 25% and hires of people of color have declined disproportionately especially at public and research-oriented institutions. This is according to a new study in *Sociological Science*. SJSU is leading the way by continuing to hire and with the diversity of our cohorts. This is in part a result of our search committee support. Their training addressed the impact of implicit bias. The search process has for many years included a review of initial applicant pools to make sure they reflect the kinds of diversity we would expect to see by academic field. This past cycle we also began reviewing semi-finalist pools. Where we don't see a pool that is as diverse as we might expect, it's a chance for the dean to go back to the chair of the search committee and review the outreach and diversity plan and have a conversation about whether there were any candidates that were maybe on the cusp of being considered that could be moved forward. I think these efforts will pay off over time. You can see here on our next slide our planned searches for this cycle and how they break down by college. We've got 72. This is an amazing number considering what we are seeing nationwide.

In addition to representing really critical areas within the departments for emerging research and expertise within those fields, a number of researchers fall into one of five themes that are emerging and really impact the story that we are telling in the state of California. These include data analytics and design thinking, Ethnic Studies education, health equity and health infrastructures, social and human robotic technology relations, and sustainable futures and Earth system science. In addition to some of those themes, researchers in this cycle have been invited to focus on particular aspects of Latinx and transgender experiences within academic specialties.

The next slide shows the faculty demographics across the cohort and you can see they closely align with the exception of slightly more Asian and fewer Latinx among tenure/tenure-track faculty compared to lecturer faculty overall by percentage. Then the next slide has a breakdown by gender. Again, among both tenure and tenure-track faculty there is a slightly higher percentage of women over men with the small but growing number of faculty that identify with non-binary among the choices there.

One final note I'd like to say is I know there has been some interesting thinking about what is the story that is being told through our data that we can collect about our Retention-Tenure-Promotion (RTP) process and I want to thank our partners in University Personnel (UP) Faculty Services for almost being done collecting eight years-worth of RTP outcomes data. We are really excited to dig

into that to find out what we can learn by looking at these outcomes and especially comparing any of the outcomes from university policy S98-8 to university policy F15-8. These are the really critical years when we made this transition to a new RTP policy and we are thinking about how F15-8 has impacted tenure and promotion outcomes at our institution. We are looking to break that down in an aggregated way while not identifying any particular person but looking at what story is emerging from those numbers.

Questions:

Q: I have a question that relates to recent events in my department. When we have these ideas for future programs, it seems to me that the status quo is pretty baked in in terms of the hiring priority being focused on Ethnic Studies because that is where the need is right now. What kind of program planning might we adopt that would allow forward thinking in terms of hiring?

A: [Provost Del Casino] That is a great question. The hiring priority plans do come from the college. The Provost Office does not reach below the colleges in that regard. As part of this conversation and one of the things that Ron Rogers and I have talked about is that you absolutely want to bake into those plans what faculty you need. If everyone is jammed up and the answer is we are going to add a new program then you will need more people. There is no question you will need more people. In fact, I intend to see full-time hiring there for both tenure/tenure-track and lecturers. The lecturers are bought out so that they don't have any worries about entitlements or anything like that. The School of Information has done this for a very long time with dual-funded positions where the state-side is where the entitlements lay but the money can come in from the other side. As part of the budget planning process, and I would say an opportunity for the department to hold our feet to the fire and say if we are going to do this then this is what we need, we are in. We are absolutely in and there are lots of ways to make this happen. I do think that the next question about going after new programming does at some level have to be where the college strategic plan is heading. If you are going to grow new programs and going new directions, the college needs to support it. I think those conversations have to happen simultaneously at the college level in order to think about where you go in relation to that. That is part of it. However, if people want to invite the Provost Office in to talk about these things, I will show up anytime and anywhere. I would be more than happy and excited to see different kinds of programs emerge. The challenge we have a little bit is where do we have the capacity for those programs. I don't say that because we can't invest in people, but if we start to see pressure on our enrollment strategy from the Chancellor's Office and you couple that with the reenrollment campaign that the chancellor just announced, I don't know where we are going to put those students. This is because we don't have any room within the target to reenroll students right now. Are we going to have to actually shrink our class of incoming students in order to accommodate some of these strategies, or is the system going to come with more dollars? These are great questions and I don't have answers to all of them, but I think



generating those conversations and having those strategic plans in colleges is helpful.

Q: I have a two-part question for Vice Provost Barrera. It is about what you just shared with us. The first question is what are the initial findings on how RTP outcomes correlate with race, ethnicity, and gender? And the second question is, how will the details of that report be shared with us?

A: [VP Barrera] I can be quite frank and say there are no initial findings just yet because this information was just shared with me on Friday afternoon. Also, University Personnel Faculty Services (UPFS) is still completing the numbers for three of those hiring cycles. I appreciate the time they are taking to do this, because they are making sure that the data is in there in such a way so that the data can be read across different policies and trying to align the terms that are used, etc. I will be really thrilled to bring back a full report for discussion with this group once that is fully digested and some initial findings can be pointed to for our discussion. I'm really thinking about what our steps are as a campus, given that data.

Q: How can we further increase tenure/tenure-track hiring? Many educational planners have argued that one of the most cost-effective ways to increase the tenure-track faculty is to hire the so-called temporary lecturers into tenure-track positions. Sometimes this is referred to simply as transitioning lecturers into tenure-track positions. There are many advantages to this. There are fewer moving costs and start-up costs. There is less likelihood of people leaving and certainly our excellent lecturers have a proven record of fine teaching to our students. I'm wondering what you think of this strategy Provost Del Casino? Are you pro or con? Secondly, if you are pro this, does SJSU have any plans for a program of this nature in the future?

A: [Provost Del Casino] It is a great question. I'm not sure it is a binary because it is complicated. In that question there are two pieces. First, how many tenure-track searches can we do annually, and should some of those be held out for what you are talking about? I'm not against hiring people that are really good into tenure/tenure-track jobs. There have been one or two instances where people have come in a two-for one situation and one of them is outstanding so we said let's do this. I've seen this happen since I've been here, but the thing you are talking about is a strategic internal effort. Some of this is based on departments. It is hard to dictate that from the center and say you should do x and y, so I think that is a complicating factor in all this. The question is then what can we afford? How many tenure/tenure-track faculty can we afford within the budget? For every one we hire now we have a .20 RSCA, so we have to balance that out. However, if people came with RSCA strategies of how that could work locally I'm not against that at all. It would very much have to be driven by the departments. It is harder to drive that sort of thing institutionally. I could support it like I supported 1.0 lecturers. I think all of these things need to be on the table and hashed out in the departments and colleges. I think this needs to be part of all our conversations including of the 2,100 faculty that work for us, what should the mix look like?

Q: The Senate is on record as asking that our tenure density rate be increased. We passed that resolution years ago. We were hiring more than a lot of universities and our tenure density did not change a bit, so I didn't hear anything in the presentation today that said whether we made any progress in the area of tenure density. Can you elaborate?

A: [Provost Del Casino] I don't think we have and here is why. We've grown as a campus in students. We've added over 100 tenure-track faculty. When President Papazian came on board the tenure/tenure-track faculty were in the low 600's and now we are more like 725. At the same time, there was this increase in the number of students. The gap got filled with more non-tenure/tenure-track faculty. This goes back to the previous question, what is the right formula to determine how many we need to hire to really increase density. It may really be a triple figure each year to really get us to 850 or something in that neighborhood. From a financial perspective, this is what is in that \$119 million budget. We have to figure out how to adjust for that. At the same time, we know salaries are not strong. The answer is I don't think we've moved the needle. The last thing is the RSCA program. The RSCA program produces 1.2 people every time you hire a new person (i.e. it produces a new course needing to be taught by a non-tenure/tenure-track faculty member. The RSCA investment has also impacted our ability to make a dent in tenure density. This is another thing I am passionate about, but the challenge is how to do it. We should also be looking at full-time faculty density. We should look at how we can take the opportunity to hire people in full-time positions as opposed to part-time. I think we have 600 faculty that teach only one class. Heidi just sent me the tenure density report and in 2019 it was 52, so it actually dropped a percentage point from the year before. My first year I authorized 90 hires. The other thing is we have about an 80% success rate in hiring. We did 72 hires this year and 64 last year. It is very, very hard to make headway on tenure density.

Q: My question has to do with the SJSU Online Initiative and I didn't see in the report. I'm assuming that is because it is not state-funded and is a self-support program. If we are talking about dual-funded positions, buy-outs, and reassigned time, can you explain how that might work?

A: Yes, the money for all of that comes out of PACE which is self-support dollars. In the context of how people work in PACE right now, some people teach a PACE course and get paid directly. For example, with summer and winter classes. Then there are some people that teach during the semester and these are courses that are PACE self-support. There are also places like the School of Information where they hire their full-time faculty on split funding, but their line is positioned within the state side. I've actually had a request this year for a couple of additional hires in a department that are split-funded. This means that your workload might be split where you are teaching, but it doesn't have an impact on your salary. You are not on that salary schedule that goes with that side of the house. There is no reason we can't do any of that and I think it is a great idea because again, it lets us invest in the long-term faculty. There is a

little risk in it and I imagine some of my colleagues might think there is too much, but I'm not worried about enrollment long term. There is no need to just move people to PACE and take them out of the state side for entitlement purposes and things like that. That being said there are people that say they will teach that course on the self-support side for self-support money and those are the summer and winter programs. In my mind, this is part of our larger enrollment strategy. Going back to the question earlier, we have to actually figure out how to invest in the faculty to teach across all these areas and then we need to support them long term. There are lots of way to do this. The salary schedule is a making of our own design. We can adjust things for how we pay people, etc.

Q: Given the comment you made about most of those decisions being made at the department level or the department level having more control, when a department is told they need to submit a hiring plan and it goes to the dean and some prioritizing decisions get made before positions are shipped up the chain where you ultimately are the decider, how can a department with its expertise and planning exercise more influence on the decision, if it is out of our hands once that gets sent?

A: [Provost Del Casino] It is a very clear question and thank you for asking. I'm going to go back to my days as a chair in Long Beach. In 2008, when there were only 14 hires, my department got two. The way that happened was that we went in with here are the strategic priorities for the university and here are how these positions are more than just our departments'. They are going to do x, y, and z. In the strategic priorities of the campus, these classes are going to build y and z. If we go back to the COACHE survey we did of tenure/tenure-track faculty and people said they wanted investments into research and interdisciplinary areas then you look at the broad stroke hiring ideas that have been cultivated over the last couple of years, you go how do we position ourselves vis-à-vis those with an interest in knowing we want to diversify the faculty. You can move up the ranks there. I don't know how many hires we didn't say yes to after they got to the Provost Office. I think we said yes to every hire. We asked some questions and we pushed some positions back down and asked them to align the positions better with the strategic priorities of the university including diversity hiring. You can see the deep institutional thought that comes from the department that says we are going to focus and bring these things in and that helps elevate it. The deans have a very powerful role there in prioritization. More so than the Provost. I have asked some questions about why something is here rather than there, but it really is the deans that do more of that work.

**IX. New Business:** None

**X. State of the University Announcements:**

**A. Provost:** None

**B. Associated Students President (AS):** None

**C. Vice President for Administration and Finance (VPAF):** None

**D. Vice President of Student Affairs (VPSA):** None

**E. Chief Diversity Officer:** None

**F. CSU Faculty Trustee:** None

**G. Statewide Academic Senators:** None

**XI. Adjournment:** The meeting adjourned at 3:59 p.m.

**2021-2022 Academic Senate Minutes**  
**December 6, 2021**

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

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

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

**III. Approval of Academic Senate Minutes–**  
 The Senate approved the Senate Minutes of November 8, 2021 (36-0-4).

#### **IV. Communications and Questions –**

##### **A. From the Chair of the Senate:**

Chair McKee announced the meeting would be recorded for the purpose of preparing the minutes. Only the Senate Chair and Senate Administrator will have access. Please keep yourself muted unless speaking. Only Senators may speak and vote in the Senate meetings. Roll call will be taken by the Senate Administrator using the participant list, so be sure your full name shows. Please type “SL” to speak to a resolution in the chat. If you wish to speak to an amendment please type, ”SL Amendment” into the chat. If you have a longer amendment, please type it into the chat and send to AVC Massey. Remember that the chat is visible to all and even the direct chat is visible to the Chair and Senate Administrator in the saved version of the meeting, so be cautious.

Chair McKee announced that Senator Sullivan-Green would be on sabbatical for Spring 2022 and that the Senate needs to elect a new Chair of the Instruction and Student Affairs Committee. Please contact Chair McKee if you are interested.

President Papazian will host her annual holiday celebration for the Senate on Thursday, December 9, 2021 from 12:00 p.m. to 1:30 p.m. in the Student Union, Room 1.

Spring 2022 Senate meetings will continue to be via zoom.

A Save-the-Date notice will be coming out shortly for the Annual Senate Retreat on Friday, February 18, 2022. This is under the purview of the Senate Vice Chair Karthika Sasikumar and will be a virtual event.

A goal of the Academic Senate is to be a safe place for shared governance among many diverse voices, not just those voices that are frequently heard. Please keep this in mind and adhere to the speaker’s list and keep comments as short as possible.

Please minimize any unnecessary wordsmithing on the floor of the Senate. Most amendments should be brought to the attention of the policy committee chair prior to the meeting.

Chair McKee announced this will be President and Senator Papazian’s last meeting with the Senate. The Academic Senate thanked the President for her service and wished her well.

##### **B. From the President:**

The president announced that she was very pleased the holiday celebration with the Senate would be in person this year and was really looking forward to it.

The president acknowledged the commitment to shared governance at SJSU and stated that it was critical to the university's operations. She has enjoyed working with the Senate and each and every Senator.

The Community, Safety and Policing Report is being wrapped up. This is a complicated issue particularly for an urban campus. The president commended the taskforce on their work. The report will be released tomorrow. There are many recommendations. Much of this is about systemic change, and ensuring we have an environment where everyone here feels valued and safe.

The president has sent a message to the campus that we are really paying attention to COVID variants and right now it's Omnicron. The president encouraged everyone to get the booster shot, continue to wear their masks and to implement safety measures.

We have extended the application deadline to December 15, 2021. Enrollment is robust and applications are up for Spring. We are the only campus in the North with this positive enrollment numbers for Spring 2021. We will compare numbers against the Enrollment Management Plan and that will guide the decisions going forward. Kudos to the faculty and staff for creating the kinds of academic programs that draw students and the kind of environment that has made us a highly desired university.

The APIDA Center has put an offer out for a director. We have also announced that we will be launching the Native and Indigenous Student Success Center as well.

Just to reiterate, the Senate Holiday Party is December 9, 2022. This will be followed by 13 commencement ceremonies. Thank you to everyone that will be volunteering. This year we will honor the 2020-2021 graduates as well.

The transition over to Interim President Perez is going well. We are all working together as a team to ensure a smooth transition.

**Questions:**

Q: There were some particular deadlines in October and November from the Department of Justice for certain things to be aligned at SJSU as part of the settlement. Can we make that a part of the regular Presidential update to the Senate each month?

A: [President Papazian] It is a robust set of expectations and numerous deadlines. The project manager for all of it is Lisa Millora. Of course, much of the work is done by the Title IX Office and Gender Equity Office. Lisa is the point person and will always have the most up-to-date status of any of those expectations. Much of the conversation we have with the Department of Justice is managed by the Office of General Counsel in the Chancellor's Office. It is all going very smoothly. There will be updates on the website.

C: [Chair McKee] Lisa Millora is not a member of the Senate, so Chair McKee will work with her on a process for updating the Senate.

Q: There is a concern that with the recent student's account being hacked and the threat the campus received of a mass shooting that faculty were not given enough information as to whether they should cancel class, or go on with it. Can you comment on that?

A: [President Papazian] Sure, and then I'll turn it over to VP Faas who oversees that. It was deemed by the University Police Department (UPD) not to be credible very early. There is a pretty detailed and robust process that they use and it involves other agencies as well. [VP Faas] During the Thanksgiving holiday, a hacker actually physically in Illinois that had done this same thing a number of times to other institutions, hacked a student's account and made a threat. We sent out a message early on that we were aware of the threat, but that we did not believe it was credible. Honestly, from that point on it was deemed not credible and we announced that business as usual should continue. We did increase the number of police on the campus that day. There was nothing unusual that day. A few people reported miscellaneous packages being left out that we responded to and were able to determine they weren't a threat, although one led to an unrelated arrest. People got it that if you see something, then report it to the police. I'm not sure what else we can say or do. It was not a credible threat. In case there is a credible threat we will be ready. People don't usually announce it when they plan on hurting a lot of people. They want to see as many casualties as they can and they want to see the element of surprise. The FBI, several Sheriff's departments, and the San José Police Department are all involved to make sure our community stays safe.

[VP Faas] Yesterday San José Police Department heard a shot down in the South Campus area. They deployed and we deployed down to the parking garage on South campus. We searched secured and searched the building. We found empty shell casings in the garage. There were no witnesses, no suspects, and no victims. As soon as we heard about the shot, we alerted our neighbors, and the Giants and the Sharks as well to make sure everyone was safe. As soon as we got the all clear, we got the message out to the campus.

C: I just wanted to thank President Papazian in particular for remembering us and for her work on getting the APIDA and Native American Student Success Centers up and running. I think we have taken extraordinary steps towards being a more inclusive campus.

**V. Executive Committee Report:**

**A. Minutes of the Executive Committee:**

EC Minutes of October 4, 2021 – No questions.

EC Minutes of October 18, 2021 –

**Questions:**



Q: What does “approachable policing” mean on page 8? Does it mean they will be walking around or visible in their cars? Will they be carrying guns?

A: Our officers are sworn police officers and they must carry their weapons on them at all times. If they did not that would be putting them at risk. What we are looking for in approachable policing is security policing. It is finding the opportunity for our police officers to meet with faculty, staff, and students in a non-confrontational setting. This is something like a coffee with a cop, or a donut with a cop, or just meeting on the corner to discuss something. We want our officers to walk or bike around the campus, but to also stop and interact with the campus community. Too often, the only time people interact with police is when there is an incident. We want there to be times when all of us interact with our officers that isn’t “in the moment.”

**B. Consent Calendar:**

There was no dissent to the Consent Calendar of December 6, 2021.

**C. Executive Committee Action Items:**

**VI. Unfinished Business:** None

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

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

Senator White presented *AS 1807, Adoption of Guidelines for General Education (GE), American Institutions (AI), and the Graduation Writing Assessment Requirement (GWAR) (First Reading) (Attachment – GE Guidelines)*.

Questions:

Q: Thank you and C&R for all the work put into this policy for two years. I have two questions. On the fourth Resolved clause it says, “the GE, AI, and GWAR Guidelines shall undergo a full university review.” Do you mean to also include the program itself will also undergo a full university review? Is that something that C&R considered? Then in general with the guidelines, C&R is the ultimate responsible party for the guidelines and yet there is nothing in here that says that was that overlooked?

A: You are correct. GE as we are now considering it is that we are going to treat it as a program and all programs on the campus undergo program planning and review. I will definitely take this back to the committee and we can clean this up, but in essence when a program undergoes review, it would be initiated by the GE adviser and then they would come up with a program plan and that program plan would then undergo external evaluation and review with recommendations coming from the Program Planning Committee. You are correct the GE Guidelines are under the purview of C&R, but C&R does not make major changes to the GE Guidelines without undergoing more review. This is why we do have the resolved clause about minor changes. We will bring this back with

recognition that the GE Guidelines are under purview of C&R with full Senate review.

Q: Would C&R consider reviewing page 18, I found that page a little difficult to understand? It appears as if the departments no longer have to have do Assessment Learning Outcomes (ALO) annual assessments. We would still have to do annual program assessments, but we wouldn't have to do ALO annual assessments any longer based on what I read on page 8. I have fear we are adding a lot more to assessment without taking significant loads away.

A: C&R is still working on the assessment part of it, but you are correct the ultimate goal is that the GE area learning outcomes will proceed to the program planning process and will no longer be in the yearly review submitted for these things. I will reach out to you to get more details. This is one of the main things we will be working on next semester. This is a work in progress right now.

Q: I would like to commend our process in developing these guidelines. Under recent legislation, GE will change in some form. What impact does that have on this process today?

A: I don't have a crystal ball of that. What Senator Van Selst is referring to is the new recently passed legislation asking the CCCs, UCs, and CSUs to get together and come up with a universal GE package. We don't have an answer for this yet. Part of that legislation is the establishment of a committee with representatives from all three groups and then that committee would make its recommendation. One plan that has been discussed extensively is that there is a five-unit difference between the CSU and UC GE packages. When you dive into the details of those five units, you see that the UC does not have all Communications GE nor do they have a Human Understanding, Area E. This is probably one of the biggest points of contention between the CSU and UC as to how this will be resolved. There is no answer right now. How it should work is the committee would make its recommendations, then the systems would provide feedback, and then this would probably result in a change to the GE program from the Board of Trustees. After that we would work on our GE. Right now, it would have no impact on the guidelines. I think the legislation says that a plan must be in place by 2023.

Q: On page 3 and 4 under approved modifications, there are clearly outlined steps that an approval has to go through. Category A says simply that it must be approved by the General Education Advisory Committee (GEAC). I know that is consistent with the current guidelines, but what I've noted here is that even though this says it must be approved by GEAC, there are many more layers of approval that are being enforced right now. Has the committee thought about that and does the committee

feel that all that is needed is GEAC approval and are the other processes just steps to get it into the catalog or what process would that be?

A: I was not aware that for Category A there were other steps involved, so C&R will have to investigate this. My understanding was that all Category A required was approval by GEAC. I will have to reach out and find out exactly what those steps are. I would agree with you that according to the current guidelines, only GEAC approval is needed.

C: It could be that the other steps are just to get it into the catalog, but C&R should investigate to be sure.

Q: Can only areas C and D overlay with American Institutions (AI)?

A: Yes, you are correct that only areas C and D can overlay with AI.

Q: On the bottom of page 7, do the minimal qualifications for an instructor and excellence in teaching only apply to those with a Master's degree?

A: Are you asking if the minimal qualifications in teaching applies only to those with Master's degrees? I'd have to go back and ask the committee, but from what I understand the excellence in teaching applies to both those with a Master's or Ph.D.

Q: Would C&R reconsider the language there, because it reads as if it only applies to those with Master's degrees. My next question is about assessment. I also agree there is a lot of confusion about the assessment process. Specifically, current GE guidelines cover three program goals, but each program goal has a different program learning outcome (PLO). Even the assessment guidelines state that not all GE areas cover all PLOs. GE ALO is typically three or four items, but these three or four items don't cover all PLOs. A common number of PLOs is eight or nine. It would be very helpful if the assessment part is redone to make it clear whether the assessment has to address GE ALOs or GE PLOs.

A: This is something we are still working on. ALOs will not be used for assessment other than for recertification of the course. From an assessment point of view, especially from a Western Association of Schools and Colleges (WASC) point of view, it has got to be the PLOs. Just to reiterate, the PLO will not map to the GE ALOs. The PLO will only map to the GE area.

Q: I'd like to commend the committee on the inclusive way this was handled. On page 10, the 2<sup>nd</sup> line, it talks about a guide for multi-lingual speakers or something of that nature. I developed one of those guides looking at Indian English. Page 10 talks about the 10 most common errors made by multi-lingual writers. I hope the committee will consider putting a slash after errors and variations because many of these differences are not considered errors, but are considered variations. Also, in several places you refer to English language learners and multilingual speakers. I'd like to know what the difference is, because English language learners are multilingual speakers?

A: That language came from the University Writing Committee. I can certainly ask them those questions and get clarification.

Q: This is about AI overlay, I would like to encourage the committee to remove the restriction to C and D only, both to allow a previously unknown oral communication and to think about how area F might interact with unit limits and degree programs.

A: I will definitely bring that back to C&R as well.

C: Please send Senator White any comments and suggestions.

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Senator White presented ***AS 1825, Policy Recommendation: Establishment, Reporting, Continuation and Termination of Campus Centers and Institutes (CCI), Formerly known as Organized Research and Training Units (ORTU) (First Reading)***. This policy is coming forward as a replacement for University Policy S05-13 due to the significant changes being made.

**Questions:**

Q: One typical problem is that when one of these programs folds up and goes away, it tends to be a ghost for a number of years. Is that what this policy is addressing, or what is this policy going to address?

A: The reason this got brought to our attention is the new Vice President of Research and Innovation (VPRI). We are also out of compliance with the Chancellor's Office. We also needed to be explicit about who would fall under the policy.

Q: Over time some of these ORTUs fade but they still remain visible on the San José State University website as a training unit, so there is confusion as to which units are active and which are not. You seem to have laid out a very clear process here in terms of the 7-year report. Is there a process for actually closing out an ORTU or terminating an ORTU?

A: To my knowledge there is no process. It is just recommended to be closed. I can certainly ask C&R to come up with a process.

C: I would highly recommend adding a process. It doesn't have to be complicated.

Q: Can you clarify if centers can develop curriculum or just enhance curriculum?

A: We can definitely take this up.

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

Senator Hart presented ***AS 1821, Senate Management Resolution, Amends SM-S05-6, Creating a Faculty Diversity Committee (Final Reading)***.

Senator Kaur presented an amendment to the last line of the Resolved clause to change, “AS Board Member” to “AS Board Member or graduate student.” The amendment was seconded. The Senate voted and the Kaur amendment passed (37-2-4). **The Senate voted and AS 1821 passed as amended (39-0-2).**

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Senator Hart presented ***AS 1819, Amendment D to University Policy F15-9, Budget Advisory Committee (Final Reading).*** **The Senate voted and AS 1819 passed as written (41-0-0).**

**C. University Library Board (ULB):** No report.

**D. Instruction and Student Affairs Committee (I&SA):** No report.

**E. Professional Standards Committee (PS):**

Senator Schultz-Krohn presented ***AS 1824, Amendment F to University Policy S15-8, Retention, Tenure and Promotion for Regular Faculty Employees: Criteria and Standards: To include within the category of Service, activities that specifically enhance inclusion, educational equity and engaged service with students and in the surrounding and broader communities (First Reading).***

**Questions:**

None

**VIII. Special Committee Reports:** None

**IX. New Business:** None

**X. State of the University Announcements:**

**A. CSU Statewide Academic Senators:**

Senator Curry provided the CSU Statewide Senate report. There was a plenary meeting on November 3, 2021 and a report of the proceedings was emailed to Senators right before this meeting. Part of that meeting was spent discussing issues around COVID. There were other concerns raised over mental health issues, and the denial of medical exemptions due to campus requirements. The chancellor’s office requirement is that there be a letter signed by a doctor, but some campuses are requiring doctors to also fill out specific forms and some people are having difficulty getting their doctors to complete the forms. Another item of concern was the use of chat during the plenary and some women Senators reported hostilities expressed toward them through chat. There was discussion about chat while the chair is conducting business and that this is tantamount to taking the microphone away from the chair. There was an admonition that people using chat should be courteous, topical, and should avoid posting pro/con decisions.

The second day of the plenary, we had a 2-hour anti-bias training session. This included videos and breakout groups to discuss difficult conversations about race and racism and receiving and giving critical comments. There were some issues that arose about the events that happened during the breakout groups. There will be further discussion and assessment to follow about what the usefulness is of these types of sessions to address anti bias. A permanent committee is being formed to address these issues within the ASCSU.

Five resolutions were approved and will be posted with live links for you. The links are included in the email I sent out to you right before the meeting. We are again requesting your feedback regarding these issues.

Lastly, I'd like to express my gratitude to Senator Reiko Kataoka, Chair of the Lecturer's Council, and the Lecturer's Council for providing feedback on two of the resolutions. One of these resolutions was passed and the other has been retained.

**Questions:**

Q: Thank you for the report and thank you for sharing the executive summary of resolutions and asking for our feedback. The lecturers really appreciated it. I have two questions. Since the peer evaluation resolution passed can you tell us what to expect in terms of implementation, because this is the end of the first semester and the annual achievement summary and lecturer evaluation cycle are coming up very soon? Would you also briefly be able to share what the point of contention is regarding the academic freedom resolution?

A: What generally happens with a resolution is that the chancellor gives a response, and then the resolution gets forwarded to all campuses and they often generate their own resolution based on the ASCSU resolution. It was very clear that the ASCSU supported the continued element. There was one issue brought up and that was that peer observations are not actually a requirement of the Collective Bargaining Agreement (CBA). That is one thing that I wish to investigate further and that we might want to discuss as well. On the second question about the pending resolution on academic freedom and modality, that resolution was withdrawn for further discussion. That doesn't mean we don't support it. We continue to support it. It had something to do with whether or not we had done sufficient research on the term "academic freedom" and its usage, when we actually meant that the purpose should be that faculty be given the opportunity to express their expertise and their understanding of what is happening in the classroom as the determinant of whether a class should be online or not. I will be providing a full report on each of the resolutions including the pending resolutions.

C: [Senator Van Selst, SJSU CSU Statewide Senator] There is a challenge in terms of how best to communicate. When we look at the second resolution as passed, we have summaries of them. However, the final format of the resolutions is not available and that is a timing issue for us. We do report on the first reading items themselves. We have the full context of those and can provide that to anyone that wants it. Most of the senate resolutions are advisory at the ASCSU level. I would like to draw your attention in particular to the Academic Preparation and Academic Affairs co-sponsored resolution on perpetually establishing competencies for the golden four. There is a lot of legislative action around higher education right now and I think you will see a lot more legislative interaction in Senator Curry's expanded report later on.

Q: During the California State Student Association (CSSA) meeting, the ASCSU representative mentioned a suspension of mandatory peer observations of instruction and student evaluations for AY 2021-2022. I was wondering if there was any discussion on the parallel of allowing for flexibility with students whether that be something like credit/no credit or withdrawals, or something like that?

A: The resolutions that we pass at the ASCSU are as Senator Van Selst said, advisory. Students should have the opportunity to evaluate their instructors. As mentioned earlier, while peer observations may not be required, student observations are. We would like to hear feedback from you and the other students on how you would like us to proceed.

C: [Senator Rodan, SJSU CSU Statewide Senator] We had a very interesting presentation from AVC Ryan Storm on the budget that will be going forward for this year. It is a very robust request and I thought that was particularly interesting. I'd also like to piggyback on what Senator Van Selst mentioned at our last senate meeting. Assembly Bill (AB) 928 is going to cause changes to pathways from the community colleges, but it is also going to cause general education changes more broadly. There was considerable discussion in committee about the appropriate way to gather feedback from the campuses. Wherever it comes out in terms of the places to gather feedback, I encourage everyone to provide broad feedback. As Senator Curry has said, the text and the summary of the resolutions will be available soon so I would encourage you to provide feedback on these first reading items before the ASCSU meets again in about 4 weeks.

C: [Senator Van Selst, SJSU CSU Statewide Senator] We may want to have a discussion at SJSU on the appropriate use of "chat" during our senate meetings as well.

## **B. Provost:**

The chancellor came to campus last week. The chancellor set up meetings with particular constituents of his choice. We are hoping to hear something soon regarding the presidential transition, maybe as soon as this week.

We have a gift from Adobe for \$1 million. We were one of three anchor campuses named with new programs. We are starting to look at how these funds can help us with issues such as equity and access for students into the pipelines for technology, digital, and creative economies so that is exciting.

There is a lot of conversation going on as far as the future of work on the campus and how we manage it. I'm meeting with the deans tomorrow to discuss their ideas.

I'd like to talk about the very positive buzz about SJSU from a number of organizations including the city of San José, various development organizations, and a series of non-profits. I see us on this really interesting trajectory going forward of a deeper connection to our city and region and elevating some of those conversations. The energy is really positive. I just wanted to acknowledge that a lot of work is being done in that space.

**Questions:**

Q: Have there been any updates about making things easier for students as we come back on campus? I have been receiving more and more emails lately from students indicating that they are worried and don't feel supported on campus in terms of protection, for example, and I was just wondering if you have any further updates?

A: We had a policy group meeting this morning and that was one of the topics. I don't have the information yet, but I will go back and gather that up. We are working on it.

Q: Is there an estimate of what percentage of our classes are going to be in person versus online for Spring 2022?

A: It is pretty close to the expectations we set. Right now about 60% of our classes will be fully face-to-face and 40% will be online or hybrid. That was our goal and we have largely achieved that for Spring 2022.

Q: Can you tell us a little bit more about the status of the honors initiative?

A: I think Senator White can speak more to this than I think that it is with the Curriculum and Research Committee (C&R) right now. I think a recommendation came out that all the college curriculum committees review it. I have to admit that I'm a little confused. I thought the university was a representative body, but that is where it is right now. That being said, the minor is essential right now in terms of launching a strategy around Honors X and ideas. We are looking at what we can do. I don't want to get into the middle of the curricular debate. The faculty committee put that together and the faculty are debating curriculum right now. I think it sits largely with



Curriculum & Research as a minor program, but the opportunity to launch and build a cohort around some of the core themes that have been developed is still possible even as we think about the minor as a curricular piece.

Q: I think many in the room don't know what you are talking about because they haven't heard the details of what was proposed to C&R yet.

A: The taskforce of faculty, staff, and students came together and developed an idea of an interdisciplinary minor program of 15 units. The Director of the Humanities Honors Program was a part of the group and was very happy. Then there was a debate of whether it really fell under the honors policy because it didn't have a GPA requirement. Again, Senator White can better speak to this. The premise behind it is cohort building. The idea is to attract a group of diverse, creative thinkers that want to get together and ask questions across disciplinary boundaries. It is really playing right now as an upper division program. It is very different than traditional honors programs that start as a four-year Liberal Arts experience. We are working through those ideas and I'd be happy to bring something back at the first of the year. The goal curricularly was for it to be offered as a minors program.

A: [Senator White] It is not currently with the C&R Committee. It is still in Undergraduate Studies. There was a lot of attention to interpreting policies in C&R. Some of the questions we discussed included whether you can actually create a minor in honors in interdisciplinary studies. C&R debated this and did agree that you can have this type of program but did note that this means anyone can propose an honors in X studies. The second question that C&R discussed pertained to section 4 of the honors policy and whether it was relevant. Section 4 talks about Grade Point Average (GPA) requirements. C&R did weigh in on this question. However, C&R also wanted all college curriculum committees to weigh in on this and requested they do so. This is where we are right now.

**C. Associated Students President (AS):**

AS President Kaur asked the Senate to take a moment of silence for a fellow student that passed away, Saul Schrader.

AS will host their scholarship reception on November 18, 2021 to recognize the 70 scholarship recipients.

AS is now hiring a Chief Elections Officer for the AS Student Elections Commission. These are student officers and are temporary positions that run through May 2022.

This past weekend the CSSA held its November plenary meeting. It was a very productive session.

AS is currently planning a Winter Retreat for AS Board members.

AS is working on its 5-year financial report.

AS is also working on improving shared governance.

The AS Board is working on extending the donation drive for relief efforts in Haiti and Afghanistan.

AS is working with the Instruction and Student Affairs (I&SA) Committee on two referrals. One referral is to amend university policy S14-7 to add accommodations for cultural holidays for students. Another referral is to S04-2 to add flexibility to the add/drop without a "W."

AS is also still working on advocacy regarding remote proctoring services and the need to address their problematic use on campus.

As finals approach AS would like to encourage the use of alternative assessment in the place of going against student rights and ensure that communications between students and faculty regarding mutual flexibility and understanding is strong. The AS Board is also looking for ways to provide additional support as we transition to more in-person instruction for Spring 2022.

There was an unfortunate traumatic event in which a student was stopped by a security guard for wearing a kirpan. The Sikh kirpan is a religious artifact. VP Day and I are working on how we use this as an educational opportunity to ensure it never happens again. AS President Kaur is also working with the CSSA, Sikh Student Association, and Chicano movement to do advocacy statewide.

Happy National First Generation Students Day!

**D. Vice President for Administration and Finance (VPAF):**

Thank you for the questions at the Senate budget meeting on October 25, 2021. The on-campus master plan meeting was nicely attended for one of our first in-person meetings. If you haven't gone online and viewed the Campus Master Plan, please do so.

**Questions:**

Q: I believe there was some discussion about putting the information on the SJSU building ventilation systems in the SJSU Adapt Plan, so can you tell us if this has been done, or when it might be completed?

A: If it is not there, I will make sure it is added.

Q: We've been using Spartan Eats for a while so has there been any evaluation of their services, particularly for those that use their catering services?

A: We do at least an annual evaluation, and sometimes more than that. We probably did not do one last year, because everything was shut down. We did do a survey on the dining commons last year. We looked at the cost and menu offerings. One thing that was announced at the end of last week is that you can add \$1 or \$2 to your bill at any register for the SJSU Cares Program. Also, if a student has some meals they are not going to use in the dining commons they can transfer them. One thing we are looking into is allowing students to use some of their dining dollars at some local venues so they don't get dining fatigue. Watch for this.

Q: I was talking more about staff usage of Spartan Eats as opposed to the student element. I was talking about surveying the staff after usage of Spartan Catering. Is that being done?

A: Absolutely, food goes out and there is a survey afterwards. We ask if the food was hot/cold, was it delivered on time, was it what you ordered, and was it of value, etc.

#### **E. Vice President of Student Affairs (VPSA):**

Right now our enrollment continues to be strong. We have the largest enrollment at SJSU that we have ever had, 37,009 students at last count. When we look at spring it is slightly mixed, but nothing that will impact those numbers. It is too early to talk about fall right now. Our graduate numbers are up for spring by 515 students, and it is exciting to see we have continuing interest in our graduate programs.

Our Strategic Enrollment Management Plan has been completed. I will bring it to the Executive Committee and discuss when would be a good time to bring it to the full Senate. I'm always happy to talk about enrollment and where we are headed for the future. There are a number of quiet incursions that are happening. The good thing about it is that we are operating from a position of strength, which gives us the opportunity to make strategic decisions about the future.

Our students have done an exceptional job when it comes to COVID compliance. Most of our students have complied. We are down to fewer than 100 students that still need to comply and have been non-responsive to us. To give you an idea of how hard we have tried to reach students, each student receives 21 emails, 8 text messages, 1 MySJSU notice, 1 CANVAS notice, and 1 phone call. We are giving some final options with some accountability attached now.

We are in finalist interviews for our APIDA Center Director. I've also met with our Gathering of Academic Indigenous and Native Americans (GAIN) group and had a wonderful discussion about the Indigenous Student Center. They strongly encouraged me to start the search now for a director. I concurred. They even volunteered to serve on the search committee. We are moving forward with that now.

Please consider supporting Student Cares. This supports basic needs for our students. The SJSU Cares website has all different sorts of ways you can commit to helping our students. I also want to encourage you to consider donating to our Student Career Center career closet. Some of our students could really use career clothing for interviews like shirts, ties, dresses, etc. The team over there is great.

The Taskforce on Community Safety and Policing Report should be posted the week of Thanksgiving. I will be coming to the Executive Committee to talk about it specifically. I will also be going to other groups to discuss like AS, etc. There are 46 recommendations in the report. Chair McKee and VP Day will touch base on a future reporting date to the Senate.

**Questions:**

Q: In your report you mentioned “quiet incursions.” I wonder if you can speak a little bit to that?

A: There are a number of things we should be paying attention to. First, there is free community college. We are already seeing that have some impact on us and a softening of Frosh enrollment. Community colleges also are starting some baccalaureate programs. I don't think it is the end of the world, but something we need to pay attention to. The University of Maryland has just reached an agreement with the California Community Colleges (CCC) regarding helping those students achieve their bachelor's degrees. We will see more of this as other universities realize the number of students in California relative to other states. None of these are one big thing to worry about, but it is a series of small things we need to pay attention to. There will be a demographic shift. When you start to add these things up around us there are things we need to pay attention to for our future in terms of what the shape of enrollment is going to be like. If any of you have looked at enrollment across the United States you will see that enrollment is down about 3%-4%. That is largely related to the pandemic, but also to some demographic declines in certain areas. People will realize there are lots of students in California. We need to be very deliberate about developing our relationships and connecting with our community college partners. Also, we need to find ways to make opportunities for our students to continue to come here.

Q: I'm teaching an in-person class this semester and my students have been great as far as if they are ill they don't come to class and they don't return until they have a COVID test, but I have no idea how larger classes are doing or if they have the same thing happening in their classes. When students come back full force in the spring, it is going to require that faculty be educated so they are far more tolerant of student absences. How are we doing in terms of students getting tested for COVID before re-entering the

classroom? How are we getting the word out to students about not coming back to class until they have been tested? What is our campaign?

A: We provide testing constantly every day. We are not hearing from faculty around this issue. That doesn't mean everything is fine. We just aren't hearing from them. If we are contacted in terms of students that may have been exposed, we offer them the opportunity to get tested, and if they are exposed we tell them how long they must stay out of class, etc. It depends on the specifics of the situation. As we go into winter, we know that mask wearing is diminishing the number of transmittable illnesses. We also know we could have a slight uptick in cases of flu and/or COVID. I'm going to make a note and have this discussion with our wellness team. If you any recommendations or feedback, please send them to me.

Q: My class is great. I think that faculty who haven't been teaching in person are going to need to adjust their thinking about student absences. In the past, I thought every day my students missed was an academic tragedy, but now I don't want my students coming to class if they are ill and don't know how they are ill. I think we need to tell students this so they don't feel obligated to come to class when they are sick.

A: Agreed. The Provost and I will speak about how to get that message out.

Q: At our last meeting there was a discussion about testing and whether it was or wasn't available at the Event Center. Can you comment on this?

A: Yes, students can get tested any time they need testing. It is not open in the same way for faculty and staff as it is for students.

**F. Chief Diversity Officer:** Not present.

**G. CSU Faculty Trustee:** Not present.

**XI. Adjournment:** A motion was made to adjourn the meeting. The motion was seconded. The Senate voted and the meeting was adjourned at 4:40 p.m.

**Executive Committee Minutes**  
**November 15, 2021**  
**via Zoom, 12:00 to 1:00 p.m.**

Present: Alison McKee (Chair), Anoop Kaur, Brandon White, Julia Curry, Karthika Sasikumar, Kimb Massey, Laura Sullivan-Green, Ravisha Mathur, Vincent Del Casino (12:15 p.m.), Winifred Schultz-Krohn, Charlie Faas, Patrick Day, Tabitha Hart, Kathleen Wong(Lau)

Absent: Mary Papazian

Guests: Theresa Davis, Beth Colbert

1. The Executive Committee approved the consent agenda (Executive Committee Agenda of November 15, 2021, Consent Calendar of November 15, 2021 as amended by AVC Massey, Executive Committee Minutes of October 4, October 18, and November 8, 2021) (14-0-0).
2. Vice President of University Advancement, Theresa Davis, and AVP of Advancement and Campaign Operations, Beth Colbert, presented proposed members for the Honorary Degree Committee. Each year every CSU campus is asked to present names to the Chancellor's Office to receive the honorary doctoral degree. The purpose of this committee is to review those names recommended from our campus and make recommendations to the president. The president must then submit her nominations to the Chancellor's Office by December 3, 2021. The Chancellor's Office will then review and select recipients at their meeting in January 2022.

Questions:

Q: How were the proposed honorary doctoral nominees selected?

A: The nominees are recommended in a number of different ways. To begin with there is always a list of nominees leftover from previous years. Two of the nominees on this year's list were left over from previous nominees. Also, some nominees came to us as recommendations from the Board of Trustees.

Q: If a degree is being awarded such as from the Communications Studies Department, to what extent does that department have input into that award?

A: One of the things we try to do is have a method in which we identify people. We took a look at the people that were recommended for the award and we hope that the recommended committee members before you are representative of those people and fields.

C: [VP Day] We live in an age where this is tricky business. I would suggest considering a way to have CDO Kathy Wong(Lau) take a look at the makeup of the potential committee members with an eye towards diversity and equity. This is just a recommendation.

A: I recommend that the committee find a way of including Kathy's perspective on diversity, equity, and inclusion. [McKee] When Theresa and I were meeting I asked her what policy she was following and how the names came up. We do not have a university policy governing who we might recommend to be on the committee. I checked and some CSU's have a policy and some don't. This is something we might want to consider in the future.

C: [Past Chair Mathur] I sat on this committee when I was Vice Chair of the Senate. When we got the recommended nominee names, we did our due diligence in researching them to see if there was anything in their background that could potentially reflect badly on SJSU and to ensure that they represented the values and the mission of the university. So, there is some investigative work that is done around each nominee, but I also hear VP Day's point. We should think about our diversity initiatives and who would best represent our university; faculty, staff and students.

[Beth Colbert] I had my research team put together a background document on the nominees that we are putting forward for consideration, specifically looking for any kind of a red flag or something in their background that could dissuade us from wanting to give them an honorary degree. Theresa and I have been having conversations about putting a specific process in place. There have been occasions that we have been given only two days to prepare nominations for the chancellor's office. We want to be out in front of it. We have a running list of people nominated by the colleges throughout the year and we go through it and look at who rises to the level where an honorary degree would be warranted and those are the names we put forward. We do have an eye on diversity such as in ensuring women and people of color are represented. We are happy to entertain nominees so if faculty have alumni that are distinguished in their career send me an email and we will add them to the list.

[VP Day] We should probably shore up how this list gets developed going forward. What Kathy provides us is the nuance of how things are shifting and how things move over time around these kinds of conversations. That is why I think Kathy can track that lens as to where things are going. I just wanted to make this clear as to why I was recommending Kathy Wong(Lau).

A: Thank you for that VP Day.

C: [CDO Wong(Lau)] I see a noticeable absence of anyone that is Latinx or someone that could look at those candidates for the honorary degree. If we are going to add people, we should look at that.

Q: Do you have a recommendation for someone to fill that role?

A: [CDO Wong(Lau)] CDO Wong(Lau) made several recommendations. The committee discussed and selected one of the recommendations to represent Latinx.

C: VP Davis announced that if there were no objections to the list as amended, she would be forwarding it to the president. There were no objections.

3. The Executive Committee discussed two nominees for one seat on the Athletics Board. The committee selected a nominee to recommend to the president (14-0-0).
4. The Executive Committee discussed the University Governance Awards and the President's Governance Award. The president's office contacted the Senate Administrator and asked for finalist recommendations for the President's Governance Award. The Senate Administrator provided the Executive Committee with a list of the students that were granted the University Governance Award for 2020-2021. Students are eligible for the University Governance Award if they have attended 80% of the meetings of either the Senate, a Senate Committee, the AS Board of Directors, or other AS Committee and are recommended by the committee chair. The Senate Administrator then submits student awardees to the Registrar's Office to have their transcript annotated with the award each year.

The President's University Governance Award does not have specific criteria and/or procedures for the award. The Executive Committee did not feel they could make a recommendation for the award to the president without further information about the students to make a selection. A suggestion was made that statements be collected from the students about what they had learned while serving on their committees along with recommendations from the committee chairs next year. The Executive Committee discussed procedures and it was felt that this should be handled out of the President's Office since the President selects the award winner for the year. Chair McKee will inform the president's office that the Executive Committee was not comfortable recommending finalists at this time. A further suggestion was made by Past Chair Mathur that the President's Office make a referral to the Instruction and Student Affairs Committee to review the policy on the President's Governance Award and add criteria and procedures.

5. Updates from the Policy Committees:
  - a. **From the Instruction and Student Affairs Committee (I&SA):**  
I&SA will be discussing who will chair I&SA during the spring while Chair Sullivan-Green is on sabbatical. I&SA will also be working on a resolution on student absences for the Senate meeting in December and a referral regarding the add and drop deadlines. We also have some subcommittee work going on addressing the educational equity policy that is 30 years old.

Q: Can you elaborate a bit on the add/drop deadline referral?

A: There are two referrals both requesting extending the add/drop deadline, but the extent of the extension is a little different from the administration and student sides. I&SA is trying to decide what makes sense both to maximize opportunity for students, but also to manage what we need to manage for SJSU. We had some information from other CSUs about their deadlines. We tend to land in the middle of the CSU campuses.



**b. From the Professional Standards Committee (PS):**

The PS Committee is still working on amendments to the Retention-Tenure-Promotion (RTP) policy, particularly looking at the service section with an eye on educational equity and inclusion. In addition, we are looking at having amendments to both the Research, Scholarship, and Creative Activity (RSCA) and academic assignment areas early in 2022.

PS is working with Maggie Barrera on creating a website that will contain all the information for departments that want to generate their own RTP guidelines. Right now it's a bit like being on a treasure hunt. We are trying to get this in a one-stop-shop where departments can get all the information they need to first of all make a decision on whether or not they need department guidelines and then provide direction on how to construct them. Chair Schultz-Krohn has been meeting with the chairs, the Faculty Diversity Committee, and the Student Evaluation Review Board (SERB) on some of the issues with an eye toward educational equity and reform.

PS is also looking at the department guidelines as they come through and trying to offer suggestions and support.

**c. From the Curriculum and Research Committee (C&R):**

C&R is working on three policies to bring to the Senate by the end of the semester. One of these policy amendments is to the General Education (GE) Guidelines. That will probably go out campus-wide for faculty to provide input to their faculty Senators and then we will bring that forward. We will then have a first reading of a new policy that will rescind University policy S05-13, which has to do with Organized Research and Training Units (ORTU). We have been out of compliance with the chancellor's office guidelines for some time now. One of the last things Pam Stacks did before she retired was to work on this policy. There are significant changes to the ORTU policy and we have been slowly going through it. We will be bringing it to the Senate for a first reading to get feedback. We will also be bringing back the Curricular Accessibility policy. We brought this forward once before as a first reading. We are unsure if we will bring this back as another first reading or a final reading yet. We will be discussing that today.

Questions:

Q: If the GE Guidelines are approved would they be coming into play in 2022? If they are not approved, does that mean they will not be applied in the Fall 2022 and the earliest they could be applied is Spring of 2023?

A: The major changes were to areas C and F. As far as these new guidelines go, the recommendation from C&R is that the courses would only go through the new GE Guidelines when they go up for their review. Right now all GE courses are coupled with their program plan, so in essence anyone submitting a program plan in Fall 2022 would have to make changes

to their GE classes to show they are being brought into alignment with the current GE Guidelines.

Q: This question is about AB 928 that has been signed into law. Do you know anything about what the timeline for implementation is and how that process is going to go? Has C&R talked about that and how that might affect our GE Guidelines, because I know there is going to be some debate around Area E?

A: C&R will be discussing this today. The last time we discussed this, the Provost and I were waiting to see what the UC's were going to do about this. Curriculum chairs across the CSU have no idea either. As far as the timeline goes, I can provide that information. The bill states that a committee will be formed and the committee makeup will have members from the community colleges, the CSU, and the UC. They basically have until May 2023 to implement whatever the recommended changes will be. That is essentially 1 ½ years to implement the changes at the campus level. If the committee cannot reach an agreement by then, then it goes to the administration across the systems to come to an agreement by December 2023. This still gives all the campuses one year to come up with all their own internal policies on how to implement this. That is all we have to go on right now. The reality is that when you look at the differences between the CSU and the UC campuses, there are five units. However, when you look closely those five units are world communications and Area D. The UC does not have those two. There are some nuances though. For example, it is unclear how Area F is going to fit into this. The UCs are currently working on adopting Area F, but they are going to allow overlay with Area C and D. My opinion is that this presents a problem for the community colleges. The other big piece of the puzzle is American Institutions. The UCs don't require American Institutions, but we do. This is complex. Once the committee is formed they are going to task all the campuses with beginning to gather information. That is what we will probably be doing next.

C: I don't want to wait for the UCs, because then the UCs will drive the conversation.

A: The conversation will be driven by the committee and we don't know who is going to be put on the committee. It just has representation from the three different groups.

C: [Chair McKee] There is a Senate Chairs' meeting this week and I'm going to keep my eye on that. This has been an ongoing conversation in the meetings. I agree that we don't want to wait for anyone else to drive the conversation.

A: The question is whether the UCs are going to increase the number of units in their general education. That will be the big driver. It will be the committee that speaks to all the groups and bodies.

C: [Provost] Just to be clear, I believe the board has pushed at the California state level for a reduction of the general education program in the past, so the

Chancellor's Office backing AB 928 could mean that the UCs aren't the only ones driving a UC-like pattern, because it would mean a reduction in the general education program in the California state system.

Q: Are you getting any sense that we are being told to plan for certain changes to Area F?

A: As far as I know, mums the word for everything right now. It is pure speculation at this point.

Q: We'll follow-up on that one.

6. Updates from the University:

**a. From the Chief Diversity Officer (CDO):**

The Campus Committee on Diversity Equity and Inclusion (CCDEI) report is live and on the website right now. It is on the agenda for our cabinet meeting on December 2, 2021. We are producing a rubric for the committee. We will meet this Friday and then every two weeks and will track these issues. A number of the items in the report have already been undertaken or are under way.

Certainly there are things on there that need long-term addressing. The report goes live today. The CCDEI continues to work on this project. We have had various groups come in such as representatives from the Black and African-American community as well as representatives from the Black Spartan Advisory Group, and the Black Faculty and Staff Association to present some of their key issues and priorities. This week the Gathering of Academic Indigenous and Native Americans (GAIN) will be visiting the CCDEI and sharing priorities. Part of the work we are doing this year is trying to get literacy up for everybody and get an in-depth nuance and understanding of some of the issues of each group. However, subcommittees are still broken down into the key sub areas of students, faculty, and staff as well as other community groups.

I'm putting a You Tube link for some comments from the Chairwoman of the Muwekma-Ohlone Tribe in the chat. I think all the Executive Committee should review this. When we are reading the land acknowledgement, this will give you the context to understand why some groups feel a land acknowledgement is just barely enough.

We are also gathering Diversity Equity and Inclusion (DEI) representatives from across the campus and so the President's Leadership Council was asked to nominate or appoint people to this group. It is a working group of people that have within their job description DEI issues or they chair committees for their college on DEI. We have about 24 people in that group. The purpose or charge of the group is to professionalize the work we are doing and provide resources and a place where people work together on their anti-racism plans. It is a shared learning community and a place to share ideas. This group will meet at least once a semester.

**b. From the Vice President for Student Affairs (VPSA):**

As far as COVID compliance, what we are anticipating in Spring 2022 that will be different from this year is that we will have an early cutoff date and if students are not compliant early on in the process they will be dropped. We have spent the better part of a semester working with students. We sent out over 20 communications to students across email, phone, and text. The first semester we were trying to figure it all out, but going into this semester we are going to shift that. My team will be working with Dean d'Alarcao since a number of the start dates are different for their programs. We want students to be compliant two weeks prior to the start of classes, and for most students that will be January 10, 2022. We see this as the direction we are going to head. This is really about new students.

We will be conducting an external review of the Registrar's Office. This is not something new. We do these reviews all the time. This review will be conducted by the American Association of Collegiate Registrars and Admission Officers (ACRO). That will be happening on December 7<sup>th</sup> and December 8<sup>th</sup>. They will also be meeting with members of the Instruction and Student Affairs (I&SA) Committee.

**Questions:**

Q: One of the issues raised by students in my classes regarding COVID is suicides and domestic violence in their extended families, or other forms of marginalization. My immediate response was to talk to the CDO. The second subject my students addressed was about taking mixed modality classes. Students expressed anxiety over having to wear a mask continuously in the classroom and not being able to drink water or remove it to breathe when needed. Also, next week is Thanksgiving and it is a very stressful week for some students. I'm asking for some kind of messaging to go out to remind people to take care of themselves. I'm very concerned. I wouldn't have been as concerned if students hadn't raised the issue of suicide and domestic violence.

A: Thank you for sharing this. I really appreciate it. We are seeing an uptick in conflict resolution issues with our students. There are clearly real challenges going on. In terms of messaging, we always send out some messaging this time of year and I will follow up. We have been doing a lot of suicide intervention programming. As far as students removing their masks in the classroom, they can certainly remove their mask to take a drink of water. I understand that wearing the masks all the time gets old, but we are a very safe campus and it is because we have been following these procedures.

Q: I'd like to ask you something, but not have you answer here today. Take your time and think about it and respond later. In today's newsletter from the Chronicle, there was a discussion on international students and the decline in these students in universities in the U.S. One of the things the newsletter pointed to was the fact that we don't diversify our international recruiting strategy. The newsletter talked about Loyola and how they had begun a recruiting strategy

focusing on Latin America and now have a Latin American population of international students. This is something we should consider. Can you at some point share what our enrollment strategy is going to be and how we are diversifying it?

A: I will be happy to follow up and bring Ruth Huard into the conversation.

**c. From the CSU Statewide Senator:**

The only business at the Academic Senate California State University (ASCSU) is the call for faculty experts. I've been sending these notices out. I'm targeting certain areas rather than sending to the entire Senate, mainly because I'm trying to get feedback and participation in a more tailored manner.

I'd like to congratulate Romey Sabalius, our own faculty trustee, for clearly advocating for faculty wages and equity. His discussion lost by only one vote which means that persistence is a very important thing.

**d. From the Vice President of Administration and Finance (VPAF):**

The only update I have is the new Science building has big panels of glass going up. This is a huge step and we are thrilled.

**Questions:**

Q: How is the search for a new police chief going?

A: It's going. The first round we went through was less than thrilling with the candidates that were brought forward to us. We said no thanks and the search firm has come back with additional candidates that came in on Friday. I haven't looked at them yet but Chief Abeyta is much happier with these candidates. They should be coming to campus sometime in December. If all goes well, we could make an offer in December.

**e. From the Provost and Senior Vice President for Academic Affairs:**

One thing we are definitely going to have to work on going into the Spring is faculty changing their modality in classes without getting permission. This is has now run into an accommodations issue, particularly with those students that are hard of hearing or deaf. We are talking about a faculty member just deciding to flip the class online and having the accommodations personnel working with the student not be notified. There are all kinds of problems around this issue, not the least of which are contractual issues. It is not an easy fix. People are wholesale changing a class without affirmation. It is something we really have to manage. It is not fair to students and is becoming very problematic. This is something we have to tackle before the third week in January.

**Questions:**

Q: Senator Khan sent out a message asking about the success rate of those modality change requests and I don't know if that information has been provided to the Senate? When faculty make these requests officially are they approved or denied and what is the percentage rate of those approvals?

**A:** I haven't seen that data.

**Q:** I know Senator Khan asked that in the first Senate meeting, so I'm not sure who to ask about that data?

**A:** It went to Joann Wright in University Personnel. Contractually faculty cannot change the modality of the class. This is in the Collective Bargaining Agreement (CBA). It is at the discretion of the institution.

**Q:** I understand what you are saying, but there are a lot of faculty that believe that modality is a pedagogical decision.

**A:** That is fair enough, but at the end of the day chairs and directors get to decide how the schedule is put in place. I'm not saying don't drive modality by a pedagogical conversation, but once the schedule of classes go live and the course is in there it needs to be taught the way it is listed there. I'm not against the pedagogical reason for putting something in the schedule of classes as online or other, but a middle of the semester change is not a pedagogical one necessarily. That is what I'm talking about. I do think we need to shift the conversation and give people the space for the pedagogical discussion, and then build the schedule of classes.

**f. From the AS President:**

I would like to remind everyone to be thoughtful about the traumatic history of this holiday and if you could also be mindful of the language you use. There are people that don't have anything they can be grateful for this time of year, and it can be a sensitive subject.

7. The meeting adjourned at 1:34 p.m.

These minutes were taken by the Senate Administrator, Eva Joice, on November 15, 2021. The minutes were edited by Chair McKee on January 9, 2022.

The minutes were approved by the Executive Committee on January 12, 2022.

**Executive Committee Minutes**  
**November 22, 2021**  
**via Zoom, 12:00 to 1:30 p.m.**

Present: Curry, Hart, Kaur, Massey, Del Casino, Sasikumar, Sullivan-Green, White, Mathur, Schultz-Krohn, Faas, Day, Papazian  
Absent: McKee (Chair), Wong(Lau),

1. The Executive Committee approved the Consent Agenda of August 30, 2021 [Executive Committee Minutes of August 9, 2021 and August 23, 2021, Consent Calendar of August 30, 2021] (12-0-1).
  
2. Skip Bishop  
From Sacramento State. Here he is working with Title IX to make sure they have the resources they need to succeed. Staffing up, making emergency hires, etc. Came from civil rights law arena. Title IX is prominent (as well as Title VII and ADA). Very passionate about DEI space/lens as well. Has a lot of compliance-related experience (just the basics) but wants more than mere compliance: wants these things to be part of campus culture. Wants to start developing relationships so that everyone can trust that issues will be handled (with empathy and compassion).  
Q Sasikumar: Where is your office located and where do students go?  
A: Located in ADM #112  
Q: What kinds of things are in the works?  
Chris Smead was hired on emergency basis as an Interim Title IX analyst. A deputy Title IX officer hiring committee is being formulated. They are a little behind on permanent investigators, need internal investigators. The vision for the office is to grow the department so we can do the things we are required to do by CSU policy (beyond DOJ compliance). Training piece is important as well. Wants to add more to the training, in-person training, and tailored training (e.g., guest lectures in class). Outreach is also important. Wants to collaborate with various programs (for example, athletics).  
C: Campus culture needs to be changed.  
Q: Trainings are fine but they are inadequate for students when they report. One issue: There's not closing of the loop: no one knows what happens after the report. Reports are made, but no feedback or resolution is forthcoming. When calling over there, we don't hear back. Is a hotline number possible?  
A: That goes to the education piece. Wants to talk people through the steps so people can know what happens when you report. This isn't new to DOJ mandates, it is required by 2014 CSU. Response should be immediate and complete and everyone should understand the process and what rights need to be protected.  
Q: Could you comment on the importance or plan regarding the independence piece of the DOJ report/agreement (mentioned multiple times)?  
A: Title IX has to report to a VP or above but must be willing to push or advocate hard for that independence. Sac State Provost who will be our interim President will tell you: Skip pushes hard for independence. He has already established this. He is

collaborative but needs to push to do the right thing he will push no matter who it is. Not just protecting the name. If there is something going on, it will be known. He has four children. As a parent, he takes this personally.

Q: Second part of your title refers to gender equity. How do you plan to address it?

A: Gender equity is covered by Title IX but also falls under DEI lens, unconscious bias, equity, etc. Needs to find out where we are and then find out what needs to be done.

C: Please reach out to us for information or assistance along the way.

Q: Could you speak to the timeline at the end of the DOJ report, and how compliance will be reported?

A: His understanding that everything he is doing is public. He's not aware of anything that won't be public. He is also asking us what we are doing. He believes that Title IX isn't the only place where great ideas are happening. Let him know how he can help.

### 3. Updates from the President:

President Papazian recognized the important work of the Title IX office and was glad we invited Skip Bishop to Senate Exec.

Would be happy to talk about the transition. Said the incoming Interim president was a prior Senate Chair and feels like he will be a good partner to the Senate. Please be patient and kind while he gets oriented.

Q: We will be patient. Will we be continuing programs and initiatives (the strategic plan?) with this change of leadership?

A: The Interim President is excited about what's going on at SJSU. Excited about continuing to move forward with the university's initiatives. Coming in mid-year is a great way to learn because momentum is already in place. Sees good ideas continuing to move forward. At the faculty level but also the student level: partnerships, collaborations, city hall, business and industry, the Tech Museum, etc. The relationships are already there, not built on one person. So these relationships are based on the campus community in win-win relationships. Faculty and students need to keep expressing their needs and desires. Start the new year with hope and optimism.

Q: The Mercury News reported an additional settlement with victims of sexual abuse amounting to \$3.3 million. Are these different individuals from those who were included in the previously reported settlement of \$1.6 million?

A: Different people. 28 were identified all together. All were offered \$125K. 13 of them took it. The remaining 7 took a different path. These are all that we know, so far. But there is room for others if they come forward. This was one way to help people with closure. Also supportive measures have been made available. They've been setting up a process so if more come forward, they will get the help that they need.

A: Day: We are locking in place a response process if more come forward.

### 4. Discussion of draft policy on Curricular Accessibility

C&R wanted to bring the draft policy on Curricular Accessibility into Exec for discussion. Policy provides faculty must have training. Who is responsible for this training? The



question is partially implementation. If we lose that language, we feel like the training won't be done or be done efficiently.

A Provost: Provost oversees all accessibility. We get reports from Faas and IT. We submitted all of our stuff to budget for accessibility training. There is language that the Provost is responsible for accessibility.

Q: Are you suggesting we delete one of the whereas (second one?)

A: 1111 says the campus has to do this work. Ultimately, the Provost is responsible. So maybe say, "with the support of campus."

Q: Was the concern about the location of the services?

A: Location, yes, but also who is going to be charged to do this. Everybody believes in this. The question and concerns are about enough resources available to support this. It is about implementation. On other campuses there is a central location to deal with about these issues.

Q: Saying it is under the Provost doesn't help faculty.

A" Del Casino: I don't disagree, but it shouldn't be policy, because including language that has been changed in the past, and might be changed again, isn't helpful..

Q: This policy is requiring faculty to do something. How can we do that successfully without support from other units on campus?

A; Del Casino: What if we add a context memo to the policy so we don't get tied down in case there's a reorganization. Not in disagreement with you.

Q: Has the committee considered doing guidelines?

A: Committee on Curriculum and Research wants this one-stop resource. The problem is, there isn't a one-stop place. It is sprinkled all over campus. Office of Provost sounds fine to me.

C: President: Keeping policy and implementation separate from one another so things can stay current .

C: Likes the idea of an implementation memo instead of whereas clauses. This has been good feedback.

## 5. University Updates

AS President Kaur:

Hope you are having a good day. Tomorrow they are launching a resolution to acknowledge the historical discrimination of Chinese Americans asking to acknowledge those histories and issues.

VP Student Affairs Day:

The numbers for enrollments are fine. Fall applications are way up on first time Frosh applications. And up 73 in transfer numbers. Doing an assessment of financial aid to come up with a strategy there. 12/7 is going to be a review of registrar's office; that will be conducted by an external professional agency.

Q: Have you done analysis of those undergraduate applications? Gender gaps?

A: No we haven't analyzed numbers yet. But we are looking at pre-enrollment campaigns; we've seen that a lot of students came back. We will be watching trends to see whether we are seeing drops in any areas. Transfer numbers always seem more dynamic.

ASCSU Senator Curry:

Working on policies (reported last Senate meeting). Search committee for Channel Islands.

VP Administration & Finance Faas:

We just got notice from Chancellor's office that the Starbucks in the library has been approved. ]

Provost: Getting ready for the incoming Interim President.

Q: Attended Chicano Latino caucus. Reported proposals sent to Provost for \$300K being given to the campus.

A: We were allocated \$800k base money including benefits designed to expand ethnic studies access (mostly hires). There is money that could be allocated to projects. Met with one department to talk about strategies about funding on a one-time basis to expand ethnic studies offerings. Just last week he received feedback. Met with Dean Jacobs regarding the first-cut proposals. Trying not to be top down "here's what the Provost thinks you should do." So he asked Dean Jacobs to go through the proposals. The long-term objective is that these should go to faculty line hires. \$540K isn't a lot of money. Has been annoyed because investment isn't enough.

6. Policy Committee Updates:

O&G: Will be bringing two policies (carried over from last year) having to do with student seats on Budget Advisory and Faculty Diversity Committees. Should be straightforward. Committee is also still working on Senate expansion.

ISA: Hoping to bring the policy on university excused absences forward. Also working on referral on add-drop dates (waiting on information). Continuing to work on other referrals such as ed equity policy.

PS: Reviewing RTP guidelines. Creating a one-stop shop for information on development of guidelines. Plan is to have an amendment to S-15-8 re: service. Also working on amendments academic assignment.

C&R: Bringing 2 or 3 policies to final meeting: GE Guidelines, ORTUS, Accessibility. Also looking at a Master's in Design (new program).

Q: Which GE areas?

A: The entire 30-page guidelines.

These minutes were taken by AVC, Kimb Massey, on November 22, 2021. The minutes were edited by Vice Chair Karthika Sasikumar on December 2, 2021 and reviewed by Chair McKee on January 9, 2022. The minutes were approved by the Executive Committee on January 12, 2022.

**Executive Committee Minutes  
November 29, 2021  
via Zoom, 12:00 to 1:30 p.m.**

Present: Alison McKee (Chair), Mary Papazian (President-1:10 p.m.), Anoop Kaur, Brandon White (12:38 p.m.), Julia Curry, Karthika Sasikumar, Kimb Massey, Laura Sullivan-Green, Ravisha Mathur, Vincent Del Casino (12:15 p.m.), Patrick Day, Tabitha Hart, Kathleen Wong(Lau) (12:20 p.m.)

Absent: Charlie Faas, Winifred Schultz-Krohn

Guests: Theresa Davis, Beth Colbert

1. There was no dissent to approval of the consent agenda (Executive Committee Agenda of November 29, 2021, Consent Calendar of November 29, 2021) (14-0-0).

2. Chair McKee announced that the President could not be here today to do the President's Update and this is the last scheduled Executive Committee meeting of the semester. Chair McKee thanked the President for her service to the Executive Committee, the Academic Senate and the University. [Note: President Papazian was able to make the last 20 minutes of the meeting.]

**3. Policy Committee Updates:**

**a. From the Organization and Government Committee (O&G):**

O&G will be bringing two policies to the Senate at the December 6, 2021 meeting. Both policies are changes to student seats on the Faculty Diversity and the Budget Advisory Committees. These amendments are a carry-over from last semester and will be brought as final readings.

**b. From the Instruction and Student Affairs Committee (I&SA):**

Hopefully, we will be finishing up work today on a policy on University Absences. We have been going back and forth with several offices on some information, but hope to have it concluded today. It may be cause for debate on the Senate floor due to faculty workload and responsibilities. It will come as a first reading.

**Questions:**

**Q:** Can you expand on what led to this policy?

**A:** There were two referrals. There was information at one time in the final exam policy about excused absences due to things like medical emergencies. That was taken out in the last revision. We are noticing that there is a lot of inconsistency across campus as to what faculty do and do not allow for excused absences. Some faculty allow none and others are very flexible. This policy will provide standards to provide some equity for students in the event they need a short-term absence due to limited extenuating circumstances.

**Q:** Has there been consultation with faculty and students about this?

**A:** There has been a lot of back and forth with different offices and students about this policy, which is why we have been working on this all semester. The latest consultation had to do with “Personal Instability.” This is what we are calling it and includes things such as when students are having a housing issue, or something SJSU Cares could accommodate. This is the first time there would be a policy on excused absences across the board.

**Q:** Would you say the results of those conversations has been divergent with multiple points of view?

**A:** No it’s just about making sure we have the information correct in the policy. We don’t want to open up the door so wide that everything can be considered an excused absence, but on the other hand we want the policy to be functional. We have been working with a lot of offices to make sure the language is appropriate for the circumstances but is also limited. We don’t want students to be able to go to a professor and say, “I’m not going to be in class on such and such date and you need to accommodate me.”

**Q:** Is there any faculty support for accommodation? For example, about six to seven students have had an emergency in every single class I’ve taught this semester. They have had issues like emergency moving and family illnesses.

**A:** I’m not sure what you mean by faculty supports? Do you mean instructions for faculty on how to work with this?

**Q:** Every time there is an accommodation, I have to adjust my teaching schedule for those students in every class.

**A:** Right now we don’t have anything in the policy about that because it is highly specific to the student and the course. The only thing we are putting in there is faculty guidance on documentation of the request and keeping it confined and specific to the information listed in there. I’m not sure what we could put in there to structure that specifically for faculty. If you have any suggestions, please send them to I&SA. The only thing that might be in tandem with that would be tied to the final exam policy. Again, I’m not sure we could definitely connect that here or that it would be something that would be consistent for all faculty.

**Q:** I’m very curious about accommodations for graduate students. It is very common for graduate students that work full time to be told that their jobs and private lives matter more than classes and students believe this is the case. I’ve encountered problems with students many times and I’ve had to resort to asking for advice from the Associate Dean, who basically told me that if students could do the work without coming to class there was nothing I could do. That made it okay for students to be excused. My graduate classes are on Saturdays and meet only nine times out of the semester, so missing two classes is like missing four weeks of class. This situation resulted in my being tried by the Student Fairness Committee and it was very distressing. Is there any way that you might consider putting something in the policy that takes into account emergency issues, but also protects faculty from retaliation?

**A:** No, but I will say we know we are walking a fine line including anything related to work. We realize sometimes students have to choose work over their academics, but that is their choice. At some point it is one or the other. This policy is limited to unexpected events and not regular work and it has to be limited to two weeks. The only thing I can think of wouldn't be put in the policy but in faculty guidelines and would advise faculty to make clear to their students what an excused absence is, versus an unexcused absence and what the consequence of an unexcused absence would be. Maybe this could be negotiated in the syllabus or maybe we could provide separate guidelines for faculty. I'm not sure this could go in the policy, but I'll take it back to the committee and we will talk about it.

**Q:** Thank you Chair Sullivan-Green for your work on this. This is a tough one and you are not going to be able to make everyone happy. If that happens, you've done it wrong. Just one question. Have you looked at other institutions and what they do that have similar populations to ours?

**A:** I'm pretty sure the subcommittee has done that work. The people on the subcommittee are very diligent and thorough; however, the work was started in Spring 2020 before COVID hit, so things got delayed. I will ask them for a summary of all the work they did so that if need be we can share that information.

**c. From the Professional Standards Committee (PS):**

[Chair McKee] Chair Schultz-Krohn could not be here today, but there may be a policy coming to the Academic Senate on December 6, 2021 from PS.

**d. From the Curriculum and Research Committee (C&R):**

C&R will be bringing three policies to the Senate meeting on December 6, 2021. These three policies are the General Education (GE) Guidelines, Accessibility in Curriculum, and Organized Research and Teaching Units (ORTU) policies. All three will be brought as first readings. C&R will present them in the following order: GE Guidelines first, then the ORTUs, and finally the Accessibility in Curriculum policy. We are also doing some curricular review today on the MA to MS conversion in Kinesiology.

**4. Updates from the University:**

**a. Updates from the Chief Diversity Officer (CDO):**

The Campus Committee on Diversity, Equity, and Inclusion (CCDEI) has now looked at the report accepted by President Papazian for recommendations. A rubric has been set up for each of the recommendation items and I will be meeting with cabinet members to look at the areas they are responsible for. The work will be cross-divisional. Some of the work has already begun or been done such as in University Personnel, the Provost, and Student Affairs areas. Many of the recommendations are underway, or have been taken on by different committees, so it is just a matter of coordination for accountability. This is something that is in process this year. Just as a reminder, Monica Allen is the incoming Co-Chair and will be returning from sabbatical this spring. We eagerly

await her return to Co-Chair along with Angee Ortega-McGee. We are pretty excited about this.

The CDO Office is working with Kathryn Blackmer-Reyes to help recruit members to participate in programming and advising in the multicultural collections center in the MLK Library. Kathryn is looking to bring additional people and ideas in. It is a wonderful and safe place. We will be working with our employee resource groups to help recruit folks. We are happy to be working with Kathryn on this.

The employee affinity groups are going well. We have various organizations that have requested funding, because they are due annual funding to hold events. We are happy with some of the events held for faculty and staff by different affinity groups. Some of the groups, such as the LGBTQ faculty and staff group, have been very excited because they have been able to do some programming and tabling with the funds.

The CDO and her staff have been very focused on working with Santa Clara County and their Hate Prevention and Inclusion Taskforce, formerly the Hate Crimes Taskforce. We have a contract through the Research Foundation working with our faculty and faculty from UC Irvine who are acting as research consultants to put together recommendations and hold focus and participatory working groups for the county to address root causes of hate as well as address hate crimes and mass shootings. It is a pretty robust report that we are putting forward. This is bringing a lot of experience to our campus faculty.

**Questions:**

**Q:** How will the campus be updated on progress from the CCDEI Report?

**A:** We certainly plan on using our newsletter, but we also have a webpage for the CCDEI and the report is there. We will post the template that the cabinet and CCDEI will be using. We are going to have a dashboard.

**C:** A short blast to the campus would be useful as well.

**A:** Maybe we will do a blast when we get the dashboard up and running.

**b. From the Vice President of Student Affairs (VPSA):**

We have an offer out for our APIDA Center Director finalist. I will let you know if the offer is accepted. We are very excited about this.

There is paperwork moving with regard to our Indigenous and Native American Center. As soon as it is signed and sealed we will begin advertising for a director.

In terms of COVID compliance there are no changes. There is one little COVID spot we are looking at in our Greek system. Right now it is a small cluster, but certainly we are keeping an eye on it. However, we have a vaccinated campus and this has mitigated COVID as much as possible. We are looking at variants

and we are encouraging people to get the booster. Getting the booster shot will not be a compliance issue, but we are encouraging everyone.

We will be having an external review of the Registrar's Office by the American Association of Collegiate Registrars and Admission Officers (ACRO) on December 7<sup>th</sup> and 8<sup>th</sup>. The Instruction and Student Affairs (I&SA) will be involved.

We are doing some important work with regard to financial aid optimization. We are taking a good look at financial aid and how we administer it and where we have some room and discretion. There are strategies associated with financial aid and we want to effectively manage it. I must say I'm seeing some surprising things coming out right now in terms of our resources that we have at the university. We do a really good job, but we are looking at how can we do the best job to continue to retain our students. This is very important work and I will continue to keep you informed.

The Taskforce on Community Safety and Policing Report was done last week. We are just working with some folks on the design part. They are working hard. Hopefully, they will wrap that up this week so we can post it. We will send something out to the campus as soon as it is posted. We will be following up with the Executive Committee as well as Associated Students, Justice Studies faculty, and a number of different groups we collaborated with.

**Questions:**

**Q:** I believe you received an email from Sarika Pruthi, Chair of the International Programs and Students Committee, about their survey of graduate students and how they are experiencing the pandemic. Can you elaborate on this?

**A:** [VP Day] The committee asked me to go through it, but I haven't had a chance to go through it all yet. They asked me to distribute the survey. I've invited Dr. Pruthi to come and present the findings to the Student Affairs team in a couple of weeks. I'd be happy to share those findings with this group and then we can talk about it as necessary.

**Q:** My question is about the email we received this weekend about the threat that was made over social media to the campus. What can you tell us about it?

**A:** [VP Day] I can't tell you that much since I'm not the one that has been working on the follow-up. I will yield to VP Faas. We are coming out with some additional information. What I am aware of is that the individual has popped up in some other spaces but has not been deemed to be a credible threat.

**A:** [Provost] I spoke with VP Faas last night. He wanted me to let everyone know that the police are following all the leads and it remains not a credible threat. Additional messaging will go out today. VP Day is correct there was additional information this morning that we didn't have before. There is going to be an increased police presence on campus. That will be part of the message that goes out today. Right now there is no anticipation of any action, if there is

the campus will take swift action such as closing the campus. Right now we are asking everyone to maintain normal operations. The University Police Department (UPD) is coordinating with a number of law enforcement agencies on this.

5. The Executive Committee moved into a Confidential Executive Session to discuss a naming opportunity presented by Vice President of University Advancement, Theresa Davis, and AVP of Advancement and Campaign Operations, Beth Colbert.
6. The meeting adjourned at 1:30 p.m.

These minutes were taken by the Senate Administrator, Eva Joice, on November 29, 2021. The minutes were edited by Chair McKee on January 10, 2022. The minutes were approved by the Executive Committee on January 12, 2022.



**Executive Committee Minutes**  
**January 12, 2022**  
**via Zoom, 11:00 a.m. to 12:30 p.m.**

Present: Alison McKee (Chair), Stephen Perez, Anoop Kaur, Brandon White, Julia Curry, Karthika Sasikumar, Kimb Massey (11:26 a.m.), Laura Sullivan-Green, Ravisha Mathur, Vincent Del Casino, Patrick Day, Tabitha Hart, Kathleen Wong(Lau), Winifred Schultz-Krohn, Charlie Faas

Absent: None

1. There was no dissent to approval of the consent agenda (Executive Committee Agenda of January 12, 2022, Executive Committee Minutes of November 15, 2021, Executive Committee Minutes of November 22, 2021, and Executive Committee Minutes of November 29, 2021 (13-0-1).

2. Chair McKee welcomed Interim President Perez and introductions were made to committee members.

3. **Updates from the President:**

**Introduction and Personal History:**

President Perez gave a brief history of his Senate service at Sacramento State including being a Senator, serving on the Executive Committee, and serving as Vice Chair of the Senate.

**The Budget:**

The budget the governor proposed for the CSU is a good start. If approved, it establishes a contract between the state and the CSU for budgetary support.

**Spring 2022 Semester:**

We are not going to be able to start the Spring 2022 semester as we had planned due to the surge in cases of the Omnicron variant of COVID. President Perez will be sending out a message to the campus today with the details.

**Questions:**

Q: The local community is asking for details about what SJSU is doing with regard to the start of Spring 2022 classes. Can you give more details?

A: [President Perez] It is good the community is asking. We are looking at the first week being totally online with a phase back to face-to-face classes and the published schedule over the next four weeks depending on how things progress with the virus.

Q: How are lab classes going to run, because most are face-to-face?

A: [President Perez] The best defense is for everyone to get vaccinated. There has been no change in the state's physical distancing policy. [Provost Del Casino] We are going to provide departments with flexibility. We will be getting KN95 masks for the campus. One department chair suggested splitting face-to-face labs the first week. We will not micromanage departments. We will let departments decide what works best for them. [VP Faas] Traci Ferdolage and I will be meeting with the county this afternoon and will have additional information after that.

Q: Can we have clients come on campus or should we anticipate postponing this until at least the 4<sup>th</sup> week of classes?

A: [President Perez] Reach out to the provost in a day or two and we will have worked that out.

Q: Many places require rapid testing, is it available for our students? The tests are selling out everywhere.

A: [VP Faas] All employees are required to be booster vaccinated by February 2022. It is next to impossible to get tests and appointments for tests right now. However, the Event Center will reopen as students come back to campus and everyone on campus can be tested there.

Q: What do we do when a student notifies us they have a positive test result? Faculty need specific guidelines and they need to be very clear about procedures.

A: [VP Faas] We will be sending that information out to the campus. Keep in mind that just because you were in a room with someone that tested positive, it doesn't mean you had close contact. My best advice is to stay home if you don't feel well. [Provost Del Casino] We will be putting together information for the faculty, perhaps in a flowchart. [VP Day] A flowchart could be obsolete in a week. We need a place to update routinely. The information can change in less than 24 hours. I really appreciate the question.

C: What if you get a call late Sunday from a student and can't contact anyone? Having the procedures on a website would be very helpful.

C: [CDO Wong(Lau)] Many of our students live in intergenerational households. I would suggest the advice we give about procedures should include advice for their whole households.

#### **4. Updates from the Senate Chair:**

Chair McKee announced that she really regretted having to take a leave of absence for Spring 2022, and appreciated all the emails, texts, etc. Since the next item on the agenda has to do with a Senate bylaw that would pertain to the Senate Chair, Chair McKee announced she would be leaving the meeting to avoid the appearance of any impropriety. Past Chair Ravisha Mathur will take over the meeting during the discussion of the Senate Management Resolution amending Bylaw 2.2.

Past Chair Mathur presented a Senate Management Resolution amending Senate Bylaw 2.2. Senator Hart presented an amendment that was friendly to the body to remove "emergency" from the 1<sup>st</sup> line, strike "at any point" from the 5<sup>th</sup> line, and to

change “transmitted” in the 7<sup>th</sup> line to “communicated in writing”. Senator Sasikumar presented an amendment that was friendly to the body to change “less” to “shorter” in the last sentence. Senator Schultz-Krohn made a motion to approve the Senate Management Resolution. The motion was seconded. The Executive Committee voted, acting on behalf of the Senate in accordance with Senate Bylaw 4.2, and the resolution passed (13-0-1). The resolution will be brought to the first Spring 2022 Senate meeting on February 7, 2022 for endorsement by the Senate.

**5. Policy Committee Updates:**

**a. From the Instruction and Student Affairs Committee (I&SA):**

I&SA will bring a policy on “Excused Absences” for a first reading at the February 7, 2022 Senate meeting. Chair of I&SA, Laura Sullivan-Green, announced she would be on sabbatical Spring 2022. Chair McKee will be announcing a candidate to fill in as Chair of I&SA at the January 18, 2022 Executive Committee meeting.

**b. From the Professional Standards Committee (PS):**

PS will be bringing amendments to the Retention-Tenure-Promotion (RTP) policies S15-8 and S15-7 infusing scholarship of engagement and diversity, equity, and inclusion into the policy to the February 7, 2022 Senate meeting. These came to the Senate in December 2021 as first readings. PS consulted with the University Council of Chairs and Deans (UCCD), Associate Deans, and Deans for feedback. PS is trying to develop structure for departments building guidelines with an amendment to University Policy S15-7. Many of the guidelines submitted to PS for review are 16+ pages long.

**c. From the Curriculum and Research Committee (C&R):**

C&R brought three policies to the Senate meeting on December 6, 2021 as first readings. These three policies are the General Education (GE) Guidelines, Accessibility in Curriculum, and Organized Research and Teaching Units (ORTU) policies. C&R will present all but the GE Guidelines to the Senate at the February 7, 2022 meeting as final readings. The GE Guidelines will probably come back as a final reading at the February 28, 2022 Senate meeting.

Questions:

C: Past Chair Mathur thanked the PS Committee for these guidelines.

**d. From the Organization and Government Committee (O&G):**

O&G is working on representation on the Senate and committees. An Athletics Board policy amendment passed in March 2017 by the Senate was never approved by President Papazian. The chair of O&G at that time was Bethany Shifflett. Bethany worked with Joanne Wright on it. My question to you is if a policy is never signed it is dead or should I start from scratch? [Senator Mathur] If it is never returned from the President’s Office then it is not dead. Our new Interim President can look at and either sign or veto. Senator Hart will communicate offline with the Executive Committee about this.

**6. Updates from the University:**  
**a. Updates from the Provost:**

He reported that he is meeting with the Native American Heritage Commission this week.

The changes already discussed regarding COVID are the big news.

We are making sure that we have the number of advisers we need for the year. We have continued to hire advisers.

Questions:

Q: Thanks for sharing the Native American Heritage Commission information. It is my understanding that we are in complete compliance with AB 275. My question is how will the Undeclared Advising Center support students into a major and transition them over to a major adviser?

A: [Provost] The goal is not to have students there that long. We will have Thalia Anagnos come speak to the Executive Committee regarding this matter.

Q: Over time if we are having fewer and fewer students in the Undeclared Advising Center is it financially viable?

A: [Provost] The AARS has 14 or 15 staff members. This Center will have 4 or 5 staff. Our goal is a tight and efficient center.

Q: When all campuses discuss how General Education (GE) is aligned, we want to make sure SJSU is represented up front. Can you give any information about when and where?

A: [Provost] We haven't heard a peep yet. There is lots to be debated and I think upper division will be brought into it.

Q: There are huge concerns in Communication Studies about AB 928 and whether public speaking as a required course will be in jeopardy. How can we continue to consult on this topic?

A: [Provost] GE is going to get smaller. It will be hard to push back against the UC since American Institutions (AI) is not a requirement for them. I'm just being real about this. Our GE will be a smaller package.

**b. From the Associated Students President (AS):**

AS will host its retreat on January 19-20, 2022.

The AS Board is preparing for Spring 2022.

AS continues to back AB 367 which would require free menstrual products at all CSU campuses.

COVID Comments:

The AS Board has funded CARE packages.

Students have raised the following concerns regarding COVID:

There is not inconsistent communication from the university.

There is concern about the lack of resources.

There is concern about how students are to handle positive results.

Questions:

Q: Have students been reporting anxiety over COVID?

A: There is lots of feedback, but I'm not comfortable saying it represents all students. Even the AS Board is across the spectrum on what we think we need for Spring 2022. This is why we need more consulting with the university and consultation about what the university is going to do.

7. The meeting adjourned at 12:32 p.m.

These minutes were taken by the Senate Administrator, Eva Joice, on January 12, 2022. The minutes were edited by Acting Chair Sasikumar on January 28, 2022. The minutes were approved by the Executive Committee on January 31, 2022.

SJSU 2021-2022	ACADEMIC SENTATE							
<b>February 14 2022</b>	<b>CONSENT CALENDAR</b>	<b>RED TYPE</b> indicates a correction.						
2021-2022	SENATE SEATS							

ADD								
STUDENTS, FACULTY, STAFF, AND ADMINISTRATORS								
COMMITTEE TYPE	COMMITTEE NAME	SEAT	SEAT TITLE	NAME	ZIP	PHONE	TERM ENDS	CONSENT CAL
POLICY	Professional Standards	G	Humanities & Arts	Shannon Rose Riley	0092	41365	2022	2/14/2022
OPERATING	Student Fairness	3	Student	Anika Shah	0128	46242	2022	2/14/2022

REMOVE								
COMMITTEE TYPE	COMMITTEE NAME	SEAT	SEAT TITLE	NAME	ZIP	PHONE	TERM ENDS	CONSENT CAL
POLICY	Professional Standards	G	Humanities & Arts	Funie Hsu	0092	44726	2022	2/14/2022
POLICY	Committee on Committees	H	Social Sciences	Evan Palmer (on sabbatical S2022)	0120	45547	2023	2/14/2022

1 **SAN JOSÉ STATE UNIVERSITY**

2 **Academic Senate**

**AS 1824**

3 **Professional Standards**

4 **Committee**

5 **February 7, 2022**

6 **Final Reading**

7  
8 **Amendment F to University Policy S15-8**  
9 **Retention, Tenure and Promotion for Regular Faculty**  
10 **Employees: Criteria and Standards: To include within**  
11 **the category of Service, activities that specifically**  
12 **enhance inclusion, educational equity and engaged**  
13 **service with students and in the surrounding and**  
14 **broader communities**  
15

16 Rationale: S15-8 revised S98-8 to improve and enhance the clarity of criteria in the  
17 category of service for faculty retention, tenure, and promotion decisions. S98-8  
18 explicitly referenced service to students and educational equity activities which is not  
19 found in the S15-8 policy. Service to students should be acknowledged as of central  
20 importance at our institution and should be explicitly referenced. This amendment  
21 corrects this error and restores the definition of service to include educational equity  
22 activities. \*

23 Resolved: That S15-8 be amended as indicated by strikeout and underline as  
24 appropriate

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

26 Approved: January 31, 2022

27 Vote: 9-0-0

28 Present: Magdalena Barrera, Nina Chuang, Funie Hsu, Nyle Monday, Priya  
29 Raman, Alaka Rao, Gokay Saldamli, Neil Switz, Winifred Schultz-Krohn  
30 (Chair)

31  
32 Absent: Nidhi Mahendra  
33

34 2.4.1 The third basic category for evaluation is service. Contributions in service are  
35 expected for continuation and advancement in the University. All faculty have an  
36 obligation to contribute to the governance of the institution and to enhance and engage  
37 the surrounding and broader communities ~~community~~. There is often a synergy  
38 between activities considered Scholarship of Engagement and Service. Achievements

39 that do not require specific subject area disciplinary expertise and/or talent shall be  
40 evaluated under the category of Service. The Scholarship of Engagement (a category of  
41 “Scholarly/Artistic/Professional Achievement”) requires the application of expertise  
42 and/or talent grounded in the candidate’s discipline or interdisciplinary fields.

43 2.4.2 Types of Service. For ease of reference only, service may be divided into several  
44 areas. Representational work that demonstrates cultural and identity taxation should be  
45 considered in each category.

46 Examples:

47 2.4.2.1 Service to students. Advising, mentoring, participating in curricular development  
48 and assessment activities, and representational engagement to enhance student  
49 learning and success that are not subsumed in teaching or the primary academic  
50 assignment. Of particular importance are activities to achieve educational equity such  
51 as providing support to historically underserved students, helping to reduce the  
52 achievement gap, increasing student retention, and helping students transition to work  
53 or to further education.

54 2.4.2.2 Service to the University. Participation in the Academic Senate and its  
55 committees, search and review committees, as program coordinators and ~~part-time~~  
56 department chairs, leadership in the California Faculty Association, membership in the  
57 Academic Senate of the CSU, work on system-wide committees and task forces,  
58 administrative activities (to the extent that such assignments are not the primary  
59 academic assignment), work with affinity groups, University Diversity, Equity, &  
60 Inclusion (DEI) initiatives and campus climate reporting/feedback sessions, and  
61 participation in campus organizations and clubs that benefit students, staff and/or  
62 faculty; working to make faculty, staff, and administration more representative of the  
63 student population we serve.

64 2.4.2.3 Service to the Community. Participation in public interest groups sponsored by  
65 or affiliated with the University; Service in the local, state, national, or global  
66 communities such as founding/directing a community organization, serving on boards of  
67 non-profit organizations, organizing public events, public facing commentary as an  
68 expert in the field, establishing bridge building pathways and events between the  
69 academic and general community reflecting the faculty member’s expertise addressing  
70 inclusive and equitable practices. Service to the community includes partnering with  
71 community members and other allies in the effort to make our educational opportunities  
72 equitable for all.

73 2.4.2.4 Service to the Profession/Discipline (see also Professional Achievement.)  
74 Consulting, service on editorial boards or as editor of a professional journal or  
75 newsletter; adjudicator, reviewer for publishers or other agencies and associations.  
76 Developing public programs or events to bridge the profession/discipline and the  
77 public/global community. Public lectures, newspaper editorials, television or radio  
78 analysis, honors and awards. Active participation or leadership in disciplinary or



79 professional associations; organizing panels, activities or workshops. Serving in  
80 accreditation or other discipline-based review capacities; Service to K-14 educational  
81 segments.

82 2.4.2.5 Service related to Educational Equity Activities. Providing support to historically  
83 underserved students, helping to shrink achievement gaps, increasing student retention,  
84 helping students transition to work or to further education, working to make faculty, staff,  
85 and administration more representative of the student population we serve, and  
86 partnering with staff, community members, and other allies in the effort to make our  
87 educational opportunities equitable for all.

88 2.4.3 Significant service should be systematically evaluated and documented. Election  
89 to a position ~~in a contested election~~ is a form of peer evaluation of service. Faculty  
90 serving as committee members, whether elected or appointed, should also request  
91 written evaluation of significant service from persons in a position to know the extent  
92 and quality of their contributions, such as the chair of a committee.

93 2.4.4 Considerations for Applying the Criteria for Service

94 2.4.4.1 Service expectations increase with rank. As faculty gain experience at the  
95 university, they will normally assume greater responsibility for service activities at all  
96 levels.

97 2.4.4.2 Higher levels of service require higher standards for evaluation. While fairly  
98 routine levels of service will often be listed rather than evaluated, service  
99 accomplishments involving leadership, the production of documents, the management  
100 of organizations, and other tangible results should be independently evaluated in order  
101 to be eligible to be designated at higher levels of achievement.

102 3.3 Criteria to be used when evaluating candidates for Promotion and Tenure

103 3.3.3 Service

3.3.3.3 Baseline. The candidate has undertaken a fair share of the workload  
required to keep the Department functioning well. This includes  
activities such as work on department committees, educational equity  
activities, the creation or revision of curricula, the assessment of  
student learning outcomes, or participating in department program  
planning, accreditation, outreach, and advising. This level of service  
must include some documented service to students. A baseline level of  
achievement for promotion to Professor will also include at least some  
service at the University level.

104 3.3.3.4 Good. In addition to the baseline described above, the candidate may ~~has also~~  
105 lead more advanced Department-level service. Candidates may have significant  
106 service activities beyond the department. This will usually include college-level

107 service and may include University level service, service in the community, or  
108 significant activities in a professional organization. It may also include extensive  
109 and effective engagement with students and student organizations within one's  
110 Department or beyond the home department, or extensive and effective  
111 educational equity activities, such as advisement or mentorship for students. In at  
112 least one facet of service, the candidate will have demonstrated leadership  
113 resulting in tangible, documented achievements.

114  
115 3.3.3.5 Excellent. In addition to a good performance as described above, the candidate  
116 has documented significant leadership and/or influence at a high level, in any of  
117 the five described service categories (students, University, community,  
118 profession/discipline, and educational equity). ~~whether it be service to students,~~  
119 ~~the department or program, the University, the community, the profession, or~~  
120 ~~educational equity activities.~~ Candidates who achieve an evaluation of “excellent”  
121 in service will generally have occupied several elected or appointed positions of  
122 leadership and will document multiple specific accomplishments that have  
123 significance for people beyond the candidate’s department or college.  
124

7 **Policy Recommendation:**  
8 **Establishment, Reporting, Continuation and**  
9 **Termination of Campus Centers and Institutes (CCI),**  
10 **Formerly Known as Organized Research and**  
11 **Training Units**

12 **Rescinds University Policy S05-13**

13 Whereas: CSU policy [AA-2014-18](#), Centers and Institutes: Guidelines, “establishes  
14 guidelines for campuses and auxiliaries to develop and maintain policies and  
15 procedures related to the oversight and reporting of all Campus Centers and  
16 Institutes (CCIs),” and charges each CSU campus to “establish a written policy  
17 on the managements of CCIs that incorporates the components outlined in this  
18 coded memo,” replaces Chancellor’s Executive Order 751, which necessitates  
19 an update of University Policy S05-13, and  
20

21 Whereas: AA-2014-18 grants the “naming of CCIs under the purview of each campus,”  
22 and  
23

24 Whereas: annual reports to the University are required and annual list of active CCIs shall  
25 be submitted to the Chancellor’s office via the Assistant Vice Chancellor for  
26 Research Initiatives and Partnerships to update the system-wide website upon  
27 request, and  
28

29 Whereas: the President is “delegated the responsibility for the approval and oversight of  
30 CCIs” and whose “authority may be delegated,” and  
31

32 Whereas: the University has created the Division of Research and Innovation; be it  
33 therefore  
34

35 Resolved: That S05-13 be rescinded and the following new policy be adopted.  
36

37 Rationale: Our current policy is not in alignment with the CSU Chancellor’s Office  
38 policy AA-2014-18 to direct the oversight of Campus Centers and  
39 Institutes (CCIs) at the University level. Because the changes to the policy  
40 were so significant, C&R elected to rescind the old policy and replace it  
41 with the new policy rather than showing line by line edits.  
42

43 **Approved:** 01/31/2022

44 **Vote:** 11-0-0

45 **Present:** Richard Mocarski (seat A), Thalia Anagnos (seat B), Marc d'Alarcao (seat  
46 C), Gigi Smith (seat D), Faranak Memarzade (seat E), Cara Maffini (seat  
47 F), Katy Kao (seat G), Wei-Chien Lee (seat H), Stefan Frazier (seat I),  
48 Brandon White (seat J, chair), Marie Haverfield (seat K),Chloe Cramer  
49 (seat L)

50 **Absent:** None

51 **Financial Impact:** To be determined

52 **POLICIES AND PROCEDURES**  
53 **ESTABLISHMENT, REPORTING, CONTINUATION AND TERMINATION OF CAMPUS**  
54 **CENTERS AND INSTITUTES (CCIs), FORMERLY KNOWN AS**  
55 **ORGANIZED RESEARCH AND TRAINING UNITS**  
56

57 Research, scholarship, creative activity, education, and public service are recognized as vital  
58 components of the academic mission of San José State University. These can involve the lone  
59 scholar, the collaborative effort of a team, or a large but coordinated group. Because of the  
60 diverse ways in which these activities may be carried on, centers and institutes established  
61 within the university are recognized as efficient means to fulfill these functions. To facilitate the  
62 process and coordinate the effort, the following basic procedural and operational policy related  
63 to centers and institutes has been developed.  
64

65 Separate centers and institutes, with their own budgets and administrations, may be organized  
66 within the university when there is a clear indication that they will aid the research, scholarship,  
67 creative activity, education, or public service of participating members of the faculty and that  
68 their activities will continue on a reasonably permanent basis.  
69

- 70 1. Definition. As defined in the Chancellor's Office coded memorandum AA2014-18, a  
71 Campus Center or Institute (CCI) is a formally approved interdisciplinary and/or  
72 collaborative unit that:  
73

74 (i) is organized around a scholarly, creative, research, education, and/or public service  
75 activity ("CCI Activity") that combines the interests and expertise of individuals,  
76 departments or administrative units, and may draw on expertise of others external to the  
77 campus or the Academy; and  
78

79 (ii) may offer services to constituents beyond the campus community, e.g. individuals as  
80 well as private and public entities. While CCIs by their nature and location serve the  
81 campus community, their focus is not exclusively internal.  
82

83 CCIs were previously referred to as Organized Research and Training Units at San José  
84 State University.  
85

- 86 2. In carrying out their programs, CCIs may seek and are encouraged to seek financial

87 grants and provide funds and facilities for coordinated programs. Funds may be from  
88 contracts, grants, or gifts; but the value of the program to the campus--not the immediate  
89 availability of funds--shall be the criterion for establishing or continuing CCIs.  
90

91 3. CCIs may be organized and established as either an institute or a center according to  
92 these definitions:  
93

94 a. Institute. An institute is an agency established primarily for the coordination and  
95 promotion, on a continuing basis, of ascertained faculty. CCI Activity needs and interests  
96 organized around a broad interdisciplinary subject area. The breadth of the subject will  
97 be reflected in CCI Activity projects and programs which cut across college or campus  
98 boundaries. An institute, however, may also be proposed when needed by a single  
99 department to coordinate broad and varied CCI Activity programs across an  
100 interdisciplinary set of questions that encompass partnerships beyond that one  
101 department.  
102

103 b. Center. A center is an agency established to promote focused CCI Activity interests of  
104 the faculty in a designated major area and may be within an institute, college or  
105 department. The depth of the subject will be reflected in CCI Activity projects and  
106 programs which address a focused set of questions that serve a designated area.  
107

108 c. Public service activities and programs stemming from RSCA conducted within an  
109 institute or center, or from the professional interests of participating faculty may also  
110 be undertaken by CCIs.  
111

112 d. Those entities that existed under S05-13 as an ORU or ORTU prior to the passage of  
113 this policy and are not named as an institute or center are allowed to maintain their title  
114 to enable ongoing name recognition by campus or external constituents, or to maintain  
115 alignment with their original or required mission or charter statements. Nevertheless,  
116 those entities are encouraged to update their mission, charter, and title to align with  
117 this policy.  
118

119 e. Those entities that meet the definition of a CCI that have not previously obtained  
120 approval as an ORU or ORTU under the old University Policy S05-13, will be required  
121 to be subject to this policy.  
122

123 f. This policy does not apply to state or federal centers governed by their authority or  
124 campus central administrative or service units.  
125

126 4. The creation of CCIs should be proposed with clear and strong evidence that long range  
127 needs and interests of the faculty and the university will be served thereby.  
128

129 a. Functions of CCIs may include:

130 i. Providing opportunities for professional development of faculty and staff through  
131 teaching, research, scholarly and creative activities, and public service.

132 ii. Fostering and facilitating interdisciplinary efforts among disciplines, departments and  
133 across colleges.

134 iii. Providing a clearinghouse for information of interest to professionals, and conducting  
135 workshops and conferences for continuing education.

- 136 iv. Enhancing the curriculum by facilitating and supplementing the academic experience  
137 of students.
- 138 v. Other functions as stated in the organizational document, and approved following the  
139 process described below.
- 140
- 141 b. Faculty and administrators may propose CCIs, but all proposals shall be reviewed and  
142 recommended by the administrative dean (if more than one college is involved, one  
143 administrative dean shall be named) to the Associate Vice President for Research  
144 (AVPR).
- 145
- 146 c. Proposals shall include the CCI's financial plan including funding sources and any  
147 specific financial support. It is possible that it is in the best interests of an academic  
148 unit to provide support for a CCI based on the services it offers. In such a case, the  
149 administrative dean shall include a memo documenting the need and plan for such  
150 startup support.
- 151
- 152 d. Proposals shall include a description of the organizational structures, community  
153 partnerships, and all related organizational documents. The CCI shall be headed by a  
154 director appointed by the administrative dean. Proposals may specify a faculty  
155 nomination process to recommend a director for consideration and appointment by the  
156 administrative dean. The management and review of a director resides with the  
157 administrative dean who may receive feedback from an Advisory Board (internal  
158 and/or external).
- 159
- 160 e. The proposal shall include the names of those initiating the proposal, name of the CCI,  
161 a statement of the purpose of the CCI, and a table of organization. The AVPR will  
162 provide a checklist of necessary items to be included in the proposal.
- 163
- 164 f. The AVPR shall review the proposal and consult with the chair(s) of the department(s)  
165 most directly affected by the proposal and with the administrative dean, as needed,  
166 regarding the merits of the proposal. The AVPR may request revisions to establish  
167 conformity of the proposed CCI with the standards established by this policy.
- 168
- 169 g. When convinced that these standards have been met, the AVPR shall then submit the  
170 proposal to the Curriculum & Research Committee of the Academic Senate. The  
171 Curriculum & Research Committee shall consider the proposal and make  
172 recommendations to the Vice President for Research and Innovation (VPRI). The  
173 VPRI, in consultation with the Provost, shall review the proposal with accompanying  
174 recommendations. CCI proposals accepted by the VPRI are presented to the  
175 President for final decision. The President's decision shall be in writing to the  
176 administrative dean, with a copy to the VPRI, Provost, AVPR, and the Curriculum and  
177 Research Committee and shall include the original copy of the proposal with approval  
178 signature (or not).
- 179
- 180 h. CCI proposals not accepted by the VPRI will be returned to the administrative dean  
181 with written feedback with a copy to the Curriculum and Research Committee.  
182 Revised proposals (if any) shall be reviewed by the AVPR. The AVPR shall then  
183 submit the modified proposal to the VPRI for further consideration and assessment.  
184 The VPRI, in consultation with the Provost, shall review the revised proposal with

185 accompanying recommendations. Depending on the outcome of the VPRI's  
186 assessment of the revised proposal, he/she will take action as outlined above.  
187

- 188 5. A CCI shall be administered by a director who shall be appointed by the administrative  
189 dean. The director may be nominated by the faculty members of the CCI for consideration.  
190 If a director nomination process is chosen for the CCI, the initial director shall be selected  
191 by the administrative dean until faculty membership is established. Operating procedures,  
192 including the selection, retention, service period, and annual evaluation of the director, shall  
193 be outlined in the CCI proposal and will be in compliance with all applicable policies. The  
194 name of the director shall be submitted to the AVPR who annually will inform the CSU.  
195
- 196 6. The administrative dean is responsible for the oversight of the fiscal health of each CCI  
197 under his/her supervision.
- 198
- 199 a. Limited state support, commonly in the form of office or resource space, time for the  
200 director, or other startup functions, is a decision prerogative of the administrative dean.  
201
- 202 b. CCIs may not handle money directly. Administration of finances, except for that support  
203 coming out of the state budget, for all CCIs will be handled by SJSU auxiliaries in  
204 accounts in the name of the CCI.  
205
- 206 c. Each director shall be responsible for the CCI account(s). The CCI account(s) shall  
207 consist of funds derived from unit activities including conferences, publications, and  
208 donations.  
209
- 210 d. Distribution of any indirect costs earned by the CCI shall follow the current Division of  
211 Research and Innovation policy and SJSU Research Foundation process and be  
212 determined prior to receipt of grant or contract funding.  
213
- 214 7. Directors of established CCIs shall submit annual reports to the administrative dean, who  
215 shall review, sign, and forward the report to the AVPR. These reports are due to the AVPR  
216 on September 30th of each year. The report shall cover the preceding fiscal year  
217 describing accomplishments and future plans of the CCI, full accounting of income and  
218 expenses from all accounts (operating funds and any auxiliary accounts), and conflict of  
219 interest statements, updates, and management plans for disclosed conflict of interest  
220 statements. At intervals of no more than seven years, each unit shall be examined by the  
221 Graduate Studies and Research (GS&R) Committee of the Academic Senate. The  
222 purposes for which the CCI was initially established and the emergence of further or  
223 changed value to the campus shall be reviewed. The capacity of CCIs to become and  
224 remain financially self-sustaining is assessed. Although it is desirable to become self-  
225 sustaining, it is possible that it is in the best interests of an academic unit to provide  
226 support for a CCI based on the services it provides to the faculty and students. In these  
227 cases, the administrative dean should include a memo documenting the need for such  
228 support for consideration during the seven-year review.  
229
- 230 8. Proposals of substantive modifications to the CCI shall be made by the CCI director as  
231 part of the annual or seven-year reports (e.g., name, focus, location) and shall be  
232 reviewed by the AVPR. If acceptable, the AVPR shall submit the proposed modifications  
233 to the VPRI for consideration and assessment. The VPRI, in consultation with the

234 Provost, shall review the modifications. Depending on the outcome of the VPRI's  
235 assessment of the modifications, he/she will take approval action as outlined above.  
236

237 The GS&R committee shall submit its review to the AVPR to recommend (or not) the  
238 continuation of a CCI with or without conditions. A recommendation to continue the unit  
239 shall be acknowledged in writing by the AVPR to the administrative dean, with a copy to  
240 the VPRI and the University Curriculum and Research Committee.  
241

242 If the CCI director requests, or if the Provost, administrative dean, AVPR or the GS&R  
243 Committee recommends termination of a CCI, the recommendation shall be forwarded to  
244 the VPRI with a copy to the AVPR and the administrative dean. The VPRI will make an  
245 assessment in consultation with the Provost, the administrative dean, and the AVPR. If the  
246 VPRI accepts the recommendation, the VPRI will make the recommendation of termination  
247 to the President who will make the final decision to continue or terminate the unit. The  
248 President's decision shall be in writing to the administrative dean, with a copy to the VPRI,  
249 Provost, AVPR, GS&R Committee, and the Curriculum & Research Committee. The AVPR  
250 will notify the CSU of the termination of the CCI.  
251

252 9. CCIs with gross receipts of less than \$10,000 per year, and less than \$5,000 in  
253 expenditures per year, and having a balance of funds of less than \$10,000 will file a short  
254 annual report with the AVPR. They will not be reviewed by the GS&R Committee, except in  
255 the following cases:  
256

257 (1) They exceed one of the above amounts in three consecutive years.  
258

259 (2) At the request of the AVPR.  
260

261 10. No CCIs shall deliver SJSU curriculum (regular or special session), offer regular  
262 academic curricula, confer degrees, or offer for-credit academic degree instruction,  
263 without involvement of supporting units with such authority (e.g. university curricular  
264 review processes). However, CCIs may advise on curricular matters, and faculty  
265 members holding CCI appointments may supervise students who seek academic credit  
266 for research or training supported by an academic unit.  
267



7  
8 **POLICY RECOMMENDATION**  
9 **Amendment B to University Policy S15-3,**  
10 **Leaves of Absence for Students**

11 **Amends:** University Policy S15-3, Leaves of Absence for Students.  
12

13 **Whereas:** Leaves of absence (LOA) for students have been granted for many years  
14 at SJSU; and  
15

16 **Whereas:** Students have the right to substantiate that personal and/or financial  
17 hardships affect their educational goals; and  
18

19 **Whereas:** Changes in position titles in the Office of Undergraduate Education  
20 and the College of Graduate Studies necessitate an update to the  
21 membership of the Leaves of Absence Committee; therefore be it  
22

23 **Resolved:** That Section III, Process, second paragraph, in University Policy S15-3 be  
24 amended as follows:  
25

26 For first-semester, retroactive, and educational leaves, or in cases in which the  
27 Registrar determines that a university review is needed, the petition shall be  
28 forwarded for ultimate decision to a Leave-of-Absence Committee consisting of  
29 the Vice President for Student Affairs (or designee), the ~~Associate Dean of~~  
30 ~~Undergraduate Studies~~, Associate Dean of Undergraduate Education and the  
31 ~~Associate Dean of Graduate Studies~~ Associate Dean of Inclusive Student  
32 Success from the College of Graduate Studies, with a majority vote required  
33 for approval. The Registrar or designee shall also serve as a nonvoting  
34 member of this committee. Students awarded a leave of absence may return to  
35 active enrollment the semester following the leave without application for re-  
36 admission. These students are guaranteed the right to return to their  
37 department and degree program even if that program has restricted access  
38 during the time of the approved leave, such as by admission caps. The  
39 Registrar shall inform the departments/schools of the award, denial, extension,  
40 and duration of leaves within a timely period.  
41

42 **Rationale:** The reorganization of Undergraduate Education and the College of Graduate Studies  
43 (CGS) came with title changes to the roles named in the Leave-of-Absence Committee. At this time  
44 there is no Associate Dean of Undergraduate Studies, but rather an Associate Dean of  
45 Undergraduate Education. This minor editorial change can be instituted through Bylaw 10.1.  
46

47 Further, whereas before there was one Associate Dean of Graduate Studies, now there are two: the  
48 Associate Dean of Graduate Programs and the Associate Dean of Inclusive Student Success.

49  
50 Having consulted with the leadership of CGS and subsequently deliberated on the matter, O&G  
51 recommends that CGS's Associate Dean for Inclusive Student Success serve on the Leave-of-  
52 Absence Committee, as the specialization and expertise associated with this role seems to be the  
53 most appropriate match.

54  
55

56 **Approved:** February 1, 2022

57

58 **Vote:** 9-0-0

59

60 **Present:** Baur, Hart, Higgins, Jochim, Kataoka, Millora, Muñoz-Muñoz, Sandoval-Rios, Tian

61

62 **Absent:** Zhao

63

64 **Financial impact:** None anticipated.

65

66 **Workload impact:** None anticipated.

67

68

69

1 **San José State University**  
2 **Academic Senate**  
3 **Committee on Instruction and Student Affairs** **AS 1826**  
4 **February 28, 2022**  
5 **Final reading**  
6

7 **Policy Recommendation:**  
8 **Student Excused Absences**  
9

10 Legislative History: no previous policy  
11

12 **Whereas:** While faculty and staff have the ability to take an excused absence without  
13 penalty during a semester, students currently do not have this option; and  
14

15 **Whereas:** Some faculty have denied students the ability to make up work when  
16 students have had a family emergency or work problem; and  
17

18 **Whereas:** Students can have valid reasons for missing classes and should have the  
19 option to make up work as long as the work is submitted in a reasonable  
20 time frame; and  
21

22 **Whereas:** SJSU is trying to promote student success and timely graduation, so  
23 supporting students during times of short-term crisis is one way to help  
24 students continue to succeed and graduate on time; therefore be it  
25

26 **Resolved:** That the following become university policy.  
27

28  
29 **Approved:** February 21, 2022

30 **Vote:** 12-0-1

31 **Present:** Allen, Frazier, French, Jackson (non-voting), Kaur, Lupton,  
32 Masegian, Rollerson, Sen, Walker, Wilson, Wolcott, Yang, Yao

33 **Absent:** Hill, Leisenring (non-voting), Merz, Kumar

34 **Financial Impact:** None.

35 **Workload Impact:** Some significance for faculty workload in the case of makeup  
36 assignments or exams.

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## Excused Student Absences

Students may have valid reasons to miss one or more classes, whether anticipated or unforeseen. Students are responsible for informing their instructor about such absences as soon as possible. Absences may be considered “excused” and may require accommodation.

### 1. Student responsibilities

If a student is aware of a future absence ahead of time, the student shall notify the instructor within the first two weeks of classes or as soon as the student learns of the need for an absence. If the student must be absent for an unforeseen reason, they shall inform the instructor as soon as circumstances permit.

Absences can happen for any number of reasons. The following list provides examples, but there are many other possibilities not captured among these.

- ROTC or other military duties
- Jury duty
- Death of a family member or friend
- Illness or injury, including physical and mental health-related issues
- University-sanctioned SJSU Athletics competitions
- University-sanctioned leadership conferences
- Academic or research conferences
- Adding a class late (though still during the add period)
- Duties related to elected or appointed Associated Students representatives
- Mandatory work-related activity or travel that temporarily impacts a student’s ability to participate in their academics
- Caregiving duties for family members, including parents, spouses or domestic partners, a minor child, an adult child, a child of a domestic partner, grandparent, grandchild, or sibling<sup>1</sup>
- Personal instability in a student’s life that temporarily affects their ability to attend class<sup>2</sup>
- Religious holidays (see University Policy [S14-7](#))
- Unanticipated emergencies or instabilities

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<sup>1</sup> Family often extends beyond those defined herein. Faculty should be considerate of those family members that may not be clearly defined here, but have a familial relationship with the student.

<sup>2</sup> Personal instability may include housing instability, food insecurity, or other financial crises.

77 2. Faculty responsibilities

78

79 Faculty shall treat personal matters of “reasons for absence” with the utmost  
80 sensitivity. Students may have reasons included in the list above, or they may  
81 have others; they also may be reluctant to mention specifics, and faculty should  
82 be understanding when that is the case. Faculty should request documentation  
83 only in rare cases. (Faculty members may only require students to provide  
84 verification for repeated or successive absences, or absences on the days of  
85 tests, presentations, and other graded activities.) Faculty shall reasonably  
86 accommodate absences to the extent possible.

87

88 Excused absences normally should not exceed two cumulative weeks of class  
89 time. The faculty member should make arrangements with the student to address  
90 missed learning opportunities, which could include submitting work late,  
91 completing different but comparable assignments, or waiving an assignment.

92

93 3. Possible considerations following extended absences

94

95 The following are situations when an excused absence could become an  
96 incomplete or a course withdrawal. Students should consult with their instructor  
97 and / or advisor to determine the most suitable course of action.

98

- 99 ● If the absence exceeds two consecutive weeks of class time.
- 100 ● If the student returns to the class and attempts in good faith to complete  
101 the missing work but is overwhelmed and cannot finish.