SAN JOSÉ STATE UNIVERSITY ACADEMIC SENATE

2022/2023
Agenda
October 10, 2022/2:00 to 5:00 pm
via Zoom: https://sjsu.zoom.us/j/88289474067

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

I. Call to Order and Roll Call:

II. Land Acknowledgement:

III. Approval of Minutes:
Senate Minutes of September 12, 2022

IV. Communications and Questions:
A. From the Chair of the Senate
B. From the President of the University

V. Executive Committee Report:
A. *Minutes of the Executive Committee –*
Executive Committee Minutes of August 29, 2022
Executive Committee Minutes of September 19, 2022

B. Consent Calendar –
Consent Calendar of October 10, 2022
Proposed Modifications to Assessment Section of 2022 GE Guidelines by C&R

C. Executive Committee Action Items –

VI. Unfinished Business:

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

A. Organization and Government Committee (O&G):
AS 1832, Senate Management Resolution, Update of the Standing Rules of the Academic Senate (First Reading)

B. University Library Board (ULB):

C. Instruction and Student Affairs Committee (I&SA):
AS 1835, Amendment B to University Policy F20-1, Adding Classes After Advance Registration (Final Reading)

D. Professional Standards Committee (PS):

E. Curriculum and Research Committee (C&R):
AS 1836, Amendment A to University Policy S16-17, Academic Certificate Program, Review and Approval Process (First Reading)

IX. Special Committee Reports:

a. ***ATI Update to the Academic Senate, Time Certain: 2:45 p.m.,***
Magdalena L. Barrera, Vice Provost for Faculty Success and
Deanna Fassett, Assistant Vice Provost for Faculty Development

b. ***CSU Course Equity, Time-Certain: 3:15 p.m.,***
Heidi Riggio, Professor of Psychology, Senator, Academic Senate, CSU Los Angeles
Steve Rein, Professor of Statistics, Cal Poly San Luis Obispo

X. New Business:
AS 1837, Sense of the Senate Resolution, Support and Solidarity with Iranian Women and solidarity with Iranian Women and University Communities Manifested in "Woman-Life-Freedom" (Final Reading)

XI. State of the University Announcements:

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

XII. Adjournment

2022-2023 Academic Senate Minutes
September 12, 2022

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

Ex Officio: Present: Van Selst, Curry, Rodan, Chuang, McKee Absent: None	**CHHS Representatives:** Present: Sen, Smith, Absent: Baur, Chang
Administrative Representatives: Present: Perez, Wong(Lau), Faas, Del Casino, Day Absent: None	**COB Representatives:** Present: None Absent: Tian
Deans / AVPs: Present: Ehrman, Kaufman Absent: Meth, d'Alarcao	**COED Representatives**: Present: Mathur, Muñoz-Muñoz Absent: None
Students: Present: Chadwick, Saif, Treseler Absent: Herrlin, Sheta, Rapanot	**ENGR Representatives:** Present: Kao, Wong, Sullivan-Green Absent: None
Alumni Representative: Absent: Vacant	**H&A Representatives:** Present: Khan, Frazier, Kataoka Absent: Riley, Han, Lee
Emeritus Representative: Present: Jochim	**COS Representatives:** Present: French Absent: Andreopoulos
Honorary Representatives: Present: Peter, Buzanski Absent: Lessow-Hurley	**COSS Representatives:** Present: Sasikumar, Haverfield, Pinnell Absent: Hart, Raman
General Unit Representatives: Present: Monday, Higgins, Masegian Absent: Lee, Flandez	

II. Land Acknowledgement: Senator Kao presented the Land Acknowledgement.

III.

IV. Approval of Academic Senate Minutes–

The Senate Minutes of May 9, 2022, Last minutes of 2021-2022, were approved (34-0-8).

The Senate Minutes of May 9, 2022, First minutes of 2022-2023 were approved (31-0-10).

V. Communications and Questions –

A. From the Chair of the Senate:

Chair McKee welcomed all Senators and guests. This meeting is being recorded for purposes of the minutes.

Chair McKee thanked the Executive Committee for meeting over the summer while the Senate was in recess. One item that came up this summer is that Brandon White, who was elected Chair of the Curriculum and Research (C&R) Committee for 2022-2023, had to go out on leave for a semester. Since the C&R Committee needed to meet before the first Senate meeting, there was a need to seat a new Chair by the Executive Committee. The Executive Committee enacted bylaw 4.2.1 to act in place of the full Senate when the Senate is not in session and voted to appoint Senator Marie Haverfield as Chair of C&R for Fall 2022 while Senator White is on leave. Chair McKee thanked Senator Haverfield for her support and leadership.

Another issue that came up during the summer is that the Executive Committee voted to approve a temporary amendment to University Policy F18-3 to add an alternate community member to the Institutional Review Board. No additional vote was added. The reason for adding an alternate community member to the Institutional Review Board (IRB) is that the current community member cannot always make the meetings which delays the work of the committee. A referral will be submitted by the IRB to permanently amend university policy F18-3 this semester.

Chair McKee thanked the CSU Statewide Senators for their work over the summer. Special thanks were given to Associate Vice Chair Reiko Kataoka and the Committee on Committees who all worked tirelessly over the summer on committee appointments and special elections among other items. It is labor-intensive and virtually invisible to anyone besides the Senate Chair, Senate Administrator, and Senate Student Assistant.

The Senate Administrator conducted special elections in four different colleges. Four new Senators should be seated in time for our next Senate meeting.

As we move into Fall 2022, one of the questions is modality. Right now we are going by the approved Senate calendar from last year to this year which is zoom meetings until further notice. However, we are planning to do a broader survey of the campus about modality preferences, specifically in terms of the Senate, but not only related to COVID, e.g. ease of access and online modality. Chair McKee asked Senate Administrator Eva Joice to book Engineering Rooms 285/287 for the year in the event that the Senate goes back to in-person meetings. Chair McKee noted that it is her personal preference to resume in-person Senate meetings. However, may not share this view. Chair McKee checked with other CSU chairs. About 10 campuses responded and they are doing a variety of modality combinations depending on a number of factors. We are not equipped to do a hybrid meeting at this time in terms of current technology and resources so that is not something Chair McKee envisions happening in the very near term.

There is a larger issue around modality. The O&G Committee had a first reading of AS 1832 last year. It raised some of these important issues. It was referred back to committee for further discussion, research, and consideration. Modality impacts the way we engage as a group moving forward. All of this needs to be considered.

The university's search for a permanent president is underway. Chair McKee referred to that in her message to the Senate last August. There is an advisory committee which is composed of not only faculty, but also staff, students, and alumni. All of these people are selected by their constituency groups. There is also a Vice President or Academic Dean from the campus, and the committee has a president from another CSU campus on the committee selected by the chancellor in consultation with the board chair. All of these people function as a single group even though they represent different constituencies.

Another consideration we need to discuss is the possible expansion of the Senate. This topic has come up repeatedly over the years. At the beginning of last year O&G received a referral on this issue. Chair McKee will continue to update the Senate on this as well.

Finally, in Fall 2018 the Academic Senate passed a Sense of the Senate Resolution titled, "Creating a Taskforce for a Supportive Workplace and Calling Upon the President and Community to Preserve Civility and Combat Bullying at San José State University." Nearly a year later then-President Papazian responded with the formation of something called, "Committee on Professional, Productive, and expectations in Work Relations." As you can tell from the title of that committee, it's focus and mission were certainly related to the issue, but also significantly different. Bullying as such was relegated to that committee. The Chief Diversity Officer (CDO), Kathy Wong(Lau) and Chair Alison McKee were appointed as co-chairs of this committee. Chair McKee participated in the writing of original Sense of the Senate resolution, and and the task force did some really good preliminary research and work. However, the COVID shutdown and committee attrition have impacted its effectiveness over time. In it's current state it is pretty much moribund, but one of the good things that happened over the summer is that Interim President Perez, CDO Wong(Lau) and Chair McKee met several times. Chair McKee was pleasantly surprised to hear of Interim President Perez' expressed desire to revive, reactivate, and support efforts to combat bullying as well as the larger issue of campus climate. Chair McKee earnestly hopes that meaningful progress will now be made to intervene and combat bullying at San José State University. There are really complicated and difficult issues involved.

Questions:
Q: What was the process that was used to replace C&R Committee Chair White with C&R Chair Haverfield?

A: [Chair McKee] That's in the Executive Committee minutes. There was outreach to a number of different Senators and to the C&R Committee over the summer. We needed to put someone in place right away because C&R needed to meet prior to the first Senate meeting. Senator Haverfield submitted a statement to the Executive Committee and was currently serving on C&R. The Executive Committee acted on behalf of the Senate when the Senate was not in session in accordance with Senate Bylaws.
C: I'm very happy to hear about the movement on getting staff on the Senate as well.

B. From the President:
Interim President Perez welcomed everyone and commented that he has a long affiliation with working on Senates. He observed last year that the Senate at SJSU gets a lot of work done and it is very important work. He was especially impressed with the work on the RTP standards and the changes made to make them more inclusive. These can be exceptionally difficult conversations to have and he was very impressed with the outcome.

We are in the third week of the semester. We just changed our mask mandates today. Our enrollment is strong, particularly relative to other campuses across the state. We are close to our funded FTES target and will get there by the end of the year. Other campuses are seeing significant declines in enrollment. We are seeing a decline in transfer students but are making up for it in other areas. We have a strong case to be made for students to want to come here. It is our academic programs that are drawing people here.

We have a budget deficit that we need to take care of and we need to bring in more money and generate sources of revenue. We have a compact with the state of California that if we do what we should be doing anyway, we should be getting increases in baseline funding and hopefully that will lead to enough of an increase for us to continue doing what we are doing. We know that we got an increase last year for this fiscal year, but most of that was eaten up by mandatory costs, not the least of which were much needed salary increases for our staff and faculty.

We've been developing our Campus Master Plan. We do a Campus Master Plan to say where we want to be in another 20 or 30 years. The reason we plan out that far is so that we can see what our development will look like over the next couple of decades. Then we can do an environmental impact analysis. We have a draft ready to go and then we will be looking to get input into the plan from the public and the university community with the hopes of presenting it to the Board of Trustees (BOT) next year.

Chair McKee mentioned bullying and Campus Climate. This is something that was called out in our WASC reaccreditation letter. We were reaccredited

for six years. We will have a visit in three years. One thing we will need to show significant progress on when they come to visit in three years is campus climate. One of the things we can talk about is diversity, equity, and inclusion issues and what that means for campus climate. Another way we can look at this is how we treat each other. How do we expect to be treated when we come to work? Do we have a shared agreement about what we can expect from each other? At other universities I have served has served they have had either an honor code or principles of community. At Fresno State they have a good set of principles of community and from what I understand of the process under which those were developed, it was pretty inclusive of the campus. Interim President Perez also read the Sense of the Senate resolution of 2018 on bullying, although he wasn't here then. He is looking forward to talking to the Senate about how we might address this directly. We need to talk about what types of things we already have that might be effective and what we need to develop on top of that. We need to look at what we need to be doing this coming year in terms of campus climate.

Interim President Perez hopes people will be very understanding with each other about their choices to wear or not to wear masks.

Interim President Perez hopes that others are seeing the joy and smiles that he sees on students returning to campus. During the weeks of welcome there was a showing of "Nemo" on campus and the Interim President attended and there were many, many students eating pizza and viewing the movie.

Questions:
Q: I saw a one-liner about the President of Iceland being on campus and that his father went to SJSU. Could you briefly tell us what he did, where you took him, and so on? My second question is a little more serious. I was glad to hear you say how we treat each other is important. One of the things the WASC Report said is that lecturer faculty and staff feel that they are not treated well. You said at the Executive Committee meeting that SJSU needs to address this, so my question is what does the university intend to do in the near future?
A: [Interim President Perez] We need to come to an understanding that we all need to be treated with respect and kindness and be welcoming of people's contributions. That goes for all our constituencies on campus. I think you are correct that there is a sentiment among some of our lecturers and staff on campus that they are not being included nor treated with the care and respect they wish they were being treated with. A president can write an edict saying people have to be nice to each other, but if people don't buy into it then it's not going to be very effective.

The President of Iceland did visit in the Spring. We had a very nice conversation. His father did attend SJSU in the 1960's. He was a

Kinesiology major and was learning how to teach physical education. He went back to Iceland and coached their Olympic basketball team and their track and field team as well. His son, the current President of Iceland, is a history professor at a university in Iceland. He sent me a gift of the book he wrote on the history of Iceland. We showed him around campus and took him to some classes his father would have attended.

Q: What measures is the campus taking to address the heat in classrooms with no air conditioning?
A: [Interim President Perez] We moved as many of those classes as we could to other classrooms. As you know, we have a lot of really old buildings on campus that don't have air conditioning and have single pane windows. These are things we are going to have to work on. It is a challenge given the small deferred maintenance budget we have.

Q: You noted in the May 22, 2022 Executive Committee Meeting that Lisa Millora was going to have the duties of the VP of Advancement and that there was a redistribution of duties. Could you please clarify what the status of the search for the VP of Advancement is and what that reorganization involves? Do we really need all of those University Advancement positions like the 19 vacant positions we seem to be doing fine without? Is there an opportunity to trim and save salaries in University Advancement?
A: [Interim President Perez] What I asked Lisa to do last year was oversee University Advancement. In her portfolio she already had community-government relations, marketing-communications, and university personnel among other things she worked on in addition to being Chief of Staff.
I asked her to take over University Advancement, the Tower Foundation, and the Alumni Association. I have not started a search for that position yet. This has to do with my interim status. There are a few key positions for a president in terms of appointing his staff and the VP of Advancement is one of those positions and I feel should be filled by the new President. You mentioned saving money by not filling vacant positions. Since we aren't filling those positions we aren't spending money on them. We have a significant University Advancement need over the next few years. We are launching a $350 million advancement campaign. This will hopefully help us address some needs that we haven't been able to get funding for on campus.

VI. Executive Committee Report:

A. Minutes of the Executive Committee:

Executive Committee Minutes of May 2, 2022—No questions

Executive Committee Minutes of June 10, 2022—No questions

Executive Committee Minutes of July 7, 2022—No questions

Executive Committee Minutes of August 8, 2022—

C: Just a comment on the August 8, 2022 minutes. Someone mentioned there were some policies on the books that people weren't aware of. Years ago it was standard practice for the President's Office to send out new policies to the campus. Perhaps that could be started again.

Q: In both the August 8 and August 22, 2022 minutes, there seems to be some discussion about the WASC recommendations. There was a lot of discussion about what that meant and the shared governance in the Senate. I'm wondering if there has been discussion in other areas of the campus like within the cabinet, or elsewhere about shared governance. I don't think the WASC recommendation was just about shared governance in the Senate, but was meant to be broader to include across the university in other areas like committees, etc. Can you tell us if there have been discussions among the administration and if there are plans regarding shared governance across campus, because we are going to be working on it within the Senate already?
A: [Interim President Perez] There has been more shared governance in this Senate than I have seen at many other campuses. We do need to do a better job of including the voices of everyone on campus before we make decisions. We need to figure out how we are going to get feedback from the students and staff across campus. I would love to hear people's suggestions.

Executive Committee Minutes of August 22, 2022—[see question above]

B. Consent Calendar:
Consent Calendar of September 12, 2022. There was no dissent to the consent calendar of September 12, 2022.

C. Executive Committee Action Items:

VII. Unfinished Business: None

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

A. University Library Board (ULB): Report moved to next meeting.

B. Instruction and Student Affairs Committee (I&SA): Report moved to next meeting.

C. Professional Standards Committee (PS): Report moved to next meeting.

D. Curriculum and Research Committee (C&R): Report moved to next meeting.

E. Organization and Government Committee (O&G): Report moved to next meeting.

IX. Special Committee Reports:

Special Report from Peter Lim, Interim Title IX and Gender Equity Officer:
I'm joined here today by my colleague, Andrew Nguyen, who will be running the slides. My name is Peter Lim. I serve SJSU as the Title IX and Gender Equity Officer. Although I serve as SJSU's Title IX and Gender Equity Officer, I'm not employed by SJSU. I'm employed by a law firm based in Philadelphia called Cozen O'Connor. It is a relatively large law firm. I work with about 9 other attorneys and what we do is assist colleges and universities across the country in a number of Title IX functions including organizing or developing a Title IX program from the foundation up. What I want to do today is cover some updates on our SJSU staff and the core responsibilities we've given to each of our staff. I want to talk to you about enhancements we've made to our intake and initial appointments. I want to talk to you about some new ways we are making the investigations more compassionate, effective and thorough. I also want to report about enhancements we made to our evaluation processes. We will talk about the enhanced training we've developed in our Title IX Office for the 2022-2023 academic year. Then we will talk about our partnership with marketing and communications in our continuing Title IX Marketing Campaign. We will show you what that looks like.

The Title IX continuing campaign for Fall 2022 will include videos to encourage individuals to report instances of sexual harassment, sexual assault, dating violence, etc. We are really excited about this continuing campaign and the care that marketing and communications put into this campaign. We are very pleased with those students that participated in the videos. Sharing this is also part of our campaign, so you will see this on our website and across campus in the Fall 2022.

Questions:

Q: I wonder if you might speak to your dual role with SJSU and Cozen-O'Connor, particularly at CSU Statewide? What are the pros and cons of the role? My second question around Title IX is what are you doing differently in your office to retain personnel since there has been a massive turnover of Title IX personnel across the CSU?
A: I am part of the same group that has been conducting a CSU systemwide assessment. I think my role here at SJSU provides SJSU with a unique opportunity to evaluate your effectiveness with Title IX. My work at SJSU has evolved over time. I started with SJSU by assisting with implementing the provisions of the DOJ resolution in Fall 2021. As I started to work on implementing the provisions of the resolution agreement and began speaking with student leadership, I learned very quickly that I might better serve the university if I actually had an internal role, so I began to serve as the Deputy Title

IX Coordinator. On June 30, 2022, I became the Interim Title IX and Gender Equity Officer. As my colleagues in institutional response would say, you need to evaluate the effectiveness of the CSU systemwide Title IX program at each individual campus. We really need to do that same audit and we need to work that set of data. Generally speaking, when you have an audit that is performed by an audit professional you get insights into how to improve your efforts moving forward. Not only will we be able to do that, but we will be able to tell you how our efforts have improved over time and where we plan to go moving forward.

For your second question about how do we retain personnel, it is not just systemwide. It is nationwide. I can tell you from my own experience that the burnout rate for Title IX personnel is high. The average turnover nationwide is 3 years. At SJSU and in the CSU system it is even less than that. Part of that is because the changes weren't robust enough so the responsibility for the entire office fell on the shoulders of one or two people. How you deal with that is to build a more robust program at SJSU and divide those responsibilities. That's what we plan to do. Then we can say, "Deputy Title IX Coordinator these are your responsibilities. "Deputy Title IX Coordinator these are your responsibilities." What I hope that does is one, teach professional competency, and two create a sustainable calm for the Title IX Office here at SJSU.

Q: [AS President] I just recently heard about Cozen-O'Connor and this assessment. Are student voices going to be a part of the process?
A: My colleagues are doing an institutional process at CSU systemwide. What I can say is that I've been responsive to their requests for information. We have held a number of listening sessions with interested students and staff. We are always seeking to do better and to improve. Part of that process is to engage in listening sessions. It is a way to learn by having these meet-and-greet sessions on campus. Not only can we share information, but we can gather information on how to do better. We will continue to have these sessions and to meet with interested students.
Q: [AS President] To be completely transparent, I was not made aware of these listening sessions. I would just like to encourage your team to reach out to Associated Students. My second question is, are there any plans for additional system support for Title IX? I have concerns about the students on campus being able to find the resources they need.
A: I'm not sure who is aware of this, but we will have created a new position that is a Confidential Survivor Advocate. Selena Gonzalez has this position and has done a remarkable job in supporting survivors and any individuals that need support.

Q: Thank you for the presentation. It was very clear. It was so clear I'd like to know how you came to be in this position, were you chosen by the CSU, or SJSU administration? How did you come to be with us to fix our broken system?
A: I was initially engaged by the CSU System to build a program here at SJSU due to the resolution agreement signed with the DOJ of September 21, 2021.

After I started, I really started to see what the office was dealing with. At that time there was only one person in the office. Here at SJSU with the addition of the DOJ Resolution Agreement and the communication both written and verbal that need to transpire between the university and SJSU, SJSU really needed someone that could engage and represent the university in that capacity. As I started to look under the hood, I saw that I could better serve the university as the Deputy Title IX Coordinator. I began to work very closely with Interim President Perez and Lisa Millora and then I started to work more closely with SJSU than the CSU system. As the Interim Title IX and Gender Equity Officer, I now meet regularly with them both to provide updates on our efforts. We are going to provide the campus community with a really robust update by the end of the month. It is going to include information about our new office, when and where we will have listening sessions, etc. The work we are doing in the Title IX Office only works if there is support from leadership and I can tell you that SJSU has provided us with tremendous leadership support. Also, the DOJ will be conducting a site visit at SJSU on October 11-14, 2022. We will be sending an additional update to share that visit. I started working for the CSU, but I'm working much more closely with SJSU now.

C: [Interim President Perez] Peter [Lim] is being modest. He has an extensive background in this area working with other universities over long periods of time. You can see he is building out a tremendous office for us and I want to thank him for his presentation. I hope it has been informative and helps build confidence in the campus community that we are building an office we can all be proud of. As Peter said, we will spend every day doing the best we can, but also learning how we can do it better and enhance what we are doing. I just wanted to take this minute to thank Peter and thank everyone for listening to him.

X. New Business: None

XI. State of the University Announcements:

A. Vice President for Administration and Finance (VPAF):
Welcome to Fall 2022. Just two quick updates. The heat last week on campus was unbearable, and it was a really tough week. I've said this before, we have over $900 million in deferred maintenance costs on this campus. This year our budget was $7 million for deferred maintenance. It will allow us to fix a few things but won't help when it comes to Joe West and Washburn not having air conditioning. My team and the Provost and his team were phenomenal. We met over the weekend and were looking at where the hot spots were and moved as many classes as possible. When you have the bulk of your classrooms that aren't air conditioned, there is only so much you can do when you are dealing with 60 and 70-year-old buildings. We go through this usually two times each Fall. We have our campus master plan in place that is giving us a path forward to fixing and correcting a lot of building

issues that have happened on this campus for the past 30 years. We are trying to get more money to fix these things.

We continue to work with our new police chief, Chief Carroll. We continue to have our monthly meetings in the MLK Library where we welcome people from the community. We have frank discussions on what is working and what is not working. We also talk about where the problem areas are on campus and what everyone can do to help our police force maintain the safety on our campus. We will send information to Chair McKee and the Senate Administrator, Eva Joice, to send to the full Senate on when the next meeting will be. Usually it is the third Thursday of the month.

Questions:
Q: Recently I saw a communication that was sent from Transportation Solutions to students and it took me by surprise because my use of the VTA goes way back to when riding the VTA was free for students. The message said you need to renew your VTA pass and it cost $100.50. I checked and found out that yesfaculty and staff are still only paying $25. I thought why are students paying four times that amount? There was a time that students didn't have to pay to ride VTA, but they did pay a transportation fee in their student fees. Can you tell us about the history of the movement from $0 fee to paying four times as much as employees?
A: This is news to me. Tiffany from transportation solutions, which is part of Associated Students, is on the line here so she can correct anything wrong I might say. Associated Students is paying money to the VTA so students do not have to pay any money. They have to pay a small clipper card initiation fee, but they get to ride the buses and now that extends to BART and other around the bay transportation this year, so I'm not sure that is right. If you can forward that email to me, I can look into it. Please email VP Faas and/or Chair McKee with any questions.

Questions:
Q: Can you give us an update on where we stand in creating housing for faculty and staff in the federal building across the street?
A: That is another reason I'm in Long Beach today meeting with some trustees. The Alquist building continues to move forward and make very good progress. We have put together a white paper, Powerpoint presentation, and a path to success for the trustees to move forward with this building that will consist of 500+ faculty and staff apartments. The state is essentially giving us for free a $70 or $80 million plot of land in the heart of downtown San José. It is essentially going to be one of the ways make sure we can provide fmore aculty, staff, and graduate students with below-market rate affordable housing.
Q: Can you give us a most realistic timeframe for completion of this project?
A: Probably three years. What I will say is that we put out a survey a month ago and it went out to all faculty, staff, and graduate students. We got maybe

10-15% return on that. To say I'm disappointed would be a massive understatement. A lot of us have lived in the Bay Area for a while and have figured out how to live here. It is the next generation of people that we will be hiring who don't have a chance at this unless we all work to find affordable housing for the next generation of not just faculty but staff on our campus. When you have to commute 1 ½ to 2 hours one way there is no quality of life and no quality of eucation, because that time spent commuting could be spent with students on campus. There are certain things we have to do before we can even accept the property from the state, so we have to make sure we complete all the right steps. We are going as fast as we can with limited dollars and hope to bring to the BOT in January next year.

Q: Has there been any discussion about expanding training besides the *Run, Hide, Defend Active Shooter* training to include the API Safety Awareness Training that the county is offering?
A: Again, come on out next Thursday to the MLK Library for the monthly meeting and we can address that. You can also attend virtually.

Q: You mentioned in your report about Chief Carroll's efforts as far as community feedback and getting to know the community, but there have been two recent events I've been a part of on campus where we had a really hard time getting UPD response. If we are going to be having more on campus events, then I feel this should be a focus for UPD. We have a lot of traffic on campus that isn't part of the campus community. I was at one of the very first in person orientation sessions where we had multiple issues we had to call UPD about in June 2022. More recently the Career Center did our carnival for the first time since 2019 on August 30, 2022 and we had to call UPD again. The response time is really slow and this is not the kind of impression we want to give our new students. One of our staff members almost got hit in the face by someone at orientation. What is UPD doing to increase safety at these in-person events? There should be a police presence there already. We shouldn't have to be calling and waiting.
A: If there is anunique event on campus that is not part of say, the "Weeks of Welcome," it never hurts to send a notice ahead of time to either myself or Chief Carroll inviting us so that we can appropriately staff those areas. In the case of the orientation in June, there was a food issue but we worked through that. I was out there, VP Day was out there, and Chief Carroll was out there. If we know that there will be free food we can appropriately staff the event, but we have a limited police force.
Q: Just so you know, the carnival was during the "Weeks of Welcome" events.
A: We'll do our best.

Q: Can you comment on what items in the police report that came from the taskforce have already been addressed and how has that been

communicated to the campus particularly in terms around community interaction?
A: Again, we've been having these Thursday meetings at the MLK Library. Sometimes it is light-hearted and sometimes it is serious. It's all about communicating. One of the things the police are doing is going and having lunch in the dining commons. I told them I'd pay for their lunch, but they can't eat alone, they must eat with students. We are trying to go down the list of recommendations that was put in place by the task force.

B. Vice President of Student Affairs (VPSA):

We are coming off a really strong summer moving into orientation. We had 16 different sessions and over 8,000 students this summer. We also did opening convocation in person this year. There were about 3,000 to 4,000 people in the Event Center. Then we were out on the Tower Lawn with a highly engaged group of students and their parents

Our Resident Halls occupancy rate is at 96% of capacity. In real numbers that is 4,070. We think it is going to hold there which is an indicator of how much our students want to return.

Our enrollment is at 99% of our target and I'm thrilled by this compared to what is going on with other campuses in the CSU. We are seeing some declines, however. We were up to 105%-109% in previous years. Certainly, in our first-year students. Our new students are down about 135 Frosh, and 480 transfer students. We are seeing a decline in AUF of .12 which is also affecting that overall number. We are seeing a decline in Free Application for Federal Student Aid (FAFSA) and California Dream Act Application (CADAA) submissions, which is odd because what we end up seeing is that the bigger declines are in the junior and senior levels. We get these data across the state and we are seeing this trend across the state as well.

Our COVID compliance is at 97%. That's exceptional.

Questions:

Q: This year we restricted incoming transfer students from registering until orientation and I think that actually harmed our enrollment quite a bit at least judging by my experience in Psychology. Can you comment on this?
A: It is not uncommon to have people register at orientation. I don't think what we are seeing is outside what we may have predicted. We knew we would have declines in transfer students due to the low rates in community colleges. Then as I've already commented on the FAFSA and CADAA numbers across the state. The fact that it is juniors and seniors is a very troubling thing.

Q: What are our enrollment numbers for International students?

A: I don't know that I have those numbers. I'll grab them and put it into the chat. What I can say that may have some impact on it is that our graduate special session is about 45 students below and our graduate regular session is up by 206.

Q: You mentioned the 97% COVID vaccine compliance, but I presume that was for compliance with the now obsolete vaccine since the new vaccine came out last Thursday. Is there any thought about a new requirement that our staff, students, and employees get the new vaccine? The evidence is overwhelming that the old vaccine did relatively little to stop transmission although it works to combat the illness. However, as long as the transmission is happening, long-term COVID continues to be a major problem. This vaccine really might help with that.
A: [Interim President Perez] I believe the wording in our policy says our people will be fully vaccinated as defined by the CDC. The mandates are CSU systemwide policies. We don't have that control. Where did you get the vaccine?
A: Walgreens.

Q: All three years that I've been here Orientation has been done differently with different formats. A lot of our students talk to each other and spread word. Has there been any analysis on the effectiveness of Orientation?
A: We are looking at Orientation all the time to determine what has worked and what has been effective. We have created a robust transfer Orientation. The changes you are speaking about would have come out of our reviewing the previous year to see what worked and what did not. I have a meeting in about a week to begin speaking with the President about the format for Orientation for next year.
If there are specific things you'd like to talk to me about, I'd be happy to discuss.
Q: There was one student that had an enrollment date of June 6, 2022 before they even saw their advisors. The second time around, we did a two-day advising session where there was a pre-advising day and then a month later was the actual Orientation day. I'm just really curious in terms of improving our system.
A: I would say that what you are reflecting back is a result of the analysis and trying to figure out what works best. I'm happy to receive feedback and recommendations if you want to meet with me.

C: [VP Day] This is a group of students that are very engaged and are very happy to be back. They may have some struggles since they've spent the last two years learning totally online, but they are happy to be here. We need to think about what that expectation means for our presence as well. This is a different group than we saw last year and even in 2019.

C. Chief Diversity Officer:

I concur with VP Day's comments. The Office of Diversity, Equity, and Inclusion tables during the "Weeks of Welcome" had a huge amount of engagement from students. We gave out way more swag than we usually do. We were amazed at how much more engaged our students were.

We participated in Orientations for First-Time Freshmen, Transfer. And Graduate students over the summer. DHR, as well as the Title IX Office, and some educators from student health, are working with us to put together something about inclusion, diversity, equity, and belonging that is holistic in terms of the presentation given the amount of time we have for the materials and the presentation. It worked really well this summer, although it was a struggle to get everything in required by the DOJ. We received feedback from students. Again, there was excitement about engaging on campus.

We also spent quite a bit of time consulting with different units on campus this summer and staff in terms of the training they wanted for some of the programs they want to launch. We also did a lot of consulting with different grant groups. We also worked with the co-chairs to complete the work that we needed to complete from the CCDEI from the last academic year. Our first CCDEI meeting for this Fall is tomorrow. We had new representatives join. We are adding a faculty member that has expertise with disability issues.

We have spent quite a bit of time gearing up to do faculty Orientation. I facilitated a 1 ½ hour workshop for Jumpstart for new faculty. Most of it was really getting people to become literate about the details of the demographics of our campus—not just students but also faculty and staff, and to understand the local area in terms of demographics. We addressed pedagogy and teaching practices and did a lot of Q and A.

We still participate with the training for searches. The training is online. We will again be monitoring the search pools as they come in working with Maggie Barrera's office as well as University Personnel (UP).

For the first time we did faculty training for the faculty in Moss Landing. We have been working with them over the Spring and Summer in preparation for the training this Fall 2022.

I have good news. I found out on Friday that I'm a Co-PI on a SAMHSA Grant on mental health. It is a National Center for Excellence on Asian-American, Native Hawaiian, and Pacific Islander behavioral health and wellness and it is to setup an online resource center as well as to provide trainings, data, and resources. I was invited by Hawaii's public mental health department to participate and to bring in SJSU. They purposely chose a non-R1 because they really believed we would have the on-the-ground experience and SJSU had a very strong research program as well as teaching and

applied community work. What is really wonderful is that it is a $3.5 million grant over five years. It is funding six of our faculty, alll of whom are experts on Asian-American, Native Hawaiian, and Pacific Islander mental health and substance abuse. I am really proud of the team and really grateful to Research and Innovation for providing the staff to support this. It starts immediately. I just want to brag a little because Stanford, Harvard, and UCLA also put in for the grant.

Questions:
Q: Congratulations to the CDO and the team. My question is about the possibility of hiring a faculty Ombudsman. I know the ASCSU put out a resolution last year about the campus Ombudspeople and I think that our campus is definitely in need of a faculty Ombudsman. Is there any chance of this?
A: It is interesting that you brought this up, because the Interim President and I just had an initial discussion about the possibility given the budget climate we are in. We discussed how important that might be, how that might take shape, whether that would be just for faculty or all employees, etc. The CCDEI in its first-year report recommended an Ombudsperson as well. I don't think we have an answer, but we certainly think it is a priority. I'd like to invite Interim President Perez to speak to this.
A: [Interim President Perez] The CDO and I did discuss this and we are trying to figure out how we can move forward under these circumstances.

D. CSU Faculty Trustee:
For the new Senators, I'm a professor in the Department of World Languages and Literature. I've been at SJSU since 1995. I served about 20 years in the SJSU Academic Senate and close to 15 years in the ASCSU. In 2017, I was appointed the Faculty Trustee to the BOT. The terms are two years. The Faculty Trustee is appointed by the governor. I'm now in the 2nd year of my third term. I'm not a Senator and don't vote. In my Faculty Trustee role, I'm a standing member of the plenary and attend those meetings as well as their Executive Committee meetings. After every BOT meeting, I do a report and send it to the Senate Listserv. The reason I show up at the SJSU Senate meetings is because I am local to SJSU. I don't show up at the other campuses Senate meetings.

The next BOT meeting starts tomorrow and runs for two days. I am the Chair of the Committee on Educational Policy. There is only one item on the agenda for tomorrow and it is to get a report on Research, Scholarship, and Creative Activity. This should be a good report. Faculty systemwide have brought in over $600 million. This used to be the time the BOT finalized their budget to the state. That, however, has changed. We are moving to a different sequence. It used to be that we had an information item on the budget for September and then in November an action item. We have moved this to July for a first reading/information item and September for the final

budget request. We will be finalizing our budget tomorrow. Staff had asked for this in order to have more time to lobby the governor before he makes his preliminary budget. I'm very busy as the Faculty Trustee and as I said I attend the three-day plenary meeting. On Friday I also drove to Fresno for the investiture of a new President. Then I stayed another day to attend the football game.

Questions:
Q: Did the decision to revisit GEAC for upper division come from the BOT or the Chancellor's Office?
A: The BOT has not been brought into the loop yet and I think that is a good thing, because I don't think the trustees should be involved in the curriculum. While it is true the BOT has the authority to change Title V, it should go through the shared governance between the administration and ASCSU and then come to us. SJSU is extremely well represented in the ASCSU. Not only am I on the BOT, but Senator Van Selst is the Secretary of the ASCSU and Senator Rodan is a committee chair so they serve on the ASCSU Executive Committee. Senator Curry was elected to the SJSU Executive Committee. There is a strong SJSU presence at the ASCSU and in Long Beach at the Chancellor's Office. Also, Senator Curry communicates well between the ASCSU and the SJSU Academic Senate.

Q: Thank you for the update. I appreciate your comment about the BOT not being involved in curricular matters. It is refreshing to hear that. My question is that the ASCSU came out with a resolution on presidential search processes. When the BOT came to our campus, I know we had questions about the search process and felt there should be more faculty and staff on the committee. Has the BOT further discussed some of these issues like transparency in the search process and greater involvement on the search committee of faculty and staff? I also wanted to say that I did read your 17-page report this summer. Maybe not in this meeting, but in a future meeting you could talk more about the Executive Transition Program? I heard that was on the chopping block, but now it seems like it may be retained.
A: Thank you for reading my report. You can be assured that at every new search I remind the BOT of the faculty's desire to have open searches. They were adamant in the majority that having closed searches would bring a better pool of candidates. I was surprised last Thursday when the chancellor spoke to the ASCSU about this important topic of open searches. He was asked if we couldn't agree on something in the middle between open and closed searches. The chancellor asked for any ideas on how this could be done. I believe if we can communicate with ideas on how greater transparency can be brought into the process and have greater representation by faculty that would be good. One of the responsibilities of the BOT is to hire the chancellor and presidents. Over the summer we hired the president of Monterey Bay, and we will commence the search for the chancellor soon and that should be completed by next spring. I keep making

the point about faculty representation every chance I get. Feel free to send me an email if you still have questions.

E. Statewide Academic Senators:

Senator Curry said she had already sent a written copy of her report to the Academic Senate. [Senator Curry] As the elected CSU Statewide Representative to the Executive Committee, I not only represent myself but my two colleagues Senator Rodan, and Senator Van Selst in writing my report. I do take responsibility for any mistakes I might have made. The first ASCSU meeting took place last week Wednesday through Friday. The first day we have policy committee meetings, then the second and third days (Thursday and Friday) are referred to as the plenary of the ASCSU. This is when we all meet together and discuss those resolutions and receive a host of reports from the chancellor and other individuals in the chancellor's office and some visitors. This time along we collectively presented 12 resolutions from our five committees. I provided the list of topics on the report. I want to focus on one of the resolutions that was passed and that was AS 3565, which was presented to us by Academic Preparation Committee. There was feedback from the Intersegmental Committee of the Academic Senate on the IGETC proposal. Feedback had been given last spring for IGETC to come up with a proposal and now what they are asking for is feedback on the proposal. The full text is available from Senator Van Selst. He has a link to the full resolution. What he would like you to know is that this resolution is asking for feedback from our campuses again. This time the feedback is going to be given direct to the ASCSU Executive Committee and there is a very tight deadline of October 24, 2022. Then the Executive Committee will give campuses a report on what happened. What you need to keep in mind is that AB 928 requires that the three systems—Community Colleges, CSU, and UC, all must formulate a singular statewide lower division general education transfer curriculum pathway. Those of you involved in GE in your departments or the campus committees in GEAC or C&R may recognize AB 928 as we have provided feedback in the spring and Chair White discussed this extensively in C&R. We just want to make sure you are aware because it is important that faculty speak up about curriculum and make their positions known. There will be opportunities to do this, so read the resolution. We will remind you. This is your first notice. Also, Senator Van Selst served as the chair of the Chancellor's Committee on General Education and is an expert in this area. Senator Van Selst has been keeping very close tabs on this and AB 928. Senator Rodan is also keeping close tabs and is chair of the Academic Affairs Committee. The other 11 resolutions are going to be made available to you but there is a little bit of a delay.

The other thing I'd like to talk to you about is the report given to us by Interim Chancellor Jolene Koester. She was accompanied by two BOT members to help her give the report, Vice Chair of the BOT, Jack Clarke, Jr. and Chair, Wenda Fong. I've never seen that before. They started their report with the

compact between the Governor and the CSU which is going to go before the BOT this week. The compact is on the operating budget of 2023-2024. This compact provides a 5% increase in CSU allocation with various commitments that are required to be fulfilled. Those commitments are outlined in my report. Another discussion focused on the compensation received in the executive packages. Many people received the CFA table which included that the presidents in the CSU received between 7% and 29% increases compared to our humble 3% increases. The Interim Chancellor was speaking as though she had heard there was some concern. The chancellor's report says those increases were actually a delayed corrective of the salaries and compensation of the executive that had been delayed following the resolution taken by the BOT in 2019 to investigate comparable salaries of university presidents at other campuses. They had decided to award the median or to get to the median with those comparable organizations. There are going to be more raises for executives at some point if there is money. The three of them (Koester, Fong, and Clarke) also confirmed that the Executive Compensation Program, which was as you may recall was problematic in that we learned about in part by the departure of Chancellor Castro and his executive transition package that brought attention to it, was being discussed by the BOT as to whether they needed to end this practice. They have reiterated that the BOT has been deeply affected by the incidents that happened earlier this year and they wanted to ensure that something honorable happened in this discussion. I think that is really important. They are engaged in serious examination and policy analysis to identify next steps. Their intention I believe is to find a way to change such a practice.

Another issue was the discussion of Cozen-O'Connor's visit to our campus on August 2nd, 3rd, and 4th (2022), which we only learned about because Senator Van Selst is the Secretary of the ASCSU and they received a report that Cozen-O'Connor had been on our campus earlier in August. I found the report very interesting in terms of reminding us that the Cozen-O'Connor team was investigating the CSU Title IX practices and were focusing on practices of our Title IX Office so this particular visit did not necessarily include faculty or Senate notification even because that's not what they are doing at this point. That is from my point of view an excuse. Communication is important and I think communication about this particular subject, particularly after having listened to Mr. Lim today, is that he is part of the response to the issues we have been seeing around Title IX on campus and I think this would have been an important endeavor. They explained to us that the Title IX workers that were spoken to were provided to the team by the president of the university. There was some concern over the top-down approach, but in listening to the earlier report it makes sense that if they are investigating the Title IX Office they would go to the people that employ those Title IX people.

The report then transitioned and involved the Chair of the BOT, Wenda Fong, who spoke to us a little bit about the executive searches. She said there was an ongoing assessment which was commissioned by the BOT to investigate changes to presidential searches. There were several questions and recommendations. There were in fact several questions and recommendations and statements of frustration about the fact that those searches are closed and that the committee compensation doesn't represent a large enough pool. One of the points made was both Chair Fong and Interim Chancellor Koester invited people to send in their recommendations about alternative ways we might have privacy for those people applying and openness for those people that will be receiving new executives.

There was supposed to be a faculty salary study but that hasn't happened yet, because apparently there were issues with the way the staff salary survey was conducted and they wanted to make some corrections. Be on the lookout for that.

There is a 20/30 Project that is conducting a survey of faculty regarding changes that are forthcoming in higher education. The survey will be available on Wednesday. Senator Rodan has been the lead on that. We invite and encourage you to complete the survey.

Questions:
C: AB 928 reduces the transfer GE package down from 39 units to 34 units. It reduces GE by essentially two courses. As a campus response, what would be useful to the ASCSU is something that is AB 928 compliant that is likely to be approved by the community colleges and UC. That's kind of the box we are in looking for feedback. The ASCSU will be seeking to take a position on proposal in the November meeting.

F. Provost:
I sent a message out today to those of you in Academic Affairs about getting a plan together to deal with the heat-related issues.

I held a town hall meeting for staff only in August 2022. I wanted to give staff a separate space to ask questions. I'm planning one for faculty as well.

We will be conducting two dean searches in Business and Social Science that will be moving to a vote by faculty and staff. We also have three deans that will need to go through their five-year reviews. Junelyn Peeples left the campus at the end of August 2022. I've decided not to rebuild that office. Ron Rogers has offered to step in and support accreditation. I have not added MPPs on the state side since I got here, and this will be a reduction.

Accreditation is moving forward and we are repopulating the Accreditation Review Committee. As everyone knows we got a 6-year reaccreditation with

a three-year special visit. I'm excited about the opportunity to engage in the process.

We are moving forward on a number of fronts as far as the equity gap question goes. Melinda Jackson and Deanna Fassett are working with a number of the Associate Deans to apply for the middle leadership academy to do a project on supporting faculty and looking at equity gaps.

Questions:
Q: Can you give us more details on the heat issues?
A: It impacted a lot of places. Can we easily move things around? I don't think that's always going to be the answer. It's really a matter of gathering information first. Some of the classes can't be moved. The information came from departments.

Q: I know there has been a significant change in the advising structure and that might have had some unintended consequences. What I've heard over the last three or four months is that there has been the loss of some excellent staff in advising. Many were unhappy with the changes in advising. It wasn't because they weren't being paid enough. Can you comment on this?
A: Yes, there has been some change and turnover. When we dig down into why some people are leaving it has come down to frustration between faculty and staff advising. What we've also found is the amount of work that has been put into these advising centers that is not really advising related. The official transition didn't happen until May. Up until May, the advising centers fell under the Associate Deans so if there hasn't been a robust professional development program, certainly not related to the organizational change and so forth, then that is an issue. I've met with all the Associate Deans of Instruction and Shonda Goward in June or early July and we had a great conversation and transition plan that starts to look at where some of the overlaps are and making sure everyone is involved in the conversations about where we go. We have multiple years to reimagine the advising structure. I understand there are lots of things being brought up and there are lots of other pieces of data that I've learned in the last four or five months that suggests there are many different elements, and there is a national trend in advisors moving around. Just like there is in Title IX. We are moving forward on a lot of things. This summer led to a lot of good conversations, particularly with the Associate Deans. We have a new leadership group that we've brought together and we have rethought block scheduling already. These advising centers have been used as much for administrative work as they have for advising work. Regarding the question of how to manage and oversee a process and structure of advising, there are some opportunities to focus on bringing the centers together to support each other. I advocated for keeping college success centers at the very beginning of this transitional conversation. We have maintained that because it is at the colleges that you

see local difference. We want to make sure that the differences and nuances of the various colleges are there.

Q: Thank you for your update. As you know this is the time when eligible lecturer faculty apply for range elevation. You are the final arbitrator as to who gets the range elevation and how much. What do lecturer faculty have to do to get a higher raise than the minimum? What are the criteria and what are you looking for? This is an equity issue. When Assistant Professors are promoted they get a 9% raise, but Lecturer faculty only get 5%.
A: When I became Provost the standard on most campuses was only 5%. Over the last three years, we've given a number of people more than the 5%.

G. Associated Students President (AS):.
This year AS President Chuang will continue to cultivate partnerships with the Senate, faculty, and staff to advocate for shared governance on campus. Some priorities for this year will be cultural, physical, and mental wellness, and cultivating a sense of belonging on campus.

AS is very excited about the implementation of the Bay Pack program. Please reach out to AS President Chuang for information about this program.

AS President Chuang is in Long Beach today where she was advocating with the Board of Trustees (BOT) and people from the Chancellor's Office specifically for wellness, deferred maintenance, and advising on campus.

XII. Adjournment: The meeting adjourned at 5:09 p.m.

Executive Committee Minutes
August 29, 2022
12 - 1:30 p.m. via Zoom

Present: Alison McKee (Chair), Rachael French, Priya Raman, Karthika Sasikumar, Reiko Kataoka, Laura Sullivan-Green, Tabitha Hart, Steve Perez, Charlie Faas, Marie Haverfield, Kathy Wong(Lau), Julia Curry, Nina Chuang, Patrick Day

Absent: Vincent Del Casino

Recorder: Eva Joice, Senate Administrator

1. The committee approved the consent agenda (Executive Committee Agenda of 8-29-22, Executive Committee Minutes of August 8, 2022 and August 22, 2022, Consent Calendar of August 22, 2022, and August 29, 2022) (7-0-3).

2. The committee discussed a temporary amendment to University Policy F18-3 to add a second community member to the Institutional Review Board (IRB) as an alternate to the primary community member in order to allow immediate near-term action on pending faculty research while the Organization and Government Committee evaluates and considers permanent changes to the membership. The IRB has requested that a second community member be added as back-up only in the event the community member cannot attend a meeting. A motion was made to approve the temporary amendment to F18-3. The motion was seconded. The committee voted and the motion was approved (7-0-5).

3. Update from the Interim President:
   Interim President Perez delivered the welcome address. Aside from parking issues, the semester has started off smoothly.

   The Center for Disease Control (CDC) has moved Santa Clara County into the medium range for COVID. If we remain at this level for three weeks or move into the low range, SJSU will move into masks recommended versus required. This would be on September 12, 2022.

   Questions:
   Q: There was an article in the August 7, 2022 San Jose Mercury News about an interview with a former SJSU athlete. There was reference to an advisory board that would tell the university how to deal with issues of abuse. Can you elaborate on this?
   A: This was a miscommunication. There is no advisory board.
   C: Having an advisory board in addition to what is required under Title IX seems like a good idea, given the challenges we are facing.
   A: We have to follow Title IX and must adhere to procedures and processes we are legally mandated to do.

4. University Updates:
   a. Update from the CSU Statewide Senator:

The first meeting of the ASCSU will be remote due to incidents of COVID at the Chancellor's Office. Our CSU Statewide Senators have received their committee assignments. Mark Van Selst has been elected Secretary of the ASCSU. Simon Rodan was appointed Chair of the Academic Affairs Committee, and Julia Curry was appointed to the Faculty Affairs Committee.

There were several resolutions that came out of the last meeting on May 19th and 20th, 2022. One touchy resolution was a vote of "No Confidence" in the Board of Trustees (BOT). Senator Curry will send out any responses as received from the Chancellor's Office.

There was continued discussion of AB 928. The CSU, UC, and Community Colleges (CCC) must agree and come up with a common GE pathway.

There was a response to one resolution on establishing an Equity, Diversity, and Inclusion Committee. The ASCSU voted to make this a permanent committee called, "Justice, Equity, and Diversity."

Questions:
Q: Could you share more about modality at the ASCSU?
A: [Senator Curry] The guideline has been to survey the ASCSU Senators and then go with what the majority want.
Q: Is that for the whole year?
A: [Senator Curry] Meeting by meeting since things keep happening. Meeting one was to be in a large room with no windows so it will be via Zoom. Senator Curry will send the survey they used to Chair McKee.

b. Update from the Vice President of Administration and Finance (VPAF):
The University Police Department (UPD) continues to have monthly meetings at the MLK Library. We've had an uptick in burglaries and robberies on campus but the number of other crimes looks good except for the burglaries.

Questions:
Q: We are having issues in the College of Science with instructors and students who can't get into certain buildings, and UPD has refused to come and open the doors. We have called the Facilities and Development Office (FD&O) about Duncan Hall and then it happens again two days later. Can something be done about this?
A: [VP Faas] Send me an email. I haven't heard this before about other buildings. I will address it.

Q: Is it true that UPD won't open classrooms if they don't belong to that department and belong to the university?
A: [VP Faas] All of the classrooms are university-owned and UPD should be able to open. Send me the information and I will look into.

Q: What about student access?
A: [VP Faas] Students can get into any building they have classes in.
Q: What should they do if they can't get in?

A: [VP Faas] Call FD&O or walk over there.

c. Update from the Vice President for Student Affairs (VPSA):
This was the first year that we had an in-person first-year convocation. It went really well. The last one was hybrid, so this was very exciting. In other news, we are at 97% occupancy in housing, or 4,047 students. Enrollment is slightly down at 99% of our target, but we aren't concerned. We are doing well in comparison with other institutions. We are down about 131 frosh, 562 transfers, and 130 grads from last year. Of concern is that we are down in our returning students, and they are taking fewer classes. However, we are returning to some normalcy.

Questions:
C: We need to remember that the last two years of these incoming students' high school was virtual. We are coming back stronger this year.
C: This may be a group of students with difficulties such as sharing space and conflict management, and they may need more mental health responsiveness. These students may have difficulty figuring out how to get things done.

Q: Can you expand on the follow-up with parents?
A: [VP Day] Part of the reason for the in-person convocation was to have contact with parents. We've added a parent portal and asked parents to sign up.

C: There was a lot more parental involvement this year during the weeks of welcome. It was very successful. Students are a lot more talkative than in the past. There is some concern for faculty and staff to ensure that they don't burn out with all the high-level contact.

C: While it may be true that students that have spent the last two years online and may have some issues, they also have certain strengths. They are far more socially and politically engaged. We need to remember and appreciate that.

d. Update from the Chief Diversity Officer (CDO):
This weekend we trained people from MOSAIC, Peer Connections, and also trained new faculty in teaching methodology. We also attended Orientation with the VPSA. We worked with the Family Advisory Board (FAB). Staff in the CDO Office worked with the Title IX Office to put together a training session for Orientation. We have also been doing trainings at retreats on consultation. In addition, we went to Moss Landing and did training for the first time. We have been working with faculty on the treatment of staff and collegiality. We provided 18 microaggression sessions to MPPs. In addition, we are working with the staff council to develop microaggression training. This fall we will have a facilitators institute that provides 20 hours of training. The CDO is reaching out to departments again about anti-racism plans. Unfortunately, the CDO Office was burglarized. UPD was very supportive.

C: The AS Board of Directors had ODI training with the CDO Office and it was really great.

e. Update from the AS President:

The AS Board of Directors meeting was held last Wednesday. AS has put out an open application for a Student at Large seat on a committee of the Senate. Contact AS for the link to the application. AS's Affordable Textbooks opportunity was completed within seven minutes of posting online. . AS also recently had anti-bias training in education.

Questions:
C: The VPSA recognized the work of Tiffany Rodriguez. The lack of public transportation is a serious issue in California, so please support this. it is great for our students.

Q: We appreciate AS providing the Senate Office a list of student directors for committee seats. Can you give us an update for additional members?
A: AS received only one application for Senate committees. We make appointments in our Board of Directors' meetings on Wednesdays.
C: Chair McKee offered to assist AS with recruitment in any way she can.
C: Regarding the Bay Pack problem, it takes 1 ½ hours to commute to Fremont. We really need to talk about this and amplify.

Q: The cost of Caltrain is more than the cost to drive. Are any of these agencies working together?
A: I don't know the costs. The VPSA will follow-up after the meeting. Please be patient with students and also practice self-care.

5. Chair McKee welcomed Marie Haverfield, Chair of the Curriculum and Research Committee (C&R). C&R will talk about returning the Writing Skills Test (WST), and also discussing AB 928 today. The UC accepted the Communication Component in Area 1. Applications for Area E course reduction are there. C&R will monitor new minor programs.

6. The meeting adjourned at 1:30 p.m.

The minutes were edited by Chair McKee on September 16, 2022.
The minutes were approved by the Executive Committee on September 19, 2022.

Executive Committee Minutes
September 19, 2022
12 - 1:30 p.m. via Zoom

Present: Alison McKee (Chair), Rachael French, Priya Raman, Reiko Kataoka, Laura Sullivan-Green, Tabitha Hart, Marie Haverfield, Kathy Wong(Lau), Julia Curry, Nina Chuang, Patrick Day, Vincent Del Casino

Absent: Steve Perez, Charlie Faas, Karthika Sasikumar

Recorder: Eva Joice, Senate Administrator

1. The committee approved the consent agenda (Executive Committee Agenda of September 19, 2022, Executive Committee Minutes of August 29, 2022 (9-0-0).

2. The Senate Administrator reported the results of three special elections in the Colleges of Science, Humanities and the Arts, and Business. Caroline Chen, Yoon Chung Han, and Gilles Muller all ran unopposed in the elections. In accordance with Senate bylaw 1.6.2.5 if only one candidate files a nominating petition for the vacancy, no election shall be held but the Senate Administrator will report it to the Executive Committee and the Executive Committee shall declare the single candidate elected. A motion was made by AVC Kataoka to declare these three elected. Senator Curry seconded the motion. The Executive Committee voted and the motion passed (9-0-0).

3. The Executive Committee discussed a referral from Senator Mathur regarding creating a committee to look into Senate expansion to include not just staff but all other constituents.

4. Policy Committee Updates:
   a. Update from the Instruction and Student Affairs (ISA) Committee:
      I&SA is working on AS 1834 and AS 1835 on the Syllabus and the Excused Absence Policies and hope to bring them to the October 10, 2022 Senate Meeting.

   b. Update from the Professional Standards Committee:
      PS is working on an amendment to University Policy S12-6 that would exclude students with "W" grades, eliminate "AU" grades, and exclude students that are reported for academic dishonesty from completing SOTEs. PS will also be working on an amendment to S15-7, RTP Guidelines.

      Questions:
      Q: What is the rationale for this?
      A: It would eliminate students that might have a bias for being reported for academic dishonesty.

      Q: If it would be done, would the committee consider doing it only for a limited time frame for the academic dishonesty removal, say 6 months?
      A: It would apply only to a student specifically reported by that instructor during that class. We don't know yet if that is technically possible.

C: [Del Casino] I would encourage you not to move this forward. This is a slippery slope in that an instructor could then ask that all students that got an "F" be removed. One outlier won't hurt your overall review. This would also be a technological nightmare.

C: When committees are reviewing for promotion, everything is supposed to be taken into account, but the committees are not doing what they are supposed to do.

C: Different people respond differently on these committees.

Q: The bigger question is how to make sense of the broader data across all qualitative and quantitative data sets.
C: [Del Casino]. It's a matter of training. C: absorption of that training is uneven.
C: [Wong(Lau)] I agree. People will say bias is already there.

A: Magdalena Barerra put together a video that was really good on what constitutes evidence.

C: This is also where mentors are important. We need a culture of support within departments department RTP, particularly of junior faculty going through the RTP process. When we did paper dossiers you had to put in documentation for everything.

C: They say not to do this with electronic dossiers.

c. Update from the Organization and Government Committee (O&G):
O&G will be bringing the modality resolution to the Senate for the October 10, 2022 meeting. O&G also just received a referral to lengthen the term of the Faculty Athletics Representative (FAR) from Annette Nellen, Co-Chair of the Athletics Board and Tamar Semerjian, the FAR.

c. Update from the Curriculum and Research Committee (C&R):
C&R has been discussing the permanent suspension of the Writing Skills Test (WST). C&R is also reviewing minor proposals, and working on a referral to establish a Spatial Analytics and Visualization Institute.

d. Update from the CSU Statewide Senator:
There was some misinformation on the ASCSU website that is being repaired.

5. Update from the Administrators:
   a. Update from the Vice President for Student Affairs (VPSA):
   The California Student Aid Commission is very concerned about the decline in Free Application for Federal Student Aid (FAFSA) and California Dream Act Applications (CADAA). There is some pushback in Frosh, but big declines in juniors and seniors. It is challenging. It was heavily emphasized by CFAC that seniors fill out FAFSA and CADAA.

There is significant money available for students coming out of foster care. The VPSA will keep the committee updated.

Questions:
Q: What are we doing at SJSU to let students know they should fill out/apply? What can we do as a campus?
A: [VPSA Day] I assure you we post information out well ahead of deadlines for FAFSA and CADAA. Some of the decline is due to COVID. We are doing a lot already. Juniors and Seniors are not doing this because they don't know if they want to come back, but new students are filling them out so I'm hopeful.

Q: Is there a gap between SJSU and the CSU?
A: Our gap is larger than the UC.

C: [AS President Chuang] Accessible documents for disabled students is an issue. AS is willing to help however we can.
A: [VPSA Day] I appreciate that very much.

b. Update from the Chief Diversity Officer (CDO):
The Office of Diversity and Inclusion is operating as usual, but maintenance and modifications resulted in its closing for three weeks. We are still available, but the CDO is only in the office two days a week instead of five right now.

We are working with programs all over the campus. If you have a program you want to add let us know.

There is a Student Research Forum put together by Research and Innovation this Thursday.

There is a CSU systemwide CDO's Meeting in San Diego this month. Maggie Barrera will be speaking. It is a two-day program with workshops.

The Campus Committee on Diversity, Equity, and Inclusion (CCDEI) had its first meeting. The funding for the Interim Director of Latinx ends this coming spring. We don't have the funding to hire for this year.

Questions:
Q: There are questions about gendered language in policies. Does your office have any information or guidelines for us?
A: The APA Guide 2019 has inclusive pronouns. It is a good document to start with.

c. Update from the Provost:
I have no major updates this week. I am happy to take questions.

Questions:
Q: The question of modality has been raised again. What is the guidance being given to colleges for Spring 2023?

A: [Provost Del Casino] I have had lots of conversations with the deans. We are a residential campus so most should be face-to-face. However, I have tried to avoid being overly prescriptive. When pushed to the wall I would say 70/30, but we are going to look this year where we need to submit substantive changes to WASC.

Q: I heard one colleague at the CSU say, "We were told it was 75% at SJSU." There is lots of confusion. The one thing that continues to be used as a benchmark is WASC.
A: [Provost Del Casino] I understand. I am balancing dictating from the center and providing local flexibility. This is a pedagogical discussion.
C: You are right, the compact has one line that gave some people pause.
A: There is lots of push. We need to have a discussion on what flexibility is. One college believes hybrid is what they need. Some colleges were already online. However, many 18-year-olds are not prepared for fully online classes.
Q: What plans does the campus have to build out the infrastructure for hybrid teaching, learning and working?
A: Such plans should be driven out of the colleges. Hybrid classes, for purposes of hyflex teaching, were not an appeal when last asked.

d. Update from the AS President:
AS just awarded over $91,000 in scholarships.

The community garden has opened.

Happy Latinx Day.

Eight AS Presidents met and talked with the Board of Trustees (BOT). We talked specifically about SJSU issues such as Advising, deferred maintenance, and mental health and wellness, diversity, and Title IX. We also argued for priority for SJSU as the oldest campus.

The AS President will attend the College Futures Foundation Grant meeting.

Questions:
C: If you want to connect with Shonda Goward before you go, I will set that up for you.

C: AS is doing a great job. When you hear 100 students came to the community gardens, that is a lot of students.

On September 30, 2022, AS will host a picnic with the AS President where you will have the opportunity to meet the directors at 1 p.m.

6. The meeting adjourned at 1:29 p.m.

The minutes were edited by Chair McKee on September 29, 2022.
The minutes were approved by the Executive Committee on October 3, 2022.

SJSU 2022-2023	ACADEMIC SENATE
10-10 2022	**CONSENT CALENDAR**

2022-2023	SENATE SEATS

consent calendar dates:
green = 09/19/2022 white = 10/03/2022
yellow = 10/10/2022

ADD TO VACANT SEATS

COMMITTEE TYPE	COMMITTEE NAME	SEAT	SEAT TITLE	NAME	ZIP	PHONE	TERM ENDS	CONSENT CALENDAR	FACULTY AT-LARGE
POLICY	Curriculum & Research	F	Education --> FAL	Ellen Middaugh	3948	46594	2023-->2023	09/19	FAL
POLICY	Curriculum & Research	J	Science	Scott Shaffer	0100	44871	Fall2022	10/3	
POLICY	Instruction & Student Affairs	D	Associate Dean Graduate Studies (Non-Voting)	Amy Leisenring	0279	45756	2023	09/19	
POLICY	Instruction & Student Affairs	M	Business	Caroline Chen	0066	43476	2023	10/3	
POLICY	Instruction & Student Affairs	R	Science	Gilles Muller	0101	44945	2023	10/3	
POLICY	Organization & Government	D	Engineering --> FAL	Yoon Chung Han	0225	44517	2023	10/3	
POLICY	Professional Standards	I	Social Sciences	Felipe Gomez	0112	45377	2023	10/10	
OPERATING	Student Eval & Review Board	A	Vice Provost for Institutional Effectiveness and Strategic Analytics or designee	Marco Antonio Cruz	0186	41516	EXO	10/3	
OPERATING	Student Eval & Review Board	H	Humanities & Arts --> FAL	Younghee Park	0180	669 209-7730	2025-->2023	09/19	FAL
OPERATING	Student Fairness	B	Administration Representative	Carolyn Guel	0036	46083	EXO	10/10	
OPERATING	Student Fairness	I	General Unit-->FAL	Kyle Hambrook	0103	45160	2025-->2023	09/19	FAL
OPERATING	Student Fairness	1	Student	Akash Amin			2023	10/3	
OPERATING	Graduate Studies & Research	1	Student-Graduate Student	Akash Amin			2023	10/3	
OPERATING	Program Planning	1	Student-Graduate Student	Julie Terebkov			2023	10/3	
SPECIAL AGENCY	Accreditation Review	M	Director Institutional Research or designee Member of Steering Committee	Marco Antonio Cruz	0186	41516	EXO	10/3	
SPECIAL AGENCY	Accreditation Review	K	Department Chair	Matt Holian	0114	41371	2024	09/19	
SPECIAL AGENCY	Athletics Board	H	Student Athlete Advisory Committee President Designee	Jada Mazury			EXO	10/3	
SPECIAL AGENCY	Athletics Board	G	Senior Athletics Administrator for Academic Student Services (Non-Voting)	Shonda Goward	0194	41252	Non-Voting	10/3	
OTHER	Transit/Traffic & Parking	F	Faculty	Emmanuel Sequeira	0066	43585	9/30/2024	10/10	
OTHER	Transit/Traffic & Parking	G	Faculty	Miwa Merz	0069	43519	9/30/2024	10/3	
OTHER	Transit/Traffic & Parking	J	Non-bargaining unit staff member selected by HR	Junie Urbano	0021	43235	2024	10/10	

REMOVE FROM SEATS									
COMMITTEE TYPE	COMMITTEE NAME	SEAT	SEAT TITLE	NAME	ZIP	PHONE	TERM ENDS	CONSENT CAL	FACULTY AT-LARGE
OPERATING	Student Fairness	B	Administration Representative	Sarah Gordon	0080	43994	EXO	10/10	
SPECIAL AGENCY	Athletics Board	H	Student Athlete Advisory Committee President Designee	Caleb Simmons	0128	46241	EXO	10/3	
SPECIAL AGENCY	Athletics Board	G	Senior Athletics Administrator for Academic Student Services (Non-Voting)	Julie Stansberry	0194	41252	Non-Voting	10/3	
OTHER	Transit/Traffic & Parking	F	Faculty	Darwyyn Deyo	0114	45413	9/30/2022	10/10	
OTHER	Transit/Traffic & Parking	H	Faculty	Denise Dawkins	0057	41327	9/30/2022	10/10	

Proposed Modifications to Assessment Section of 2022 GE Guidelines
Approved by Curriculum and Research on October 3, 2022

Revision Rationale: Community feedback indicated that the 2022 GE Guidelines approved by the Academic Senate in May 2022 have the potential to increase faculty workload with respect to assessment. As written, the GE Guidelines propose a framework focused on assessment at the propram level (PLOs), and ask departments to provide evidence of assessment of GE ALOs at the time of Program Planning. In addition, the Guidelines ask departments to provide a summary of no more than two pages for *each course* addressing the following activities over the last program planning cycle: GE course coordination, the process used to assess GE ALOs, what the assessment data reveal about student learning, and resulting course modifications. For a department that teaches multiple GE courses, the report could be long.

The proposed modifications to the GE Guidelines ask departments to provide a summary of no more than two pages total that describes the following activities for *the department* over the last program planning cycle: GE course coordination, the process used to assess GE ALOs, what assessment data have revealed about student learning, and resulting course modifications. Departments are expected to participate in the PLO assessment using rubrics developed by the SJSU community.

Workload: It is anticipated that these modifications will reduce the workload for departments, faculty, the General Education Advisory Committee, and the Program Planning Committee.

Proposed Changes (pages 8 and 9 of the GE Guidelines) Red text and strikeout are used to show changes to the GE Guidelines, see below.

Assessment and Continuing Certification of GE Courses

GE Program Assessment Framework:
The SJSU General Education program will be assessed at the program level. GE Areas are mapped to one or more Program Learning Outcomes (PLOs) as listed in Appendix A. The PLOs will be assessed on a rotating basis, so that all GE PLOs are assessed within a 3-year cycle. GE PLOs will be assessed using coursework from the courses in the GE Areas that are linked to the PLO being assessed. Standardized rubrics, developed by the GE faculty community, will be used to assess each PLO.

The GE Director, with support from the Office of Institutional Effectiveness and Strategic Analytics, will be responsible for compiling the PLO assessment data and distributing the summary to the SJSU community.

Recertification of GE Courses after Adoption of the 2022 GE Guidelines:
Following the adoption of the 2022 GE Guidelines, current GE courses will be reviewed and recertified, starting in Fall 2022 and continuing over five semesters through Fall 2025. Area F will be excluded, since all Area F courses were developed according to the new GE PLOs, ALOs and content requirements.

Continuing Certification of GE Courses:
A department's GE courses are reviewed as part of its regular program planning cycle. The department summarizes its involvement in GE over the past program planning cycle and any plans for the next program planning cycle. It also reflects on how well its courses contribute to

their GE Area Goals/Learning Outcomes and to the larger General Education Program Learning Outcomes. ~~GE program-level assessment is not related to course-level continuing certification.~~

All GE courses undergo review for continuing certification by the appropriate committees beyond the department level. Departments are notified at least one semester in advance of the courses that are scheduled for continuing certification review.

As a section of the program planning report, the department submits the following: ~~for each GE course:~~

1. Representative s~~S~~yllabi from the last two years that each GE ~~the~~ course has been taught, along with sample showcase assignments that demonstrate how the course meets each of its GE ALOs.
2. A description of the coordination across sections of GE ~~the~~ courses and across years that ensures consistent implementation.
3. An assessment report (two pages maximum) for the department ~~each course~~ that includes the following:
   a. A summary of the process of assessment of student learning in ~~the~~ GE courses housed in the department ~~program~~, including who reviews ~~reviewed~~ the data and how course modifications are developed and approved. Summarize what the assessments have revealed about student learning with respect to GE ALOs.
   b. Changes that the department has made to try to improve student learning with respect to the GE ALOs.
   c. Future plans for course modifications, if applicable.

GEAC can either (1) continue to certify the course through the next program planning cycle or (2) seek clarifications or discuss its concerns with the department. When those concerns are resolved, then the course's GE certification is to be continued through the next program planning cycle. If its concerns cannot be resolved, then GEAC can recommend to the Curriculum and Research (C&R) Committee that the course be decertified. C&R makes the final decision, and the department has the right to appear before the C&R. If a member of GEAC has voted on the matter when it was before GEAC, then that member shall not vote on it again when it comes before C&R.

San José State University AS 1837
Academic Senate
October 10, 2022
Final Reading

SENSE OF THE SENATE RESOLUTION SUPPORT AND SOLIDARITY WITH IRANIAN WOMEN AND UNIVERSITY COMMUNITIES MANIFESTED IN "WOMAN-LIFE-FREEDOM."

WHEREAS: The death of Mahsa Zhina Amini, the 22-year-old Kurdish-Iranian woman who was brutally beaten and later died at the hands of Iran's morality police, sparked mobilizations in expression of solidarity by courageous Iranian Women and Girls who raised their voices for human rights and freedom in their rallying cry, "Woman-Life-Freedom;" and

WHEREAS: The public outcry and peaceful protests have been met with violence by the state with over one hundred people now killed in the protest and

WHEREAS: CNN reported that students at Sharif University in Tehran were violently attacked and trapped by Iran's Revolutionary Guard Corps, because they organized walkouts and joined the protests; and

WHEREAS: San José State University is a university that honors social justice, equality, inclusion, and respect of the rights of women and students; and

WHEREAS: The Iranian diaspora has been present in multiple regions of North America and San José, and the greater Silicon Valley is home to the second largest community of Iranian and Iranian Americans in California with one of the largest populations outside of Iran including Iranian International Students and Scholars; and

WHEREAS: The SJSU campus supports various diasporic and native non-white groups and strives to achieve the ideal of a caring community with institutional commitments to equity, diversity, and inclusion; and

WHEREAS: San José State University is home to Iranian and Iranian American communities which are diverse in racial and ethnic representation, religious affiliation, generation in the U.S., and linguistic and cultural heritage; therefore, let it be

RESOLVED: That the SJSU community stands in solidarity with the global movement for women's rights and with the people in Iran , and especially with the women and girls who raise their voices with courage in demand of human rights, justice ,and freedom; and be it further

RESOLVED: That SJSU honors the students throughout Iran's universities and schools, as well as the scholars, journalists, and nations who are involved in the movement for the human rights of all citizens; and be it further

RESOLVED: That the SJSU Academic Senate stands with the local Iranian Diaspora communities in support of their well-being; and be it further

RESOLVED: That SJSU strongly condemns the violent crackdowns at universities throughout Iran; and be it finally

RESOLVED: That we at SJSU support domestic and overseas Iranian students and women, and the movement for "***Woman, Life, Freedom***."

SAN JOSÉ STATE UNIVERSITY
Academic Senate **AS 1832**
Organization and Government Committee
October 10, 2022
First Reading

SENATE MANAGEMENT RESOLUTION
Update of the Standing Rules of the Academic Senate

Rationale:
In Spring 2020 the Academic Senate, like most SJSU units, suspended its in-person activities and, with the ongoing support of its members, began conducting its business remotely. Now, as the SJSU community emerges from the disruption caused by the global COVID-19 pandemic, the Academic Senate must engage in the important work of considering its post-pandemic operations.

The topic of Senate meeting modalities, which was discussed at the Spring 2022 Senate Retreat, has surfaced these key tenets:

- It is important to honor the Academic Senate's cherished traditions and;
- It is important that the Academic Senate be forward-looking, innovative, and adaptable in its efforts to build capacity now and into the future.

In considering how the Senate Standing Rules handle meeting modality, there are many complex implications, not simply for attendance by the current cohort of Senate members, but also for the Senate's potential expansion; ongoing recruitment of new members; furthering the efforts to increase diverse representation and inclusion of SJSU's constituents and communities; the accessibility of Senate activities; and, very importantly, supporting future Senators' active participation in and deep engagement with the work of the Senate as carried out through its meetings.

In careful consideration of these implications, and in keeping with the Senate's mission to provide for effective participation and deliberation by the academic community in the formulation of governing policies for our university, we therefore recommend that Item 17 Section g of the Standing Rules be updated and that the updates contained herein be adopted once passed by the Senate.

Senate Management Resolution

Recommended Updates to Senate Standing Rules

Item 17 ~~Committee~~ Meetings and Minutes, Section g ~~Remote~~ Attendance

1) Full Academic Senate:

The modality of the full Academic Senate meetings (i.e. meetings convening the entire membership of the Academic Senate) shall be decided by the Senate's current members through ranked choice voting on these three modalities: in person; online; and hybrid, defined here as a simultaneous combination of modalities, whereby some members attend in person while some members attend synchronously online. The ranked choice vote shall be conducted sometime shortly after the first meeting of the new Academic Senate year in May, using an electronic survey instrument. The outcome of members' votes shall be determined as per the guidelines for ranked choice vote tabulation[1].

Additionally, full Academic Senate meetings should provide live observer access to all interested members of the SJSU community. Whether this access is provided through physical seats or space in a meeting room; telephone or internet enabled audio or video conferencing; and/or other technological means; and/or any combination of these, and whether observer attendance requires pre-registration or some other form of RSVP; the Senate should enable all interested observers from the SJSU community to follow the proceedings of full Senate meetings in real time.

2) Executive Committee of the Senate:

The modality of the Executive Committee of the Senate shall be decided by that committee's current members through ranked choice voting on these three modalities: in person; online; and hybrid, defined here as a simultaneous combination of modalities, whereby some members attend in person while some members attend synchronously online. The ranked choice vote shall be conducted sometime shortly after the first meeting of the new Academic Senate year in May, using an electronic survey

[1] See the RCV Tabulator provided by the Ranked Choice Voting Resource Center at https://www.rcvresources.org/rctab

instrument. The outcome of members' votes shall be determined as per the guidelines for ranked choice vote tabulation[2].

3) Senate Policy Committees:

The modality of each Senate Policy Committee shall be decided by each committee's current members through ranked choice voting on these three modalities: in person; online; and hybrid, defined here as a simultaneous combination of modalities, whereby some members attend in person while some members attend synchronously online. The ranked choice vote shall be conducted sometime shortly after the first meeting of the new Academic Senate year in May, using an electronic survey instrument. The outcome of members' votes shall be determined as per the guidelines for ranked choice vote tabulation.

4) Other Senate Committees:

The modality of other Senate Committees shall be decided by each committee's current members through ranked choice voting on these three modalities: in person; online; and hybrid, defined here as a simultaneous combination of modalities, whereby some members attend in person while some members attend synchronously online. The ranked choice vote shall be conducted sometime shortly after the first meeting of the new Academic Senate year in May, using an electronic survey instrument. The outcome of members' votes shall be determined as per the guidelines for ranked choice vote tabulation.

Approved: DATE

Vote: 9-0-0

Present: Andreopoulos, Baur, Han, Hart, Herrlin, Higgins, Lee, Muñoz-Muñoz, Tian

Absent: Jochim, Tan

Financial impact:

Regardless of modality, the Senate will continue to require tools (projectors, microphones), and technologies (reliable Internet access) to successfully run its meetings.

If hybrid meetings are held, then the Senate will need access to rooms that are properly fitted out to adequately support attendees who are physically present in the room *and*

[2] See the RCV Tabulator provided by the Ranked Choice Voting Resource Center at https://www.rcvresources.org/rctab

attendees who are joining remotely using videoconferencing services; such rooms typically have cameras, multiple microphones (ideally drop down), and multiple screens.

SJSU meeting rooms that have been enhanced with a version of this technology include BBC 205, ENG 336 and WSQ 207, all of which have technology for lecture capture as well as additional screens.

Both MLK Library and the Student Union have rooms and tech teams supporting hybrid meetings.

SJSU's Instructional and Meeting Spaces (IMS), which provides audio visual classroom equipment support, provides a detailed display of its adopted classrooms, features, and equipment on its website at https://www.sjsu.edu/it/support/classroom/supported-classrooms/index.php

If extant resources are insufficient, the Senate may require rooms to be retrofitted for hybrid meetings, and/or it may need a new room to be built out to accommodate large hybrid meetings.

Workload impact:

The electronic survey instrument will need to be developed and updated as appropriate. It will need to be run once per academic year; the resulting ranked choice votes will need to be tabulated.

The task of locating and booking appropriate meeting rooms, which has historically been managed by the Senate Office with the support of committee chairs, could be impacted. For in-person or hybrid Senate meetings, this work would continue; for online Senate meetings, it would decrease.

The work of organizing and running Senate meetings is considerable regardless of modality. For any type of meeting modality — whether in person, hybrid, or online — chairs and other meeting organizers and hosts need support, training, and resources so that they can run their meetings smoothly and successfully. The larger and the more complex the meetings, and the more technology is integrated into them, the more support will be required. Hybrid meetings will likely require additional staff to manage a simultaneous in-person and online synchronous meeting format (e.g., managing Zoom chats, technical glitches, recording, managing speakers etc.).

SAN JOSÉ STATE UNIVERSITY
Academic Senate
Instruction and Student Affairs Committee **AS 1835**
October 10, 2022
Final Reading

POLICY RECOMMENDATION
Amendment B to University Policy F20-1, Adding Classes After Advance Registration

Legislative History: *Amends University Policy F20-1*

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

Resolved: That the following changes be made to the first sentence in the third paragraph of F20-1: "Waitlists will remain active through the seventh business day after the first day of instruction ~~for 9 days from the first day of instruction~~ for the semester as indicated by the SJSU Academic Year Calendar and will continue to automatically enroll students from waitlists up to course enrollment caps."

Approved:	October 3, 2022
Vote:	12-0-0
Present:	Chen, Jackson (non-voting), Khan, Leisenring (non-voting), Martinez, Masegian, Mathur, Pinnell, Rollerson, Sen, Sheta, Sullivan-Green, Wolcott, Treselor
Absent:	Chadwick, Chuang
Financial impact:	None expected.
Workload impact:	No change from current situation.

SAN JOSE STATE UNIVERSITY **AS 1836**
Academic Senate
Curriculum and Research Committee
October 10, 2022
First Reading

Amendment A to University Policy S16-17
Academic Certificate Programs: Review and Approval Process

Rationale:
University Policy S16-17 defines the review and approval process for academic certificate programs. This amendment updates reporting and oversight roles to match current university structures and adds language intended to better defining basic and advanced certificates, provides safeguards for students stacking certificates to complete a master's degree, clarifies double counting of courses for more than one certificate, defines expiration of courses for certificates, and corrects an error in the description of grade averaging.

Resolved: That the following amendments be adopted; and be it further

Resolved: That all certificate programs at San José State University must be reviewed and approved under the process outlined in the attached guidelines; and be it further

Resolved: That only certificates from approved certificate programs can be awarded and posted on transcripts.

Approved (C&R): 10/3/2022

Vote: **8-0-2**

Present: Thalia Anagnos (seat B), Marc d'Alarcao (seat C), Megan Chang (seat D), Hiu Yung Wong (seat G). Wei-Chien Lee (seat H), Stefan Frazier (seat I), Scott Shaffer (seat J), Marie Haverfield (seat K, chair), Safiullah Saif (seat L), Ellen Middaugh (Faculty-at-Large)

Absent: Richard Mocarski (seat A), Colin Onita (seat E)

Financial Impact: **None anticipated**
Workload Impact: **None anticipated**

Certificate Guidelines
Types of Certificate Programs

1) Certificate programs are defined as any program in which some form of recognition from San José State University is awarded to participants. There are two basic kinds of certificate programs, Academic and Other (defined below) but only the former is the subject of this policy.

2) Academic certificate programs

a) **Definition:** Certificate programs are classified as "Academic" if students receive academic credit for any courses in the program.

b) Types of Academic certificate programs

i) Basic (undergraduate level)

(1) **Definition:** Basic certificate programs provide opportunities for students to pursue specialized, often pre-professional, focused educational objectives that may be separate from a degree program.

(2) **Jurisdiction:** Basic certificate programs are under the jurisdiction of the Undergraduate Studies (UGS) Committee and administered by the Office of ~~Graduate and~~ Undergraduate Education~~Programs~~ (UE~~GUP~~).

ii) Advanced (graduate level)

(1) **Definition:** An advanced certificate program offers post-baccalaureate students coursework leading to a specific, applied, focused goal.

(2) **Jurisdiction:** Advanced certificate programs are under the jurisdiction of the Graduate Studies and Research (GS&R) Committee and administered by the College of Graduate Studies (CGS)~~GUP~~.

3) Other certificate programs

a) **Definition:** Certificate programs are classified as "Other" if no academic credit or grade is required to be awarded for completion of courses in the program.

b) **Jurisdiction:** College of Professional and Global Education~~International and Extended Studies~~ (CPGE~~IES~~) oversees these certificates in consultation with the Vice Provost of UE~~GUP~~.

General Guidelines for Academic Certificate Programs

1) Self-supporting certificate programs, both basic and advanced, credit and non-credit, will be administered by CPGE~~CIES~~, but curricular reviews will be conducted through normal curricular review processes and overseen by UE~~GUP~~.

2) State-support certificate programs must be credit bearing and must go through the

curricular review process overseen by UE~~GUP~~.
3) Academic certificate programs should establish at least one advisor or director to oversee certificate programs within the unit.
4) Certificate programs that are classifiable as “Academic” that do not meet the criteria for this policy must be discontinued or go through a review process prior to Fall 2018.

Specific to Academic Basic Certificate Programs

Requirements

1) Basic certificate programs must include a minimum of 9 units and maximum of 18 units of coursework. Programs may require that all prerequisite coursework has been completed prior to enrolling in the basic certificate program. At least 6 units must be completed at SJSU.
2) Basic certificate programs may include lower-division and upper-division courses numbered 1 through 199 (excluding individual studies, directed reading, supervision, and credit/no-credit courses).
3) A clearly stated assessment plan with learning outcomes must be included in the certificate proposal.
4) Basic certificates are available to matriculated students (regular or special session status).
5) Generally, a~~A~~ maximum of 33% of basic certificate units (e.g., 3 units for a 9-unit certificate) can be completed through Open University at SJSU with approval from the department or school. In rare cases, a basic certificate may be completed entirely through Open University if the student has completed a Bachelor’s degree and received approval from the department or school.
6) Unless otherwise stated in the catalog, courses taken as part of an SJSU Academic Certificate program can be applied to an approved major, minor, or emphasis program ~~where one is required for the student’s degree~~ subject to SJSU policies. Unless otherwise stated in the catalog, courses taken for a major or minor may be applied to a basic certificate program upon approval from the basic certificate program advisor/director.
7) Students must have a minimum GPA of 2.0 in basic certificate coursework in order to be awarded a certificate. However, departments or comparable units may elect to set more stringent standards to ensure the quality of certificate holders with respect to the program.
8) The advisor/director of the program is responsible for verifying a student’s satisfactory completion of the academic requirements established for the program and for forwarding a copy of the certificate completion form to the Office of the Registrar. The Office of the Registrar records the completion of the program on the student’s transcript.

Specific to Academic Advanced Certificate Programs

Requirements

1) Advanced certificate programs must include a minimum of 9 units and maximum of

18 units of coursework

2) Advanced certificate programs must consist~~be comprised~~ of courses numbered 100 through 296 (excluding individual studies, directed reading, supervision, and credit/no-credit courses), and must contain at least 3 units of coursework numbered 200 or higher.

3) A clearly stated assessment plan with learning outcomes must be included in the proposal.

4) With the approval of the department or school, units may be applied to both an advanced certificate program and a graduate degree program offered by the department. A maximum of 3 units of coursework may be applied to two different advanced certificates as long as there are at least 9 unique units in each certificate.

5) All advanced certificate programs must be constructed solely with courses taken through San José State University.

a) Students must maintain a minimum GPA of 3.0 in all advanced certificate coursework, with no less than the grade of "C" in any course. A maximum of 4 units of coursework with a grade of "C" can be applied~~count~~ toward an advanced certificate.

b) A maximum of 4 units of coursework may be repeated. If a course is repeated, grade points and units from all attempts shall be included in the calculation of the student's SJSU cumulative GPA and overall GPA, as described in F08-2.~~The grade used for the GPA for the advanced certificate is the average of the initial grade and the grade upon repeating the course.~~

c) Generally, a maximum of 33% of advanced certificate units (e.g., 3 units for a 9-unit certificate) can be completed through Open University at SJSU with approval from the department or school. In some cases, an advanced certificate may be completed entirely through Open University if the student has received approval from the department or school and the Associate Dean of Graduate Programs in the College of Graduate Studies.~~Advanced certificates may be available to matriculated (regular or special session status) and non-matriculated students (i.e., taken through Open University).~~

d) A maximum of 30% of any graduate degree program units (e.g., 9 units for a 30-unit Master's degree) can be completed from another institution and/or units from Open University (including advanced certificate courses) at SJSU with approval from the department or school.

e) The choice of grading requirements may have implications for transferability to degree programs.

6) These guidelines constitute minimum standards for advanced certificate programs; departments may propose additional requirements for approval by the GS&R Committee.

7) Departments/programs offering advanced certificate programs must have their advanced certificate students complete an intake form and submit an official transcript(s) (noting the completion of a U.S. bachelor's degree from an accredited

institution or the equivalent of a U.S. bachelor's degree from an accredited and/or recognized institution from a foreign country). Students must have an undergraduate GPA of at least 2.5 (where A=4). A department or program can propose more restrictive requirements subject to approval by the GS&R committee.

a) Non-matriculated students who complete an advanced certificate program solely through Open University are required to send copies of this documentation to CPGE~~CIES~~ wherein this information will be retained and tracked by CPGE~~CIES~~. Matriculated advanced certificate students that go through a formal university admissions review will have the said documentation retained and tracked at the Graduate Admissions and Program Evaluations (GAPE) office within CGS~~Enrollment Services~~.

b) Departments/programs offering advanced certificate programs may specify subject matter and/or coursework prerequisites for entrance into the certificate program. Such prerequisites must be listed in the university catalog. Prerequisite courses or equivalent experience must demonstrate current and appropriate preparation as determined by the program. All other grading regulations of the graduate school apply to the courses in the certificate programs (e.g., the prohibition against taking graded classes pass/fail).

c) Where appropriate, some form of portfolio presentation, performance audition, or other evidence of specific competence may be required by departments. Such criteria will also be listed in the catalog.

8) The advisor/director of the certificate program is responsible for verifying information in the student's intake form and the student's satisfactory completion of the academic requirements established for the program and for forwarding the certificate completion form to GAPE. After a review and evaluation, GAPE then records the completion of the program onto the student's transcript.

9) Courses taken in the advanced certificate program expire 7 years from the point of grade posting. A maximum of 3 units may be revalidated in accordance with S17-7, if permitted by department or program policy, for an advanced certificate program. The student must have earned at least a "B" grade in a course to revalidate it. The department that offered the class must administer an examination of the student's knowledge. The examination could be an oral exam, written exam, research paper, or of any other kind of format approved by the department. The examination must be graded by the faculty member who taught the original course, by one who has taught the course at another time, or by one who has reasonable knowledge of the course content. Note that any course(s) that may be applied to a graduate degree program are also subject to expiration 7 years from the date of original grade posting.

Process for Proposing and Reviewing Academic Certificate Programs

1) All courses in a certificate program must undergo the normal course approval process prior to approval of the certificate course package.

2) Proposal Content:

a) SJSU College Dean Curricular Proposal Approval Form(s).
b) Brief statement of purpose.
c) Clearly stated learning outcomes mapped to coursework.
d) Catalog copy, which includes the following:
    i. Brief statement of purpose.
    Ii. Admissions requirements.
    iii. Course requirements.
    iv. Any prerequisites for the certificate program.
    v. Total number of units.
e) GPA needed to receive the certificate if other than a minimum of 2.0 for basic certificates and 3.0 for advanced certificates.
f) Program advisor.
g) For advanced certificates: number of units applicable (if any) to a degree and/or major depending upon matriculation status (with the caveat that the units may not be uniformly applied but require advisor consent).
h) For advanced certificates: if students are allowed to complete certificate courses through Open University, then the department/program must provide a justification for this pathway. The justification establishes that sufficient space will be available in the courses required for the certificate program.
    i. This justification must comply with Executive Order #1099 which allows OU enrollment in state-supported courses on a space available basis after enrollment opportunities have been provided to state-support matriculated students.
    ii. The justification must also comply with Executive Order #805 which states “enrollment or potential enrollment of non-matriculated students in state supported courses shall not be the basis of the addition for a course that would otherwise be canceled because of low enrollment of regular matriculated students".
    iii. Departments/programs must go through a recertification process every five years that re-evaluates the justification for certificate completion through Open University. These recertification requests will need approval by the college deans, the Chair of GS&R, and the Provost. CGS~~GUP~~ will oversee this recertification process.

3) Submission process
a) Academic certificate programs (either basic or advanced) may be proposed by department, school or college curriculum committees.
b) Proposals may be submitted, reviewed, and approved at any time during the academic year.
c) For entry into the catalog, the approval must be registered with UE~~GUP~~ according to published catalog deadlines.

4) Review process for new proposals

The reviewing bodies are responsible for timely review and approval of academic certificate programs:

a) Proposals from either department or college level curriculum committees are submitted to the appropriate department chair(s) or school director(s) for review.

b) Upon approval, the department or school reviews are then submitted with a copy of the proposal to the appropriate curriculum committee(s) and college dean(s) for review and approval.

c) Upon approval of the college deans, a copy of the proposal (along with reviews from departmental/school and deans) is submitted to the Chair of the appropriate operating committee.

i. If the program contains any 200 level courses, the materials are referred to the Chair of the GS&R Committee for review.

ii. If the program does not contain any 200 level courses, the materials are referred to the Chair of the UGS Committee for review.

iii. During duty days, within one week, the committee Chair will determine if the Committee needs to review the proposal. If no full committee review is required, the proposal and accompanying reviews are submitted to the Provost via the appropriate office (GS&R for programs with 200 level courses or UGS for proposals with 100 level programs) with a statement from the Chair specifying that a review from their committee was not necessary.

d) If review by the appropriate operating committee is necessary, the Chair of the operating committee will send recommendations from the committees, along with the proposal and accompanying reviews, to the Provost via the UE~~GUP~~ office (GS&R for programs with 200 level courses or UGS for proposals with 100 level programs).

e) The Provost makes the final decision on whether or not to approve the certificate program.

5) Review process for existing certificate programs

a) Substitution, deletion, or addition of courses to the program will need to go through the minor program change process in the UE~~GUP~~ office.

b) Certificates involving multiple programs will be assigned to a home department under which to be reviewed.