

# SAN JOSÉ STATE UNIVERSITY ACADEMIC SENATE

2021/2022

## Agenda

December 6, 2021, 2:00 pm – 5:00 pm

via Zoom: <https://sjsu.zoom.us/j/84020828449>/

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

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

**II. Land Acknowledgement:**

**III. Approval of Minutes:**

*Senate Minutes of November 8, 2021*

**IV. Communications and Questions:**

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

**V. Executive Committee Report:**

- A. Minutes of the Executive Committee –  
*Executive Committee Minutes of October 4, 2021*  
*Executive Committee Minutes of October 18, 2021*  
*Executive Committee Minutes of November 8, 2021*

- B. Consent Calendar –  
*Consent Calendar of December 6, 2021*

- C. Executive Committee Action Items –

**VI. Unfinished Business:**

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

- A. Curriculum and Research Committee (C&R):  
*AS 1807, Adoption of Guidelines for General Education (GE), American Institutions (AI), and the Graduation Writing Assessment Requirement (GWAR) (First Reading).*  
*(Attachment – GE Guidelines)*

*AS 1825, Policy Recommendation: Establishment, Reporting, Continuation and Termination of Campus Centers and Institutes (CCI), formerly known as Organized Research and Training Units (ORTUs) (First Reading).*

*AS 1791, Policy Recommendation, Accessibility in Curricular Materials (First Reading).*

- B. Organization and Government Committee (O&G):  
*AS 1821, Senate Management Resolution, Amends  
SM-S05-6, Creating a Faculty Diversity Committee (Final  
Reading).*
- AS 1819, Amendment D to University Policy F15-9, Budget  
Advisory Committee (Final Reading).**
- C. University Library Board (ULB):
- D. Instruction and Student Affairs Committee (I&SA):
- E. Professional Standards Committee (PS):  
*AS 1824, Amendment F to University Policy S15-8  
Retention, Tenure and Promotion for Regular Faculty  
Employees: Criteria and Standards: To include within the  
category of Service, activities that specifically enhance  
inclusion, educational equity and engaged service with  
students and in the surrounding and broader communities  
(First Reading).*

**VIII. Special Committee Reports:**

**IX. New Business:**

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

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

**XI. Adjournment**

**2021-2022 Academic Senate Minutes**  
**November 8, 2021**

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

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

- II. Land Acknowledgement:** The land acknowledgement is a formal statement that recognizes the history and legacy of colonialism that has impacted our Indigenous peoples, their traditional territories, and their practices. It is a simple and powerful way of showing respect and a step towards correcting the stories and practices that have erased our Indigenous people's history and culture and it is a step towards inviting and honoring the truth. Senator Muñoz-Muñoz read the Land Acknowledgement.
- III. Approval of Academic Senate Minutes—**  
The Senate approved the Senate Minutes of October 11, 2021 (35-0-3).

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

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

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

Chair McKee noted that the university is in a period of great transition and change with President Papazian stepping down as president and an interim president being selected.

The Academic Senate has a goal to be a safe space for shared governance among diverse multiple voices. It can be difficult if you are new to the Senate or don't have a long history in the Senate given its protocol. When we are making comments, we need to be very cognizant of the length of time we take. We want to have robust discussions, but we want to leave room for voices to be heard that are not frequently heard. We are a representative body and we need to hear each other's voices.

November 1, 2021 marks the debut of Transforming Communities: A Movement To Racial Justice. It is also Native American Heritage month. There is a variety of programming from the campus to our local community, local schools, and the City of San José.

The president will host the annual Academic Senate Holiday Celebration but there will be a few differences this year. Invitations should go out shortly. The event will be held Thursday, December 9, 2021 from noon to 1:30 p.m. in the Student Union, Room 1. Chair McKee acknowledged this time and day would not work for everyone given that it is finals week. However, it is an important tradition and Chair McKee encouraged Senators to attend if they are able.

The Senate meetings for Spring 2022 will continue to be via zoom with an eye to returning in person Fall 2023.

Another tradition is continuing. We will have our annual Senate Retreat on Friday, February 18, 2022. This is under the purview of the Senate Vice Chair Karthika Sasikumar. A hold-the-date email will be going out shortly.

**B. From the President:**

No Report. The president was not in attendance.

**V. Executive Committee Report:**

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

There were no Executive Committee minutes.

**B. Consent Calendar:**

There was no dissent to the Consent Calendar of November 8, 2021.

**C. Executive Committee Action Items:**

**VI. Unfinished Business:** None

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

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

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

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

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

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

*Senator White presented AS 1823, Amendment A to University Policy S18-5, Research, Scholarship, and Creative Activity: Advisor-Student Relationship, Sponsored Projects, and Proprietary and Confidential Information in RSCA (Final Reading).*

Senator Khan presented an amendment to line 14 to replace the words “temporary (lecturers), adjunct” with “lecturer.” The Khan amendment was seconded. Senator Kataoka noted that these same words appear in line 51 and should be amended in that sentence as well. Senator Frazier noted that the proposed amendment to line 14 is to quoted material from University Policy S18-5 and that the wording in the quote cannot be changed. However, the same language could be changed in line 51.

**Senator Rodan proposed an amendment to the Khan Amendment to change the language as suggested by Senators Kataoka and Frazier everywhere that it appears except where quoted.** The Rodan

amendment to the Khan amendment was seconded. Senator Van Selst suggested that under the bylaws, the Executive Committee can make a title correction to a policy and could meet and do so for University Policy S18-5, then the language as suggested in Senator Khan’s amendment would be correct. Senator Peter suggested that in the future all the old policies be revisited to change the title of “temporary (lecturers) or adjunct” to “lecturer.”

**The Senate voted and the Rodan amendment to the Khan amendment passed (33-2-4). The Senate voted and the Khan/Rodan Amendment passed (34-2-3).**

**Senator Frazier presented an amendment to the first line of the 4<sup>th</sup> Whereas clause to add after “also,” “(in conflict with current practice)”. The amendment was seconded. Senator White moved to approve the Frazier amendment through unanimous consent. There was no dissent to the motion. The Frazier amendment passed unanimously.**

**Senator French presented an amendment to line 45 to add the word “/or” after “education, training, and”. The amendment was seconded. Senator Del Casino presented an amendment to the French amendment to delete the first paragraph under “1. Internal Eligibility.” The Del Casino amendment was seconded. Senator Del Casino withdrew his amendment to the French amendment. The Senate voted and the French amendment passed (18-9-5).**

**Senator d'Alarcao presented an amendment to move the first paragraph on line 43 to line 42 before “1. Internal Eligibility.” The amendment was friendly to the body.**

**Senator Frazier called the question on AS 1823. The Senate voted and the question was called (30-0-4).**

**The Senate voted on AS 1823 and it passed (30-3-3).**

**VIII. Special Committee Reports:** None

**IX. New Business:** None

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

**A. CSU Statewide Academic Senators:**

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

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

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

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

**Questions:**

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

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

C: [Senator Van Selst, SJSU CSU Statewide Senator] There is a challenge in terms of how best to communicate. When we look at the second resolution

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

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

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

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

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

## B. Provost:

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

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

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

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

**Questions:**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

AS is working on its 5-year financial report.

AS is also working on improving shared governance.

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

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

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

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

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

Happy National First Generation Students Day!

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

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

**Questions:**

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

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

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

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

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

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

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

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

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

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

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

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

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

**Questions:**

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

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

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

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

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

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

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

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

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

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

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

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

**Executive Committee Minutes**  
**October 4, 2021**  
**via Zoom, 12:00 to 1:30 p.m.**

Present: McKee (Chair), Sasikumar (12:15), Curry, Hart, Kaur, Massey, Day, Faas, Del Casino, Sullivan-Green, White (12:15), Mathur, Schultz-Krohn, Papazian, Wong(Lau)

Absent: None

1. Chair McKee acknowledged the sudden passing of our colleague, Dr. Pat Backer. Senator Sullivan-Green will provide details about a memorial on campus when she receives the information. The committee had a moment of silence for Dr. Backer.
2. The Executive Committee approved the consent agenda (Consent Calendar of 10-4-21, Executive Committee Minutes of 9-20-21) (13-0-0).
3. Updates from the President:  
The call for nominations for the Wang Award as well as the President's Scholar, Outstanding Professor, Outstanding Lecturer, and Distinguished Service Awards has been sent out. President Papazian noted that staff could be nominated for the Wang Award [Clarification - Staff in the classification of Administrator III or IV are eligible for the Wang award. Staff classified as Student Services Professionals III and IV are eligible for the Distinguished Service Award].

Today is the deadline for vaccinations for our students. The good news is that 99% of our students have been through the vaccination/attestation process. There are only 200 students that have not completed the process and we will be in contact with them. The President thanked AS President Kaur for her leadership in this area.

The university is committed to our local Native and Indigenous communities. We are working on a mutual resolution to the issue that has arisen regarding the handling of remains. President Papazian thanked the Provost for his assistance in this area.

We have been actively searching for a lead Title IX and Gender Equity Administrator. We were really fortunate to be able to hire Skip Bishop. Skip will be with us in November.

Questions:

Q: Can you give us some clarification about what is happening in the Title IX Office?

A: [President] We restructured the lines of reporting so that Title IX now reports directly to Lisa Millora. Wendi Liss is leaving, but Skip's position is at a higher level than Wendy's position was and with more responsibility. It is a much more strategic management level. Skip will then be hiring someone in the position that Wendy would have held which is the Deputy Title IX Officer. Then we will be adding in the investigation space. I think it will be a total of nine positions. It is a process and a lot will happen over the next several months.

Q: Are these changes in the Title IX Office the result of the agreement with the Department of Justice and given that the university has said we don't agree with the Department of Justice's findings, are you following line-by-line the things we agreed to or are we deviating from the Department of Justice plan because we didn't agree?

A: [President] Some of these changes were started as early as April. It is an ongoing process. We are committed to honoring everything in the agreement and we will. Our disagreement with the Department of Justice findings is not in its totality, it is in parts. We agree with part of it, but there are some things we didn't agree with and that is in a litigation environment so I can't really speak to it.

Q: Does it all have to be done by Fall 2021?

A: Each item has its own timeline. We have a spreadsheet. We have a shared interest and will be working with them.

4. Senate Retreat:

Vice Chair Sasikumar asked for any comments on whether the Senate Retreat should be online or in person.

C: I think it should be held online if possible. One silver lining during the pandemic was that I was able to participate in so many more professional development opportunities. It made them accessible in ways I hadn't experienced before. I think having it online might increase participation.

C: I also vote for online. I have had been to 17 memorials in 15 months over the pandemic. Certainly having it in person would put a lot of people all together and social distancing isn't really being followed any longer. I think it is a little too soon for us to go in-person.

C: I think there are unknowns about what will happen after the holidays and more people are going to be in closer contact with each other and we don't know what will happen with infection rates. Also, letting people know now allows people to make plans. It is easier to say it is online and let people plan than to say it is going to be in person and having to change it at the last minute to online.

5. SJSU Online:

Q: I have a couple questions about SJSU Online. Will the faculty that work for SJSU Online be unionized? Will the protections brought by the union be carried over to SJSU Online?

A: [Provost] We can buy people out so the answer is conceptually yes. There could be people that could have a .60 and they might teach as they do now. Just to be clear, SJSU Online doesn't hire anyone. These are faculty appointments in departments just like regular faculty hires. We are not hiring a separate faculty. There is no administrative wing that is doing that. Tenure/Tenure Track faculty are not an issue because we can do buyouts, but there was a question about lecturers in particular. We can hire 1.0 lecturers full time on the state side to do the same thing. We can also split funds and then we just have to pay their full benefits. There are lots of ways we can do this. It is not inevitable that someone teaching on the self-support side that was a part time lecturer would not get entitlements and other things like that.

Q: Is it the same as it would be for teaching regular classes at SJSU?

A: [Provost] It can be. We have the latitude to make that choice. It depends on how it works for individual people. We can bake in salaries that are commensurate.

Q: This wouldn't count as outside employment then? This is still considered SJSU employment?

A: [Provost] Yes

Q: What would you say are the incentives for departments for individual faculty to teach for SJSU Online?

A: [Provost] Faculty would have access to a new population. We are going to be teaching an adult learner population. Faculty would also be teaching shorter time frames and that might appeal to faculty. Faculty would also have the opportunity to work one-on-one with the instructional design team. We will also be baking support into the program so departments that grow the program can get support in the form of administrative assistants and funds to help grow the program. We also want to build in a scholarship program that departments can use to get students to join.

There could also be an amazing opportunity for departments with Pell Grants.

Q: If I wanted to teach in SJSU Online, how would I go about it? For instance, what if my chair were to say I want you to teach regular classes and I wanted to teach SJSU Online?

A: [Provost] It is up to the chair, because it is a department decision. The chair sets the schedule.

Q: In winter and summer session there is a set number of students in order for the class to be offered. Will this be the same in e-campus?

A: [Provost] What we want to do is take the pressure off the enrollment at the department level and take it on as a university. We are going to invest in the infrastructure. We will let smaller classes run as we build up the program. We will backfill the cost for the first two years. Then three to five years out we will see if that program is feasible.

Q: Say you are getting a degree in Business Management but you are not getting it from the College of Business, you are getting it from the College of Professional and Global Education (CPGE) and moving these programs out of CPGE and into the colleges. Has that discussion taken place?

A: [Provost] That is the plan. The advertising isn't going to be CPGE, it is going to be SJSU Online.

C: When I clicked on it online it took me to CPGE. I think it is important that it is housed in the specific colleges.

A: [Provost] The programs are still housed in the colleges, but CPGE is the marketing wrapping.

C: Is it going to continue with this marketing plan?

A: [Provost] We are not touching anything in CPGE right now. That's too big a plate. We are going to focus on SJSU Online, but yes, that would be the Lucas College of Business marketing degree program, for example.

C: When I go to the CPGE website, it looks like they have the most programs of any college.

A: [Provost] Yes, but I don't know if they are actually owned by them. I'm not sure how that works. I think that is just a marketing frame. I don't think it is an ownership issue.

C: I just thought it was a weird structure.

A: I'm 99% sure it is just a marketing issue and not ownership, because the curriculum is not CPGE's. It would be great to have some guidance for chairs. It is also a good conversation to have with the UCCD.

C: As someone that has been here for 35 years, I would find it insulting to have someone brand new come in to teach online that would have a higher order of work than I. I would expect that I would be able to decide, in conjunction with my chair, if I wanted to teach online before someone that is brand new and has never taught here before.

A: [Provost] I don't disagree with that statement.

Q: Will SJSU Online students still be charged the same amount of student fees as a regular student if they don't use the services?

A: The fee structure isn't there. It is a single price. What we did in Arizona was have an opt-in system. Let's say that a student wanted health services or another fee service: they could opt in to it, but it was not a requirement.

Q: How will the number of online classes taught in SJSU Online impact decisions or expectations about teaching modalities on the regular SJSU side?

A: It won't. We have to have a larger conversation about how we think the long-term campus is going to look on the state side. We have to have a conversation about what the right mix is going to be. We have to pedagogical discussions about what we think is best for students. That has got to happen no matter what we do, whether we launch SJSU Online or not. I've heard some rumblings that the reason we are doing 60% in the spring is to justify doing online. That's not the intent. The intent is to go after the adult learner/continuing student that hasn't finished a degree and to actually attract a different population to the campus that want a shorter course format. We have to then decide what is the campus experience for our programs that are here. We may find that we want multiple pathways both online and face-to-face in a lot of our degree programs, which means we may be asking for substantive change for a majority of our catalog to meet the Department of Education rules. That really has got to be those local conversations about what that mix looks like. That is going to take at least this whole year to think through. One is not driving the other on any level.

## 6. Update on Honors:

[Provost] One of the things we are deciding is if Fall 2022 is the right start date for this. This can't be a resource burden. We are working through some resource issues. If we have the resources we will move forward and if we don't then we may

wait. It just depends. We are moving forward with the curricular process. Lots of great questions came up from the committee. Ruma Chopra and team answered them. I stayed out of this, because in my mind this should be driven by the faculty, staff, and students. They had an idea for a name of "Honor's X." They even tested that with some people around. We are also looking at how we are going to recruit and working through some of that, but I don't want to get ahead of myself when the Curriculum and Research Committee hasn't finished its work. I want to make sure it goes through the appropriate procedures before we go too far down the road.

C: [Chair McKee] I appreciate that. I'll touch base with Chair White for more updates.

7. Updates from the Policy Committees:

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

O&G is continuing to work on the Senate Expansion and the Sabbatical referrals. O&G is in the collecting data on the Sabbatical referral, but is still discussing what data will be needed and which stakeholders to interview and speak with for the Senate Expansion referral.

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

I&SA is working on two policies, continuous enrollment and approved absences. The continuous enrollment policy may come to the October 11, 2021 Senate meeting, or both will come to the November Senate meeting. Also, I&SA is hoping to get information back from the President's Office on the Advising policy.

C: [Chair McKee] The President and I have spoken about this and I will send you an email about the discussion.

c. From the Professional Standards Committee (PS):

PS continues to review department RTP Guidelines. PS has broken into subcommittees to look at how we can infuse diversity, equity, and inclusion into F15-8. We have subcommittees looking at service, academic assignment, and RSCA. Specifically, we are looking at what amendment could be used to infuse that into the policy.

Some other referrals that PS is looking at include F97-7 pertaining to Electronic Communication. Obviously from 1997 to 2021 there have been substantial changes in electronic communication. One area that is of particular concern is the electronic storage of information from respondents monitoring videos of students that are taking examinations. Those are some of the things that we are looking at right now.

We also had a referral from the Board of Academic Freedom and Professional Responsibility (BAFPR) to specifically address guidelines on the use of digital spaces. This relates to the current Time, Use and Manner policy.

C: I know the president has a group working on updating the Time, Place, and Manner Presidential Directive, so you may want to follow-up with the President's

Office on this if you are looking into Time, Place, and Manner issues. I think Ryan M. Ward is the contact person.

C: [President Papazian] Yes, Ryan is the contact person. I believe the draft Presidential Directive is complete and it is ready to go. I will follow-up with Ryan and report back to you Chair McKee.

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

C&R will be bringing an amendment to policy F18-5 to the October 11, 2021 Senate meeting. This amendment addresses how external parties can get PI or co-PI status. We are continuing to work on the GE Guidelines. We are hoping to bring something to the Senate by the end of the semester. We will also be reviewing University Policy S05-13, which is the policy that addresses how we go about doing organized research in training units. Finally, we will be reviewing a name change for a degree program in the Math Department.

8. Updates from the Administrators, AS President, and CSU Statewide Senator:

a. From the Associated Students President (AS):

AS will be supporting the Violence Prevention Committee and will be hosting a number of activities including “Don’t Touch My Pumpkin” tomorrow from 11 a.m. to 1 p.m. Also, please try to wear purple every Tuesday this month.

Homecoming is next week. We have a lot of events scheduled. Please come out and support us.

C: The reopening of the AS House event was very nice and well done.

b. From the CSU Statewide Senator:

The ASCSU is on recess until our next meeting. However, we did receive a message on September 28, 2021 from the ASCSU chair indicating that the Board of Trustees (BOT) would be having a special meeting on October 1, 2021 involving personnel matters pending anticipated litigation with no further explanation.

The ASCSU Executive Committee has appointed Senator Elizabeth Sussman (CSUN) to serve as the ASCSU representative on the CSU Search Committee for the new Assistant Vice Chancellor and State University Dean of Academic Programs.

While not related to the ASCSU I wish to inform you that this month the Chicano/Latino Faculty and Staff Association and the AACNA Center of the King Library have begun a variety of efforts related to the heritage months. On September 28, we had a presentation on the end of the 11-year war for independence that celebrates its 200<sup>th</sup> anniversary this year including Dr. Alberto Garcia, History Department and Dr. Luis Arturo Salmeron, Fondo de Cultura Economica, Mexico City to speak with the Consul General of the Mexican Consulate in San Jose. This will be followed up by two more presentations in

October and November. Lastly, there will be a visiting presentation on October 13 - from the grassroots Guatemalan organization Desagua, which is a transnational organization focusing on Guatemalans in exile in the U.S.

The AAACNA Center in collaboration with the SJMAGS is preparing for their annual Dia de los Muertos Altars (in a COVID-modified format). A limited number of front yard altars will also participate in this event (as they did last year). The altars will be up from October 11 to November. This year SJMAGS is also collaborating with the SJ art museum for a modified street fair. I am telling you this because of Amy Strange. We had an altar in her honor. Perhaps we could reach out to Kathy Blackmer ([Kathy.Blackmer@sjsu.edu](mailto:Kathy.Blackmer@sjsu.edu)) about doing something for Pat Backer.

- c. From the Vice President for Administration and Finance (VPAF):  
The VPAF is preparing for his budget presentation to the Senate in October. Please send any questions or areas you would like VP Faas to focus on to him.

Questions:

Q: Could you please focus on COVID funds and their allocation?

A: Yes.

Q: Is the intent of the policy of locking the building doors to keep out anyone that doesn't have a Tower ID?

A: The intent of the policy is to keep everyone safe. During the 18 months that we were not in the buildings we had a lot of break-ins. We are trying to make sure everyone shows an ID to get into a building. If you know someone, hold the door for them and be polite. If you don't know them, then don't do it and make them swipe in. This is the only way we know how to keep the people that are supposed to be in those buildings in those buildings, but keep those that aren't supposed to be in the building out.

Q: What if I have a guest with me? Is that person then allowed to be in the building with me?

A: Absolutely.

Q: That person wouldn't have a badge, so basically I'm allowed to let them into the building with me?

A: Correct.

Q: So basically you are saying use your discretion and if it is a person you know and trust then you can let them into the building?

A: Yes. The bottom line is if you see someone tailgating into the building with you and you aren't comfortable with them, let them in but call UPD.

- d. Updates from the Provost:

Questions:

Q: I just heard that Valin Jordan will be leaving us for another opportunity from the Center for Faculty Development and her last day will be October 15, 2021. I was wondering if anyone in the cabinet knows about when a search committee

will be set up? My other question is about the University RTP Committee (URTP). There is no list of the members of this committee anywhere that I can find. There seems to be some invisibility about that committee. This is not a Senate committee. It is out of Faculty Affairs, but when I go to the Faculty Affairs website, there is no mention of this committee and who the representatives are. This happens year after year and last year I told James Lee that this information needed to be available to faculty, because they should know who is sitting on the committee. This is something the cabinet should be addressing. In fact, none of the committees that fall under Faculty Affairs have the members listed such as the Sabbatical Committee.

A: [President] I didn't know this. I will take this back. I agree with you there should be nothing secretive about this.

C: [CDO] It would be great to include the college RTP committees as well.

e. Updates from the Chief Diversity Officer (CDO):

The Native American and Indigenous Peoples Taskforce that came about as a result of Sense of the Senate Resolution, SS-S21-1, has been slow in getting off the ground because decisions were being made about how to parse out the work among the few identified Native and Indigenous faculty and staff on campus. A decision was made for the new employee affinity group called "GAIN" that is a Native and Indigenous faculty and staff association to also be the group that is the taskforce. The taskforce has requested funds to support the work of faculty and staff. There is a lot of complicated work that needs to happen in terms of outreach to different tribes and organizations. These tribes have a complicated history as well. Many of our faculty and staff may also come from tribes that are not from California as well. Some people that are involved are also indigenous from Latin America as well. It is very complicated and the group spends a lot of time trying to decide which groups to reach out to first in terms of protocol and just strategizing. A lot of the discussion has been on how to organize themselves in a way that is respectful and sensitive to the local politics. The CDO and President will be working with the cabinet to see what they can do in terms of resources.

The Campus Committee on Diversity, Equity, and Inclusion (CCDEI) met for the first time last Friday. There was a lot of discomfort and strong concern about the forward movement of the CCDEI in terms of what the Co-Chair, Angee Ortega-McGee and the CDO have put forward which is to work on a strategic priority/accountability document that prioritizes issues and holds the campus accountable. The report has not been released yet, but as soon as the CDO and President have a chance to meet it will be formally released to the entire campus. This document that the CCDEI is being asked to work on will be used by CDO staff to assist the President in keeping track of what needs to be done. The issue became one of trust and administration and whether once the committee does all this work it will be stuck on the back shelf somewhere. There was concern that previous work identifying tasks that should be done was largely ignored. The CDO told the CCDEI that when she first arrived they began working and

completed about 56 of the 60 tasks listed on the report. The other news we shared is that Anne Marie Todd had to be removed as Co-Chair as she took on an MPP position. The CCDEI will have an interim chair, Dr. Monica Allen, coming in in the spring. There is also a student that is graduating and another faculty member that is leaving the CCDEI. The President is scheduled to meet with the CCDEI on October 22, 2021.

Microaggression training: How to supervise and how to intervene for all MPPs will be completed within a month and we continue to train staff. We've had really great feedback.

We are continuing our work with the MOSAIC on the "My Costume is not My Consent" and "My Culture is not Your Costume" campaign. We will be targeting housing as well as the general campus.

We have had some stickers placed in some of the bathrooms on campus from the Bay Area Proud Boys. They didn't make any marks so no vandalism will be charged, but it has been reported to the police chief. We are keeping our eyes open.

- f. Updates from the Vice President for Student Affairs (VPSA):  
We have the highest enrollment that we have ever had. We have 37,009 students. That is good news. In terms of compliance students have done what they are supposed to do. As of this morning only 171 aren't tested. This means starting today they will be getting a new message.

We had over 2,000 people attend our Spartan Speaker event. We have had a really great Spartan Speaker Series.

Questions:

Q: Can you tell us how many students were disenrolled on October 1, 2021 and how are we supporting them?

A: None. They have another week and a half. They will receive a notice of interim suspension today. All they have to do to remove the suspension is to get the test.

Q: Has there been any analysis of who these 171 students are?

A: No. It is all happening in real time. What we have found so far is that the demographics actually match up to the campus demographics. The number of African-Americans students is a little higher than our population, but the other numbers are pretty close to what our community looks like.

C: [CDO] A lot of attention and extra time is being paid to these 171 in terms of making sure we reach out to them in multiple ways.

A: [VPSA] What we are going to make sure is that there aren't problems like with financial aid that are deterring these students.

Q: Do you have any numbers in terms of percentage of those students that are vaccinated versus those that have requested an exemption?

A: [VPSA] I think I was so excited about the number that I didn't get that information this morning, but it has been a pretty low number. It hasn't jumped up but I'll bring that back to the next meeting.

Q: Are there any updates about the report from the Campus Safety and Policing Taskforce?

A: It has been completed and sent to the President. They are waiting for the completed and edited version.

Q: How will the report be shared with the campus? Will it go to the Senate?

A: I will have a conversation with the Executive Committee first, then we will have conversations with smaller groups. Finally, it will be posted someplace everyone can access it.

Q: Some students are saying they were tested weeks ago and haven't heard and are worried they will be dropped?

A: It is those students that hear from us that need to worry. If they haven't heard from us then they are fine.

9. The meeting adjourned at 1:37 p.m.

These minutes were taken by the Senate Administrator, Eva Joice, on October 4, 2021 and transcribed on October 14-15, 2021. The minutes were reviewed and edited by Chair McKee on November 1, 2021. The minutes were approved by the Executive Committee on November 15, 2021.

**Executive Committee Minutes**  
**October 18, 2021**  
**via Zoom, 12:00 to 1:30 p.m.**

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

Absent: Papazian, Sullivan-Green

1. The Executive Committee discussed the Campus Fee Advisory Committee. Chair McKee recommended that the faculty member that serves in addition to the Chair of the Senate be the Vice Chair of the Senate. The motion was seconded. The committee voted and the Vice Chair was selected for the Campus Fee Advisory Committee (13-0-0).
2. The Executive Committee approved the Consent Agenda of October 18, 2021 [Executive Committee Agenda of October 18, 2021.]
3. AS President Kaur expressed concern that her update had been omitted from the day's agenda. Chair McKee apologized and announced that she would be first in the updates today.
4. SJSU's Relationship with Native American Communities:  
The committee discussed the controversy over the handling of the Native American remains and what was being done to repair SJSU's relationship with indigenous tribes such as the Muwekma Ohlone.

A question was asked as to whether there are any staff at SJSU dedicated to relationships with our local indigenous tribes? The Provost announced that he would be the person acting in that capacity for SJSU. [Provost] After AB 275 was passed, SJSU moved faster than any other campus in the system. We hired a tribal liaison, her name is Alisha Ragland and she started at SJSU on August 18, 2021. She is in the Anthropology Department. We have been following all the protocols. They have done a lot of consultations already. In addition, Ryan Ward who is a member of the Cowlitz Indian Tribe, is working on a mural with the Muwekma Ohlone Tribe. There is a lot more to be done both with the local indigenous community and the wider community at large. One of the first things we did when I came on board was to rethink the institutional research dashboard so that we started to count differently. We have made some big steps, but more needs to be done. The president also recently issued a presidential directive limiting access. I've also had some conversations around Native American courses, etc. on campus. These are some of the things that are happening so far.

Questions:

C: There has been some talk about having more faculty-led initiatives on campus. I know that the Gathering of Academic Indigenous and Native Americans (GAIN) has talked about submitting a referral to the Academic Senate about developing policies

around research and use of remains and being more faculty-led as opposed to forcing the president to make a presidential directive. I do think if GAIN submits a referral we should support them in terms of developing policy.

C: From the inception of the Africana, Asian American, Chicano and Native American Studies Center (AAACNA) at the MLK Library there has been a commitment and willingness to engage with not only the Muwekma Ohlone folks, but also with all students. When the public library was going to get rid of some very nice photographs that were taken at the Stanford pow-wow, Kathy Blackmer-Reyes immediately accepted these photos and has featured them in exhibits along with other items. The co-chair of the Muwekma tribe has been very involved with Kathy and with the AAACNA Board. Several years ago, the AAACNA took steps to ensure that there would be items available for students even though there weren't courses yet or any funding. The AAACNA is also a part of the student success centers but doesn't get included in the funding for student success centers like many others on campus, because it isn't faculty, student, and staff led. It is administratively led. Mandates are one thing, but hearts and action are another. The AAACNA Center is the heart. I see it in the community membership.

A: [Provost] I agree. I would love it if these kind of things came from elsewhere and didn't require a presidential directive. There is a big gap around policy and how to manage this on the campus. Unfortunately, this was left in the hands of one department at SJSU and that was a mistake, but here we are. I would love to see strategy emerge from all the different places we have been discussing. At the same time, there is a lot of tension around who should be saying what and how we talk to each other as well as institutional values. There are great things that go on everyday but we haven't had a strategy. It is a complicated issue that needs attention and intent. Also, you can't write a policy about remains without being an expert in AB 275. These experts are in our faculty. You can't put a random committee together to do this. There must be a partnership to think broadly and strategically about this.

C: What about all the folks that spoke out in support of this person? Students feel like there has been a laser focus on this one individual. There is a larger culture in that department that is being ignored. Students feel this professor has not faced any consequences, and they are being ignored.

A: [Provost] Yes, we do need to send clearer messaging to students. However, I just want to be clear this is not systemic in the Anthropology Department. The faculty that jumped onboard in support are not from the Anthropology Department. If you look at the larger debate, the Anthropology Department has a clear statement on the Native American Graves Protection and Repatriation Act (NAGPRA) an alliance in which all the tenured and tenure-track faculty voted for. There is a disciplinary conflation that we have to be careful of. Some people feel the entire Anthropology Department should be disciplined. The other conflation is with speech and Academic Freedom that we have to be careful of. Personnel issues can't be discussed.

C: [CDO] GAIN at SJSU is comprised of Native American faculty, staff, and students. What is difficult for GAIN is collaborating with the campus because it is pretty widespread. There are faculty, and staff that identify as being Native American that don't go to GAIN meetings for various reasons, and there are students we can't reach out to because there is insufficient data available. At the same time, we are trying to build a Student Success Center to look at climate issues for faculty and staff on campus. I just want to make sure we are taking a systemic approach and I think those are conversations we have been having at the administration level as well as with GAIN, Ryan Ward, and others. Thinking systemically for Native and Indigenous people is very different than for other groups because of their history of sovereignty. There is a different expectation when these folks come on campus in terms of having a place to interact on some of these issues. We are seeing that right now in terms of different tribes contacting us and different commissions, etc. I think it is important to remember that we do have someone hired into a position for tribal relations. That is a very important institutional step because these issues are very complicated in terms of federal, state, and campus initiatives. There are some good models for Native American student success centers. Certainly Humboldt is one.

Q: I would second what was said earlier about developing a policy around research. I don't know all the details, but it appears to me if a presidential directive is issued we appear to have been in violation of something. Have we been in violation of NAGPRA or AB 275?

A: [Provost] I can't comment on any legal issues. There is no research or teaching any more on the collections, so we don't need a policy. Under AB 275 the artifacts are supposed to be repatriated unless the tribes say they want to continue research and teaching with the artifacts. The goal for SJSU when we hired the tribal liaison was to repatriate the entire collection. In three years we shouldn't have any holdings. Remember, this only applies to California Native Americans. NAGPRA is federal and applies to federally recognized tribes. CALNAGPRA was an amendment. AB 275 said non-federally recognized tribes can make the same claims and must be consulted so that is where the Muwekma Ohlone tribe came into play here. The presidential directive ensures that only two people have access now and that is the NAGPRA Coordinator, the tribal liaison, and perhaps a graduate student trained by them to finish any cataloging that needs to be done by January so inventories can be sent out and then we can start. Consultations are already happening. I'm not sure what good a policy would do now. The key is the consultation process in AB 275. It is stronger than a recommendation. We've reported this to the Native American Heritage Commission. We are probably going to be in front of them in November to talk about these issues. If you want to write a policy about human remains, we have other human remains on our campus. We have a Forensics Department and archeological collections. If you want to bring a group of experts together to talk about that kind of thing, that is a larger issue. However, the issues around the California tribes are pretty well prescribed by AB 275 about what we are supposed to do. I really want us to do this right and well. This really matters to me. These are all the right questions.

C: [CDO] Should this body decide to take on policy issues there is an issue of trust from Native American faculty so I would not rush into anything without a lot of consultation. Also, it is critical to remember that most of the faculty on our campus are not from local tribes. They want to protect and represent, but they do not want to be the spokespersons for this region given that they are not from California or local tribes. They want to respect the local tribes and community.

C: I don't think the Senate should take on the issue of writing a policy, but if we get a referral from GAIN then we should take on the issue with deep, deep collaboration, not consultation, with all constituents and local tribes.

Q: I'm taking Advanced Human Anatomy and there is a strict no pictures policy. No one is allowed to take a picture without getting an "F" in the class. Is there something like this with Indigenous and Native American remains and is there an ethics committee that oversees this as a matter of procedure right now?

A: [Provost] If one looks at the syllabi of the classes that have done this work, you will probably find that language in it.

5. Update from the AS President:

Homecoming was a big success and Fire in the Fountain was a great event and we had great attendance.

We are searching for two positions right now. We are looking for a Community Garden Leader and for a Government Coordinator. If you know anyone that is interested please connect me with them. Lastly, we are recruiting for the Chief Elections Officer for our Student Elections Commission for 2022 elections.

Q: These are student positions, correct?

A: The Community Garden Leader and the Government Coordinator are both staff. The Elections Officer is a student position.

Q: Has the California State Student Association (CSSA) made any decisions about the key things they are going to endorse for this upcoming year? The reason I ask is that there was some discussion last week about AB 928 and how the ASCSU did not support it, but the students did and how there was a disconnect there. We need to have those kinds of discussions early between the faculty and students.

A: As far as I know there is no new legislation. The CSSA finished the legislation from last year and now they are beginning to focus on finding which bills they will support this year. The board of directors just completed our final policy agenda and that includes what the goals and issues are we want to focus on for the upcoming year. As soon as I get a copy of that I will let you know. You should know that I am on the AB 367 implementation group. We will be looking at how to implement free menstrual products in all public schools.

C: [CDO] Thank you for the stellar work during Homecoming. I got to see so many alumni reunite and get to see each other for the first time in a long time and there was real joy in that. I know there is a lot of work and logistics that went into this and all the tents were well staffed so I just wanted to comment on that and give kudos to all the AS Events team and the staff of Student Affairs.

6. Update from the CDO:

We are in the midst of approval of faculty searches in terms of position descriptions and diversity search plans as well as approving pools. We look at the applicant pool and see if the pool is reasonable given the data in terms of available doctorates. It is an okay measurement, but not a perfect measurement. It is the most accurate data we can get in terms of the number of people that graduate with doctorates and would be available in the job market in the last two years. Then we look to see if our pools are representative or not and whether the department carried out their search plans. We implemented a required diversity statement this year. Last year it was optional. Maggie Barrera worked on this and collaborated with my office. We suggested along with a research and teaching statement that people answer some key questions on diversity. This year we are also working to examine the semi-finalist and finalist lists to look at what the numbers are.

Questions:

Q: When we are talking about the diversity of the pool, a lot of it really depends on where you can advertise. We wanted to go to some of these outlets that would help us diversify, but we would have to pay for this out of pocket. It was \$400 to \$500 and that eats into your budget immediately. Has anyone that controls the common outlets or venues of advertisement looked at more diversity outlets and paying for them as a collective whole so we can access them and get a cheaper price overall?

A: It is a long answer. We subcontract with a company that sends search ads out to some common places. The problem with some of the most successful places to search, particularly for underrepresented minorities or women and STEM, is that they are very specific to departments and disciplines. There is a different one for Engineering and then a different one for Biology, etc. with the exception of the Society for the Advancement of Chicanos/Hispanics and Native Americans in Science (SACNAS). With SACNAS this year, I'm splitting the cost with Maggie Barrera's office and buying an ad and link in their annual conference proceedings. When we were in person, our office funded two faculty to staff a table and meet and greet people in the exhibition hall that was quite successful in landing graduate students, etc. There are a few that are cross-discipline. In the past, I always offered that if you had an ad you needed to pay for and it wasn't in your budget, my office would fund up to \$400 and the department would fund the rest. I think we only turned down one request ever, because the click rate was really low and the website didn't look like it was together. You are always welcome to come to us. It is really search-by-search, but contact us and we will help you.

Q: We are very excited and overwhelmed in Occupational Therapy when we get five people in a pool. We will be tapping your shoulder for help. In having all these virtual conferences, we have not had the opportunity to meet potential individuals.

We want to put out there that we are really interested, but networking has been very difficult. We could use any help you could give us as far as other avenues we could use. I will be reaching out.

A: Yes, please do so.

Q: Which department oversees the guards at the library in terms of inclusivity training? I've had a few complaints from students in the Sikh community?

A: [VPAF] All the security personnel on campus report to me. There is training that goes with all that. If there are specific concerns reach out to me and tell me what it is. The Sikh community is a great group of folks. [CDO] Yes, and VP Faas can reach out and work with my office as well.

Q: I will touch base after the meeting.

Q: We recently hired two new professors in my department. One faculty member is from Iran and one from Korea. Both of them are having difficulty finishing their paperwork, the green cards, and have voiced concerns to me as a senior faculty member about who they can talk to/ Hiring is just step one, but retention is when the hard work begins.

A: [CDO] We do have highly trained individuals on campus who are aware of all the changing paperwork requirements. You can certainly contact me and I will make sure they are contacted and there is follow-up.

Q: The very first Senate meeting I attended, I asked a question about whether we could have more differentiated data about more diverse candidates. In my personal experience (I am not a U.S. citizen), there is a definite perception that SJSU is not proactive in helping faculty get legal status. Relating to the question of retention, do we find that say over a 10-year period, people are leaving before going up for tenure because they or in some cases their families were not able to get legal status to work? I was looking at an ad from SJSU and I found a statement that could be offensive. It said that, "employment is contingent on proof of eligibility to work in the U.S." As a grad student would they see that as welcoming? What is usually meant by proof of eligibility to work? Is this a commonly understood phrase or could it be phrased better?

A: [CDO] I will bring that up to look at and examine whether we can provide a live link to go to our page. The only type of immigrant status information we've looked at in terms of differential treatment or outcomes, is looking at Temporary Protected Status (TPS) and undocumented status. We have not looked at whether people have an active Visa status or things like that. [Provost] We also have not done exit interviews for faculty.

[CDO] We are hoping to change that.

7. Update from the Vice President for Student Affairs (VPSA):

Homecoming was a real success. I'd like to give a shout out to the Office of Student Involvement. They did a remarkable job. I'm also proud of all our intercollegiate student athletes that competed all week while dealing with midterms, etc.

I really want to encourage you to pay attention to what is going on with things like AB 927. I've been in other states where this has happened and it isn't the end of the world. The reason you need an Enrollment Master Plan is things will not stay the same. We have the highest enrollment we've ever had. That will not stay the same. We have free Community College and they can offer Bachelor's degrees now. There will be other things that will happen along the way. I mentioned AB 1456 which was vetoed by the governor. It was termed the "CAL Grant Equity Framework." This will return in another form. All of these things are related when it comes to an Enrollment Master Plan. We are going to have to evolve and move forward. We really need to be mindful that things are moving and changing around us. I'm happy to talk about this offline with anyone. We need an Enrollment Master Plan that allows us to pivot and adjust as necessary.

Our vaccination numbers are excellent. We have 36,267 students that have been tested. There are 33,693 or 93% students that are vaccinated. As far as exemptions are concerned, we have 1.7% or 605 students with medical exemptions and 1.3% or 471 students with religious exemptions. Then we have 4.1% or 1,494 students not accessing campus. We are working on this. The number of students that are not reporting is less than 100 now. That is almost nothing statistically, but those are still students we must pay attention to. We are having hearings with those students right now. We are fortunate to live in a county that has a very high vaccination rate.

8. Update from the CSU Statewide Senator:

The news from the ASCSU included an announcement regarding the AVC and the Dean of Academic Programs. Also, there will be another meeting of the Board of Trustees (BOT) on October 25, 2021.

Following my report to the Senate at the last meeting, I received excellent feedback from the Lecturer Council. I'm very happy about that.

9. Update from the Vice President for Administration and Finance (VPAF):

There will be an open session in person on campus regarding the Campus Master Plan this Thursday around noon in the Student Union. This is our Master Plan and we want everyone involved.

We are continuing to make substantial progress on the Ahlquist Building. We are looking to go to the BOT for their awareness in January. This is gaining steam and momentum.

Questions:

Q: I noticed you were able to hire two new police officers. Can you tell me about the status of all those hiring positions and how that coordinates with what is coming out in Vice President Day's Community Safety and Policing Report?

A: [VP Faas] I have seen an early draft of the report, but I haven't seen the final report. However, we need police officers on this campus. The Chancellor has come

out and said that the CSU will have sworn police officers on our college campuses. It will be approachable policing and our officers will be approachable in non-confrontational settings. Also, we had a meeting today on the search for a new police chief. We met with the search firm and the chair of the committee. We are having a hard time getting quality applicants into the pool so we are going back out to try to get more applicants. The pool was really short on being representative of our campus. We want to make sure we are getting the right type of people in the pool.

A: [VP Day] We have some specific recommendations on training, education, and improvement in the report. One of the things we found was that we do not have the staffing that we need. The report also has some specific recommendations on how to create some differential responses to matters on the campus. I won't walk through all 46 recommendations today, but will share some with the Senate at another meeting.

10. Update from the Provost and Senior Vice President for Academic Affairs:

I was on vacation last week and was able to see my parents for the first time in two years. I have no other report. I'm happy to answer any questions.

Questions:

Q: I don't know if you are the right person to whom to provide this feedback regarding University Personnel (UP), but there seem to be a number of problems this year compared to previous semesters in terms of faculty getting paid (e.g., I taught summer school last summer and still have not gotten paid) as well as processing paperwork for Graduate Assistants and Student Assistants. People need to be paid and hired in a timely fashion. Is there somebody looking at all the processes in UP and doing some evaluation? I haven't received a survey to evaluate UP in about 8 to 10 years and we get them for all other departments routinely.

A: Have you reached out directly to Joanne Wright in UP?

Q: I have not. I followed the rules that we are not supposed to reach out to Joanne directly, but are supposed to go through our department admin. There is this complication with summer for example, because it is taught through the College of Professional and Global Education (CPGE). Most summer classes are CPGE.

A: [Provost] If the Executive Committee wants to have a larger conversation you should invite Joanne Wright and Lisa Millora to an Executive Committee meeting and ask them these questions. I think that is the best approach.

C: Chair McKee will reach out to Lisa Millora and Joanne Wright.

C: This has been happening to one of my graduate students for two semesters now. He's been getting emails that say we don't know what to do because you aren't in the system. This is a huge problem. I know our department admins are entering the paperwork, but when it leaves the department there is no follow-up or control once it gets to UP to ensure it is being processed in a timely manner. This is a big problem for students that live on a budget because they aren't getting paid. Either people are

understaffed in UP or something bigger is going on. I agree we need to invite Lisa and Joanne to the Executive Committee to find out.

C: This was also an issue for the Senate Office when we hired a student assistant. The Senate Administrator was told that there was at least a two-week backlog in getting students entered into Peoplesoft. Our student assistant was unable to enter any of her hours worked because she wasn't in the system. When the Senate Administrator asked her personnel clerk what the issue was, she was told that there were issues with working partly in the office and partly from home.

11. Update from the Organization and Government Committee (O&G):

We are making progress on the Sabbatical referral and are finished collecting data.

We will be splitting into three subcommittees today to work on three new referrals.

12. Update from the Professional Standards Committee (PS):

We are still working on the RTP Amendments on RSCA and educational equity. We are also reviewing RTP Guidelines and looking at the process for approval at the various levels.

13. Update from the Curriculum and Research Committee (C&R):

C&R is continuing work on the GE Guidelines today and reviewing feedback from the last Senate meeting on Amendment A to University Policy S15-8. We will also be reviewing the discontinuance of a BA degree.

14. There will be a memorial for Pat Backer in Engr. 285/287 tomorrow, October 19, 2021 from 11:30 a.m. to 1 p.m.

15. The meeting adjourned at 1:27 p.m.

These minutes were taken by the Senate Administrator, Eva Joice, on October 18, 2021 and transcribed on November 1, 2021. The minutes were reviewed and edited by Chair McKee on November 12, 2021. The minutes were approved by the Executive Committee on November 15, 2021.

**Executive Committee Minutes**  
**November 8, 2021**  
**Special Meeting**  
**via Zoom, 12:00 to 1:00 p.m.**

Present: Alison McKee (Chair), Anoop Kaur, Brandon White, Julia Curry, Karthika Sasikumar, Kimb Massey, Laura Sullivan-Green, Ravisha Mathur, Vincent Del Casino, Winifred Schultz-Krohn

Absent: Charlie Faas, Patrick Day, Tabitha Hart, Mary Papazian, Kathleen Wong (Lau)

1. The Executive Committee went into immediate Executive Session to deliberate and make its recommendations to the President for the review committee for VP of Administration and Finance Charlie Faas.
2. Chair McKee forwarded the Committee's recommendations to the President on November 9, 2021.

These minutes were taken and transcribed by the Senate Chair, Alison McKee, on November 8, 2021. The minutes were approved by the Executive Committee on November 15, 2021.

SJSU 2021-2022	ACADEMIC SENTATE			
December 6 2021	CONSENT CALENDAR			<b>RED TYPE</b> indicates a correction.
2021-2022	SENATE SEATS			

ADD	STUDENTS, FACULTY, STAFF, AND ADMINISTRATORS							
COMMITTEE TYPE	COMMITTEE NAME	SEAT	SEAT TITLE	NAME	ZIP	PHONE	TERM ENDS	CONSENT CAL
SPECIAL AGENCY	Student Success	G	Student-Graduate/ Undergraduate Student	Jalen Allen	0128	46242	2022	11/15/2021
SPECIAL AGENCY	Athletics Board	C	Senior Athletics Administrator Compliance (Non-Voting)	Kristan Kelly	0062	41312	EXO	11/15/2021
SPECIAL AGENCY	Student Success	C	Academic Affairs Representative	Shonda Goward	0030	42499	EXO	11/15/2021
POLICY	Curriculum & Research	E	Business	Faranak Memarzadeh	0211	47487	2022	11/22/2021
SPECIAL AGENCY	Student Success	K	Faculty-at-Large	Gautam Kumar	0082	43894	2022	11/22/2021
SPECIAL AGENCY	Athletics Board	I	Faculty-at-Large (Tenured)	Annette Nellen	0066	43508	2024	12/6/2021

REMOVE								
COMMITTEE TYPE	COMMITTEE NAME	SEAT	SEAT TITLE	NAME	ZIP	PHONE	TERM ENDS	CONSENT CAL
SPECIAL AGENCY	Student Success	K	Faculty-at-Large	Xi (Alex) Feng	0058	43100	2022	11/15/2021
SPECIAL AGENCY	Athletics Board	C	Senior Athletics Administrator Compliance (Non-Voting)	David Rasmussen	0062	41514	EXO	11/15/2021
OTHER	Board of Academic Freedom and Professional Responsibility	E	Humanities & Arts	Mathias, Harry	0098	44550	2024	11/15/2021
OTHER	Board of Academic Freedom and Professional Responsibility	C	Education	Matt Love	0078	43695	2024	11/15/2021
OTHER	Board of Academic Freedom and Professional Responsibility	H	General Unit	Darra Hoffman	0029	42490	2024	11/15/2021
OPERATING	Student Fairness	L	Staff Member (Non-Management)	Joe Fessehaye	0107	43648	2022	11/22/2021

## **POLICY RECOMMENDATION** **Accessibility in Curricular Materials**

RESCINDS: S08-3

WHEREAS: Equitable education requires equal accessibility to all curricular materials, and

WHEREAS: Ensuring accessibility should be the responsibility of all divisions at SJSU and not limited to the Accessible Education Center, the Center for Faculty Development, SJSU Information Technology, and Procurement, and

WHEREAS: The California State University Board of Trustees [Policy on Disability Support and Accommodations](#) requires all CSU campuses to create and implement plans to promote faculty and administrative practices that will assure timely access to curricular materials for all students, and states that "Each campus and the Chancellor's Office shall provide funding, resources, and training to members of its campus community to ensure compliance with this executive order. CSU campuses and the Chancellor's Office may consult with Systemwide Professional Development in the Human Resources Division of the Chancellor's Office for assistance in locating available resources and tools that will meet campus-specific needs," and

WHEREAS: Incorporation of accessibility is an ongoing process that requires faculty and staff time, resources, and training, and faculty need support in adapting course materials to meet accessibility standards;

WHEREAS: An implementation memo will be provided to all faculty by the Provost or designee; therefore, be it

RESOLVED: That S08-3 be rescinded effective immediately and the new policy described herein be approved; and, be it further

RESOLVED: The faculty, being responsible for selecting curricular materials (including but not limited to course textbooks, syllabi, handouts, electronic materials,

learning management systems, etc.) for their classes, shall ensure selection of accessible versions of all curricular material; and, be it further

RESOLVED: Accessible materials shall be made available to all students regardless of disability status; and, be it further

RESOLVED: That faculty shall ensure the conversion of any materials that are not accessible to an accessible format with the help provided from the Accessible Education Center, Affordable Learning Solutions, and eCAMPUS; and, be it further

RESOLVED: That if materials cannot be made accessible due to technology limitations then an equally effective alternative must be created or provided; and, be it further

RESOLVED: That those involved in course instruction (e.g. faculty, staff, GTAs, ISAs) shall be informed regularly of available resources for developing accessible course materials or equally effective alternative; and, be it further

RESOLVED: That those involved in course instruction (e.g. faculty, staff, GTAs, ISAs) shall undergo accessibility training appropriate to their duties on a regular basis as implemented by the Office of the Provost; and, be it further

RESOLVED: That the appropriate Vice President(s) shall conduct a baseline assessment to determine compliance with federally mandated accessibility requirements for courses and designate the necessary resources to bring the campus into full compliance; and, be it further

RESOLVED: That a report be submitted by each department, as part of the normal program planning process, assessing the extent to which its existing courses meet federally mandated accessibility criteria and faculty and staff have received appropriate training; and

Rationale: Each CSU campus is required to develop a method to incorporate accessibility as a required component in the curriculum review and approval process. University Policy S08-3 established timelines that have since expired and the policy needed to be updated significantly with additional details on accessibility. The development and/or conversion of curricular materials to accessible format is an important aspect of the SJSU mission to provide quality education for all students. In order to assure timely conversion of materials, it is imperative that appropriate

resources be devoted to this task. Curriculum and Research (C&R) has obtained information from various parties across campus on how to update the policy appropriately. An inherent problem in ensuring accessibility is the cost associated with accessibility and C&R was unable to put an accurate estimate on this cost.

Approved: November 29, 2021

Vote: 12-0-0

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

Absent: None

Guests: None

Relevant documents are available online:

EO-1111: [calstate.policystat.com/policy/6590867/latest](http://calstate.policystat.com/policy/6590867/latest)

SJSU University Policy F07-3 ([www.sjsu.edu/senate/docs/F07-3.pdf](http://www.sjsu.edu/senate/docs/F07-3.pdf)) outlines procedures for the timely adoption of textbooks, course readers and library reserves.

[www.sjsu.edu/accessibility](http://www.sjsu.edu/accessibility)

Financial Impact: The magnitude of the financial impact will depend upon the needs assessment, but we expect that it will be substantial.

Workload Impact: We anticipate increases in workload for:

- departments that are undergoing program planning to review accessibility of all department curriculum
- faculty involved in converting and/or creating new accessible course materials or finding equally effective alternatives. Further, if a curricular material cannot be converted to an accessible format due to technology limitations, it places an additional burden on faculty to identify and incorporate new materials into a course.
- campus staff to work with faculty to create accessible materials. In order to assure timely conversion of materials (e.g., inability to convert due to technology

limitations), it is imperative that faculty provide sufficient time to connect with support resources.

- university to conduct a needs based assessment to determine the actual cost of implementing accessibility campus wide.

**POLICY RECOMMENDATION**  
**Adoption of Guidelines for General Education (GE), American**  
**Institutions (AI), and the Graduation Writing Assessment**  
**Requirement (GWAR)**

**Rescinds:** S14-5

**Whereas:** The current Guidelines for General Education (GE), American Institutions (AI), and the Graduation Writing Assessment Requirement (GWAR) have not been updated or reviewed since they were approved in 2014; and

**Whereas:** In order to be compliant with CSU [General Education Breadth Requirements](#) (formerly called EO 1100), Curriculum and Research (C&R) recommended to the senate changes to Area D and creation of Area F effective Fall 2021 that were signed by the president; and

**Whereas:** Those changes allowed C&R to continue gathering feedback and incorporating changes where appropriate through Fall 2021 semester; and

**Whereas:** C&R [consulted extensively](#) over two years with many stakeholders (including hundreds of faculty, advisors, students, administrators, and others via a GE summit, and thirteen forums in fall 2021 alone); therefore, be it

**Resolved:** That the attached GE Guidelines be adopted effective Fall 2022; and be it further

**Resolved:** That C&R shall be authorized to make minor changes to the GE Guidelines that do not change the overall structure or intent of the program. The Academic Senate shall be notified of any such changes; and be it further

**Resolved:** That the General Education Advisory Committee (GEAC), in consultation with the Vice Provost for Undergraduate Education, will develop, no later

than Fall 2023, an implementation and approval process to re-certify all GE Courses under these Guidelines to be completed following [University Policy F15-13](#); and be it further

**Resolved:** That the General Education, American Institutions and Graduation Writing Assessment Requirements (GWAR) Guidelines shall undergo a full university review with submission of a program planning document that will be initiated by the General Education Advisory Committee beginning in AY 2030/31.

**Rationale:** In the academic year 2016/17, SJSU's General Education Program was reviewed through the Program Planning Process and an action plan was developed in 2018 to review and update the program learning outcomes and develop better processes for assessment. An *ad hoc* committee was created to review and modify the program learning outcomes in the academic year 2018/19. These new learning outcomes were presented to the C&R Committee which, in conjunction with the Academic Senate Office, held a first of its kind campus-wide two day General Education Summit in late fall 2019 and early spring 2020 to gather feedback on the program learning outcomes, the GE Area Learning Outcomes, and many other aspects of our GE Guidelines. These guidelines were also distributed in early spring 2021 and C&R carefully has been reviewing all the feedback that was received. Thirteen additional forums were held in Fall 2021. This extensive community input was reviewed, summarized, and considered when creating the new GE Guidelines. These updated guidelines incorporate the creation of the new GE Area F (Ethnic Studies) with reduction of Area D to 6 units as well as changes each GE Area, the Graduation Writing Assessment Requirement (formerly known as Area Z on our campus), and the American Institutions Graduation Requirements based upon consideration of the feedback that has been received by the Curriculum and Research Committee.

**Timeline and Implementation:** First-time freshman entering SJSU Fall 2022 and after will be subject to the 2022 GE Guidelines. According to CSU policy, continuing SJSU students and continuously enrolled California Community College transfer students can opt to adhere to the GE Guidelines aligned with their catalog rights.

**Approved:** November 29, 2021

**Vote:** 12-0-0

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

**Absent:** None

**Workload impact:** There will be a temporary increase in workload for (1) faculty to update syllabi and curriculum to bring courses into compliance with the new GE Guidelines, (2) temporarily, faculty to switch from assessing ALOs (formerly known as GELOs) to PLOs, (3) the General Education Advisory Committee (GEAC) and General Education Review Panels created to help GEAC recertify courses to align with the new guidelines, and (4) staff to make changes to the online catalog, various websites, publications and PeopleSoft.

**SAN JOSÉ STATE UNIVERSITY**  
**Academic Senate**  
**Organization and Government Committee**  
**December 6, 2021**  
**Final Reading**

**AS 1819**

**POLICY RECOMMENDATION**  
**Amendment D to University Policy F15-9**  
**Budget Advisory Committee**

**Amends** University Policy [F15-9 Budget Advisory Committee.](#)

**Whereas:** The Budget Advisory Committee is critically important in the areas of education, engagement, and transparency; and

**Whereas:** Effective representation of the student perspective on this committee is crucial, and is currently provided by the Associated Students (AS) President or designee; and

**Whereas:** Consultation with the AS leadership indicates the need for the AS Controller to represent students on budget issues; therefore be it

**Resolved:** That Article I.2 of F15-9 be amended as follows: Seat K be changed from "AS President or Designee" to "AS Controller or Designee."

**Approved:** 11/22/21

**Vote:** 8-0-0

**Present:** Baur, Hart, Higgins, Jochim, Kataoka, Munoz-Munoz, Sandoval-Rios, Tian, Zhao

**Absent:** Millora

**Financial impact:** None anticipated

**Workload impact:** None anticipated

**SAN JOSÉ STATE UNIVERSITY**  
**Academic Senate**  
**Organization and Government Committee**  
**December 6, 2021**  
**Final Reading**

**AS 1821**

**SENATE MANAGEMENT RESOLUTION**  
**Amends SM-S05-6,**  
**Creating a Faculty Diversity Committee**

**Amends:** [SM-S05-6](#) Creating a Faculty Diversity Committee

**Whereas:** The Faculty Diversity Committee promotes diversity through appropriate recruitment and retention strategies, and reviews their effectiveness; and

**Whereas:** Effective representation of the student perspective on this committee is crucial, and is currently provided by the Associated Students (AS) Director of Academic Affairs and the Associated Students Director of Intercultural Affairs; and

**Whereas:** Student representatives are found to experience scheduling conflicts involving their committee service and their academic activities; and

**Whereas:** Consultation with the AS leadership indicates a need for greater flexibility in designating students for this committee; therefore be it

**Resolved:** That the membership of the Faculty Diversity Committee be amended as follows: Seat 1 be changed from "AS Director of Academic Affairs" to "AS Board Member."

**Approved:** 11/15/2021

**Vote:** 9-0-0

**Present:** Baur, Hart, Higgins, Jochim, Kataoka, Munoz-Munoz, Sandoval-Rios, Tian, Zhao

**Absent:** Millora

**Financial impact:** None anticipated

**Workload impact:** None anticipated

**SAN JOSÉ STATE UNIVERSITY**  
**Academic Senate**  
**Professional Standards Committee**  
**December 6, 2021**  
**First Reading**

**AS 1824**

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

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

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

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

Approved: November 29, 2021

Vote: 7-0-0

Present: Nina Chuang, Funie Hsu, Nyle Monday, Priya Raman, Alaka Rao, Gokay Saldamli, Neil Switz

Absent: Magdalena Barrera, Nidhi Mahendra, Winifred Schultz-Krohn (Chair)

2.4.1 The third basic category for evaluation is service. Contributions in service are expected for continuation and advancement in the University. All faculty have an obligation to contribute to the governance of the institution and to enhance and engage the surrounding and broader communities community. There is often a synergy between activities considered Scholarship of Engagement and service. The scholarship of engagement requires the application of expertise and/or talent grounded in the candidate's discipline or interdisciplinary fields. Achievements that do not require such expertise and/or talent shall be evaluated under the category of service.

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

Examples:

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

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

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

2.4.2.4 Service to the Profession/Discipline (see also Professional Achievement.) Consulting, service on editorial boards or as editor of a professional journal or newsletter; adjudicator, reviewer for publishers or other agencies and associations. Developing public programs or events to bridge the profession/discipline and the public/global community. Public lectures, newspaper editorials, television or radio analysis, honors and awards. Active participation or leadership in disciplinary or professional associations; organizing panels, activities or workshops. Serving in accreditation or other discipline-based review capacities; Service to K-14 educational segments.

2.4.2.5 Service related to Educational Equity Activities. Providing support to historically underserved students, helping to shrink achievement gaps, increasing student retention,

helping students transition to work or to further education, working to make faculty, staff, and administration more representative of the student population we serve, and partnering with staff, community members, and other allies in the effort to make our educational opportunities equitable for all.\*\*\*\*\*

2.4.3 Significant service should be systematically evaluated and documented. Election to a position ~~by in a contested election~~ is a form of peer evaluation of service. Faculty should also request written evaluation of significant service from persons in a position to know the extent and quality of their contributions, such as the chair of a committee.

#### 2.4.4 Considerations for Applying the Criteria for Service

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

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

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

#### 3.3.3 Service

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

3.3.3.4 Good. In addition to the baseline described above, the candidate may have also lead more advanced Department-level service. Candidates may have significant service activities beyond the department. This will usually include college-level service and may include University level service, service in the community, or significant activities in a professional organization. It may also include extensive and effective engagement with students and student organizations within one's Department or beyond the home-department, or extensive and effective educational equity activities, such as advisement or

mentorship for students\*\*\*\*. In at least one facet of service, the candidate will have demonstrated leadership resulting in tangible, documented achievements.

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

\* This amendment was informed by the UP-FS Fall 2020 Faculty Survey, the RTP Process for BIPOC Faculty report from UP-FS, Black Spartans Community Letter to President Papazian, Asian Pacific Islander Faculty & Staff Association Letter to President Papazian, and discussions with the Faculty Diversity Committee.

\*\* Responding to Letter from Black Spartan Community, Faculty Relations point 4; BIPOC RTP feedback point 1

\*\*\* Responding to Letter from Black Spartan Community, Faculty Relations point 3; BIPOC RTP feedback point 1; Letter from APIFSA, Recognizing Affinity Groups, Representation on Campus Committees

\*\*\*\* See Black Community Strategic Priorities Letter #3

\*\*\*\*\*See (98-8) Educational Equity Activities includes participation in membership on student-faculty committees

**POLICY RECOMMENDATION:  
ESTABLISHMENT, REPORTING, CONTINUATION AND  
TERMINATION OF CAMPUS CENTERS AND  
INSTITUTES (CCI), FORMERLY KNOWN AS  
ORGANIZED RESEARCH AND TRAINING UNITS**

**Rescinds:** University Policy S05-13

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

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

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

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

**Whereas:** The University has created the Division of Research and Innovation; be it therefore

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

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

**Approved:** November 22, 2021

**Vote:** 11-0-0

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

**Absent:** Richard Mocarski (seat A),

**Financial Impact:** To be determined

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

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

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

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

- (i) is organized around a scholarly, creative, research, education, and/or public service activity ("CCI Activity") that combines the interests and expertise of individuals, departments or administrative units, and may draw on expertise of others external to the campus or the Academy; and
- (ii) may offer services to constituents beyond the campus community, e.g. individuals as well as private and public entities. While CCIs by their nature and location serve the campus community, their focus is not exclusively internal.

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

2. In carrying out their programs, CCIs may seek and are encouraged to seek financial grants and provide funds and facilities for coordinated programs. Funds may be from contracts, grants, or gifts; but the value of the program to the campus--not the immediate availability of funds--shall be the criterion for establishing or continuing CCIs.

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

- a. Institute. An institute is an agency established primarily for the coordination and promotion, on a continuing basis, of ascertained faculty CCI Activity needs and interests organized around a broad interdisciplinary subject area. The breadth of the subject will be reflected in CCI Activity projects and programs which cut across college or campus

boundaries. An institute, however, may also be proposed when needed by a single department to coordinate broad and varied CCI Activity programs across an interdisciplinary set of questions that encompass partnerships beyond that one department.

- b. Center. A center is an agency established to promote focused CCI Activity interests of the faculty in a designated major area and may be within an institute, college or department. The depth of the subject will be reflected in CCI Activity projects and programs which address a focused set of questions that serve a designated area.
  - c. Public service activities and programs stemming from RSCA conducted within an institute or center, or from the professional interests of participating faculty may also be undertaken by CCIs.
  - d. Those entities that existed under S05-13 as an ORU or ORTU prior to the passage of this policy and are not named as an institute or center are allowed to maintain their title to enable ongoing name recognition by campus or external constituents, or to maintain alignment with their original or required mission or charter statements. Nevertheless, those entities are encouraged to update their mission, charter, and title to align with this policy.
  - e. Those entities that meet the definition of a CCI that have not previously obtained approval as an ORU or ORTU under the old University Policy S05-13, will be required to be subject to this policy.
  - f. This policy does not apply to state or federal centers governed by their authority or campus central administrative or service units.
4. The creation of CCIs should be proposed with clear and strong evidence that long range needs and interests of the faculty and the university will be served thereby.
- a. Functions of CCIs may include:
    - i. Providing opportunities for professional development of faculty and staff through teaching, research, scholarly and creative activities, and public service.
    - ii. Fostering and facilitating interdisciplinary efforts among disciplines, departments and across colleges.
    - iii. Providing a clearinghouse for information of interest to professionals, and conducting workshops and conferences for continuing education.
    - iv. Enhancing the curriculum by facilitating and supplementing the academic experience of students.
    - v. Other functions as stated in the organizational document, and approved following the process described below.
  - b. Faculty and administrators may propose CCIs, but all proposals shall be reviewed and recommended by the administrative dean (if more than one college is involved, one administrative dean shall be named) to the Associate Vice President for Research (AVPR).

- c. Proposals shall include the CCI's financial plan including funding sources and any specific financial support. It is possible that it is in the best interests of an academic unit to provide support for a CCI based on the services it offers. In such a case, the administrative dean shall include a memo documenting the need and plan for such startup support.
  - d. Proposals shall include a description of the organizational structures, community partnerships, and all related organizational documents. The CCI shall be headed by a director appointed by the administrative dean. Proposals may specify a faculty nomination process to recommend a director for consideration and appointment by the administrative dean. The management and review of a director resides with the administrative dean who may receive feedback from an Advisory Board (internal and/or external).
  - e. The proposal shall include the names of those initiating the proposal, name of the CCI, a statement of the purpose of the CCI, and a table of organization. The AVPR will provide a checklist of necessary items to be included in the proposal.
  - f. The AVPR shall review the proposal and consult with the chair(s) of the department(s) most directly affected by the proposal and with the administrative dean, as needed, regarding the merits of the proposal. The AVPR may request revisions to establish conformity of the proposed CCI with the standards established by this policy.
  - g. When convinced that these standards have been met, the AVPR shall then submit the proposal to the Curriculum & Research Committee of the Academic Senate. The Curriculum & Research Committee shall consider the proposal and make recommendations to the Vice President for Research and Innovation (VPRI). The VPRI, in consultation with the Provost, shall review the proposal with accompanying recommendations. CCI proposals accepted by the VPRI are presented to the President for final decision. The President's decision shall be in writing to the administrative dean, with a copy to the VPRI, Provost, AVPR, and the Curriculum and Research Committee and shall include the original copy of the proposal with approval signature (or not).
  - h. CCI proposals not accepted by the VPRI will be returned to the administrative dean with written feedback with a copy to the Curriculum and Research Committee. Revised proposals (if any) shall be reviewed by the AVPR. The AVPR shall then submit the modified proposal to the VPRI for further consideration and assessment. The VPRI, in consultation with the Provost, shall review the revised proposal with accompanying recommendations. Depending on the outcome of the VPRI's assessment of the revised proposal, he/she will take action as outlined above.
5. A CCI shall be administered by a director who shall be appointed by the administrative dean. The director may be nominated by the faculty members of the CCI for consideration. If a director nomination process is chosen for the CCI, the initial director shall be selected by the administrative dean until faculty membership is established. Operating procedures, including the selection, retention, service period, and annual evaluation of the director, shall be outlined in the CCI proposal and will be in compliance with all applicable policies. The name of the director shall be submitted to the AVPR who annually will inform the CSU.

6. The administrative dean is responsible for the oversight of the fiscal health of each CCI under his/her supervision.
- a. Limited state support, commonly in the form of office or resource space, time for the director, or other startup functions, is a decision prerogative of the administrative dean.
  - b. CCIs may not handle money directly. Administration of finances, except for that support coming out of the state budget, for all CCIs will be handled by SJSU auxiliaries in accounts in the name of the CCI.
  - c. Each director shall be responsible for the CCI account(s). The CCI account(s) shall consist of funds derived from unit activities including conferences, publications, and donations.
  - d. Distribution of any indirect costs earned by the CCI shall follow the current Division of Research and Innovation policy and SJSU Research Foundation process and be determined prior to receipt of grant or contract funding.
7. Directors of established CCIs shall submit annual reports to the administrative dean, who shall review, sign, and forward the report to the AVPR. These reports are due to the AVPR on September 30th of each year. The report shall cover the preceding fiscal year describing accomplishments and future plans of the CCI, full accounting of income and expenses from all accounts (operating funds and any auxiliary accounts), and conflict of interest statements, updates, and management plans for disclosed conflict of interest statements. At intervals of no more than seven years, each unit shall be examined by the Graduate Studies and Research (GS&R) Committee of the Academic Senate. The purposes for which the CCI was initially established and the emergence of further or changed value to the campus shall be reviewed. The capacity of CCIs to become and remain financially self-sustaining is assessed. Although it is desirable to become self-sustaining, it is possible that it is in the best interests of an academic unit to provide support for aCCI based on the services it provides to the faculty and students. In these cases, the administrative dean should include a memo documenting the need for such support for consideration during the seven-year review.
8. During the submission of annual or seven-year reports, proposed modifications of a substantive nature (e.g., name, focus, location) shall be reviewed by the AVPR. If acceptable, the AVPR shall submit the proposed modifications to the VPRI for consideration and assessment. The VPRI, in consultation with the Provost, shall review the modifications. Depending on the outcome of the VPRI's assessment of the modifications, he/she will take approval action as outlined above.

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

If the CCI, any administrator, or the GS&R Committee recommends termination of a CCI, the recommendation shall be forwarded to the VPRI with a copy to the AVPR, administrative dean and the University Curriculum and Research Committee. The VPRI, Provost, and the administrative dean shall confer regarding the CCI and the VPRI will

make the recommendation of termination to the President who will make the final decision to continue or terminate the unit. The President's decision shall be in writing to the administrative dean, with a copy to the VPRI, Provost, AVPR, GS&R Committee, and the Curriculum & Research Committee. The AVPR will notify the CSU of the termination of the CCI.

9. CCIs with gross receipts of less than \$10,000 per year, and less than \$5,000 in expenditures per year, and having a balance of funds of less than \$10,000 will file a short annual report with the AVPR. They will not be reviewed by the GS&R Committee, except in the following cases:
  - (1) They exceed one of the above amounts in three consecutive years.
  - (2) At the request of the AVPR.
10. No CCIs shall offer regular academic curricula, confer degrees, or offer for-credit academic degree instruction, except in the role of supporting units with such authority. However, CCIs may advise on curricular matters, and faculty members holding CCI appointments may supervise students who seek academic credit for research or training supported by an academic unit.