

1 **SAN JOSÉ STATE UNIVERSITY**
2 **Academic Senate**
3 **Executive Committee**
4 **October 23, 2017**
5 **Final Reading**
6

AS 1663

7 **SENSE OF THE SENATE RESOLUTION**
8 **On the Timelines and Content of**
9 **Executive Orders 1100 and 1110**

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11 **Background and Rationale:** In August 2017, Executive Order (EO) 1100 (Revised)
12 and Executive Order 1110 were issued. Concerns about shared governance, the
13 timeline, and the content of the resolutions existed both before distribution and are
14 continuing. The Academic Senate CSU, the Chancellor’s General Education Advisory
15 Committee, and many individual campuses have asked for deferrals of the new
16 requirements, withdrawal of one or both of the new executive orders, and/or more
17 campus autonomy in achieving and defining student success. Additional concerns have
18 been expressed about campus autonomy (e.g., Upper Division GE), negative impacts
19 on diversity requirements, and on the implementation of the Quantitative Reasoning
20 Task Force recommendations regarding what constitutes adequate and appropriate
21 levels of quantitative reasoning proficiency in a baccalaureate degree (e.g., QRTF
22 writing group statement [Oct 11, 2017]). A specific burden imposed by the EOs on
23 SJSU is in curricular development. The EOs require us to revamp our curricular
24 offerings to accommodate changes in expectations for quantitative reasoning
25 capabilities at the point when many of our students will enter CSU GE B4 coursework
26 (potentially with a co-requisite developmental support course). Part of the unreasonable
27 time pressure is that the required changes in course structures and content need to be
28 done in time to meet catalog deadlines.

29 Whereas, Many of the principles contained in Executive Orders 1100 (Revised) and
30 1110 are sound and welcome (for example, the principle of providing
31 additional academic development for those frosh in need of it, in order for
32 them to succeed better and in a more timely fashion); and be it further
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34 Whereas, There has been widespread outcry over the development process, the
35 content, and the timeline of EO 1100 (Revised) and of EO 1110; and be it
36 further
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38 Whereas, San José State University, although less impacted by these changes than
39 many of our sister campuses, is nevertheless having to spend
40 considerable efforts to accommodate these EOs; thus be it
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42 Resolved, That the Academic Senate of San José State University find the
43 development process, elements of the content, and the timeline of EO

44 1100 (Revised) and of EO 1110 to have violated normal processes of
45 shared governance in curricular development; and,

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47 Resolved, That the SJSU Senate endorse the statewide Academic Senate CSU
48 resolution [AS-3304-17, On the Development and Implementation of](#)
49 [Executive Orders 1100 \(Revised\) and 1110](#) and align ourselves with the
50 spirit and intent of the various campus-based resolutions issued across
51 the CSU system addressing the process that led to, and content of, the
52 recent revision to EO 1100 and the new EO 1110.

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54 Approved: October 16, 2017
55 Vote: 9-0-4
56 Present: Manzo, Feinstein, Frazier, Peter, Shifflett, Sullivan-Green,
57 Wong(Lau), Faas, Papazian, Lee, Schultz-Krohn, Van Selst,
58 Mathur
59 Absent: Willey, Riley
60 Curricular impact: None
61 Financial impact: None
62 Workload impact: None

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