SAN JOSE STATE UNIVERSITY ACADEMIC SENATE
2017/2018
Agenda
April 9, 2018, 2:00 pm – 5:00 pm
Engineering 285/287

I. Call to Order and Roll Call –

II. Approval of Minutes:
Senate Minutes of March 12, 2018.

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

IV. Executive Committee Report:
A. Minutes of the Executive Committee
   Executive Committee Minutes of March 5, 2018
   Executive Committee Minutes of March 19, 2018
B. Consent Calendar –
C. Executive Committee Action Items –
   Approval of the Elections Calendar for Spring 2019

V. Unfinished Business:
A. Curriculum and Research Committee (C&R):
   AS 1688, Policy Recommendation, Rescind F83-10 Entry-Level
   Mathematics (ELM) Examination; Sanctions; Probation (First Reading)
   AS 1689, Policy Recommendation, Rescind S80-9 Resource Analysis
   Required for Curricular Proposals (First Reading)
B. Instruction and Student Affairs Committee (I&SA):
   AS 1686, Policy Recommendation, Rescinds S66-11, College Reports to
   Selective Service Boards (Final Reading)
C. Professional Standards Committee (PS):
   AS 1690, Policy Recommendation, Amendment A to S13-6 (Campus
   Awards) To Provide for System Award Nominations (First Reading)
D. Organization and Government Committee (O&G):
   AS 1678, Policy Recommendation, Amendment A to S17-6,
   Departmental Voting Rights (Final Reading)

VI. Policy Committee and University Library Board Action Items (In rotation)
A. Organization and Government Committee (O&G):
   AS 1693, Policy Recommendation, Alcohol and Drug Abuse Prevention
   Committee (First Reading)
B. University Library Board (ULB):
   AS 1692, Sense of the Senate Resolution, To Support Open Access
   Publishing and Promote the Retention of Author Rights Among SJSU
   Faculty (First Reading)
C. Curriculum and Research Committee (C&R):
   AS 1691, Policy Recommendation, Rescind S09-5, Priority Registration
   (First Reading)
   AS 1694, Policy Recommendation, Amendment A to University Policy
   S14-10 Master’s Committee Structure and Processes and Thesis
   Embargoes (First Reading)
   AS 1695, Policy Recommendation, Amendment A to F88-9 BA/BS
   Differentiation and Definition (First Reading)

D. Instruction and Student Affairs Committee (I&SA):
   AS 1696, Policy Recommendation, Amendment A to S17-13,
   Undergraduate Student Honors at SJSU (First Reading)

E. Professional Standards Committee (PS):
   AS 1682, Policy Recommendation, Declaring our Support for Academic
   Freedom, Establishing the Academic Freedom Committee, and
   amending S99-8 (Final Reading)
   AS 1683, Policy Recommendation, Amendment A to F81-7
   “Appointment Procedures for Grant-Related Instructional Faculty of
   Exceptional Merit” (GRIF) (Final Reading)

VII. State of the University Announcements:
   A. AS President
   B. Provost
   C. Vice President for Administration and Finance
   D. Vice President for Student Affairs
   E. Chief Diversity Officer
   F. CSU Faculty Trustee (by standing invitation)
   G. Statewide Academic Senators

VIII. Special Committee Reports:
   Report on Athletics by Professor Annette Nellen, Chair, Athletics Board,
   Professor Sen Chiao, the Faculty Athletics Representative (FAR), Marie
   Tuite, the Director of Athletics, Jacquelyn Duysen, Associate Athletics
   Director for Compliance, and Eileen Dailey, Senior Associate Athletics
   Director, Student-Athlete Academic Services, Time Certain: 2:30 p.m.

IX. New Business:

X. Adjournment:
2017/2018 Academic Senate

MINUTES
March 12, 2018

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

Ex Officio:
Present: Frazier, Van Selst, Manzo, Lee, J., Rodan

CASA Representatives:
Present: Schultz-Krohn, Shifflett, Grosvenor, Chin, Sen
Absent: None

Administrative Representatives:
Present: Wong(Lau), Willey, Feinstein
Absent: Papazian, Faas

COB Representatives:
Present: Bullen, He, Jensen
Absent: None

Deans:
Present: Elliott, Stacks, Ehrman, Jacobs

EDUC Representatives:
Present: Marachi, Mathur
Absent: None

Students:
Present: Busick
Absent: De Guzman, Hospidales, Donahue, Gill, Norman

ENGR Representatives:
Present: Chung, Pyeon, Sullivan-Green
Absent: None

Alumni Representative:
Present: Walters

H&A Representatives:
Present: Khan, Riley, McKee, Bacich, Ormsbee
Absent: None

Emeritus Representative:
Present: Buzanski

SCI Representatives:
Present: Cargill, White, French, Kim
Absent: None

Honorary Representative:
Present: Lessow-Hurley

SOS Representatives:
Present: Peter, Wilson, Curry, Hart
Absent: Trulio

General Unit Representatives:
Present: Trousdale, Matoush, Higgins
Absent: Kauppila

II. Approval of Academic Senate Minutes—
The minutes of February 12, 2018 were approved.

III. Communications and Questions –
   A. From the Chair of the Senate:
Chair Frazier announced that there are Senate elections right now in CASA and Business through this Friday, February 16, 2018. All election results will be announced at the April 9, 2018 Senate meeting.

We also have a CSU Statewide Senator election taking place and nominating petitions are due this Wednesday, February 14, 2018. We already have three nominees, so we will be conducting an election after nominations close.
Once all elections have concluded, we will send out the Committee Preference Form. All Senators are placed on the policy committees first, so fill the Committee Preference Form out quickly.

The President is at the American Council of Education Meeting in Washington and will not be here today.

**B. From the President of the University – Not present.**

**IV. Executive Committee Report:**

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

*Executive Committee Minutes of February 5, 2018*

**Q:** Item number 4 under the Professional Standards Committee update states that, “PS has started a conversation on bullying.” What kind of bullying is this; faculty-to-faculty, faculty-to-student, student-to-student, etc.?

**A:** General, but there is a subcommittee that is meeting and talking about the issues. The CDO has met with them. We don’t know if this will result in policy changes, or just raising awareness. Faculty-on-Faculty bullying on campus falls through the cracks in many policies and the PS Committee is trying to figure out what can be done to raise awareness.

*Executive Committee Minutes of February 19, 2018 – No questions.*

**B. Consent Calendar:**

The consent calendar of March 12, 2018 was approved as amended by AVC Riley.

**C. Executive Committee Action Items:**

*The Senate Calendar of 2018-2019 was approved.* Chair Frazier announced that the Retreat is February 1, 2019. Chair Frazier also announced that there is no Senate or Executive Committee meeting scheduled the week of Thanksgiving. As a note, Spring break falls on the first week of April in 2019.

**Q:** Was the calendar checked to be sure it did not conflict with any major religious holidays?

**A:** Yes, we did check.

Chair Frazier presented *AS 1687, Sense of the Senate Resolution, Honoring Professor Yoshihiro Uchida for His 70 years of Service to San José State University (Final Reading).* The Senate voted and AS 1687 passed unanimously.

**V. Unfinished Business:** None

**VI. Policy Committee and University Library Board Action items (In rotation):**

**A. University Library Board (ULB):** None
B. Curriculum and Research Committee (C&R):
Senator Schultz-Krohn presented AS 1675, Policy Recommendation: Research, Scholarship, and Creative Activity: Advisor-Student Relationship, Sponsored Projects, and Proprietary and Confidential Information in RSCA (Final Reading). Senator Schultz-Krohn presented an amendment that was friendly to add “the” on line 92 after “enrich.” Senator Shifflett presented an amendment to add the following sentence at the end of the first paragraph under section II.B.1. The added sentence reads, “Individuals from outside San José State University may serve as Co-PI upon approval by the AVP for Research.” The amendment was seconded. The Senate voted and the Shifflett amendment passed unanimously. Senator Peter explained that portions of University Policy F69-12 are in conflict with AS 1675. Senator Peter made a motion to refer back to committee with instructions to incorporate University Policy F69-12 into this policy. The motion was seconded. The Senate voted and the Peter motion failed (4-41-0). Senator Stacks presented an amendment that was friendly to the body to strike line 304. This is the last line of the fourth bullet under Section III.B., second paragraph that reads, “It should not be interpreted as a final agreement.” The Senate voted and AS 1675 passed as amended (36-5-4).

Senator Schultz-Krohn presented AS 1676, Policy Recommendation, Department or School Name Change (Final Reading). Senator Shifflett presented an amendment that was friendly to the body to line 26 to add at the end of this sentence, “and a summary of the feedback from each academic unit consulted.” The Senate voted and AS 1676 was approved as amended unanimously.

Senator Schultz-Krohn presented AS 1688, Policy Recommendation, Rescinds F83-10, ELM Exam; Sanctions; Probation (First Reading) The O&G Committee has been sending many policies that need to be rescinded to the various policy committees for their review and this is one of those policies. EO 1110 discontinued offering entry level mathematics or (ELM) and what that did was render F83-10 inactive. C&R is asking the body to rescind that policy.

Questions:
Q: Is this policy recommendation consistent with the Sense of the Senate Resolution we passed that expressed sympathy with other campuses around EO 1110 and the top-down elimination of the way that we do things at SJSU? It may be that the Chancellor said that we have to do this, but I don’t know that it is actually proper. Do you think it is proper? Do we just change our policy because they said so?
A: I’m not sure whether I can entertain whether or not I think that it’s proper. I think that it would definitely be an advantage to have things at a local level and generate them at a local level, so in that aspect it would be not proper. However, the effect is that EO 1110 has discontinued ELM, so the existing policy on the books
that requires students to take the ELM in their first semester of enrollment is in conflict with EO 1110. The issue that you are bringing up is an entirely different issue to undertake about the proper direction. What we are faced with today is a policy that requires students to take a test for something in their first semester that no longer exists.

C. Instruction and Student Affairs Committee (I&SA):
Senator Sullivan Green presented AS 1684, Policy Recommendation, Rescind S66-20, Control of Information Contained in Student Records (Final Reading).
Senator Rodan made a motion to suspend the rules and make AS 1684 a First Reading. The motion was seconded. The Senate voted and the Rodan motion passed with 5 abstentions.

Senator Sullivan-Green presented AS 1685, Amendment A to S16-9, Section A, to include accessible syllabus template requirement, and Section B.1.e. to include expected hourly commitment for each unit of credit (Final Reading).
Senator Shifflett presented an amendment to lines 37 and 38 to strike, “and use the appropriate syllabus template format provided by the University.” The amendment was seconded. Senator Sen presented an amendment to the Shifflett amendment to change it to read, “and/or use the appropriate syllabus template format provided by the University to create their syllabus.” The Sen amendment to the Shifflett amendment was seconded. The Senate voted and the Sen amendment failed. Senator Mathur called the question on the Shifflett amendment. The Senate voted and the Shifflett amendment passed with 7 Nays, and 1 Abstention.

Senator Chin presented an amendment to add at the end of line 69, “, as an example, the expectation of work for a 3-unit course is 150 minutes of direct faculty instruction and 6 hours of out of class student work each week.” The Chin amendment was seconded. Senator Lee presented an amendment to the Chin amendment to replace “credit” with “unit.” The amendment to the Chin amendment was seconded. The Senate voted and the Chin amendment passed with 8 Nays and 4 Abstentions. The Senate voted on AS 1685 as amended and it passed with 1 Nay and No Abstentions.

D. Professional Standards Committee (PS):
Senator Peter presented AS 1682, Policy Recommendation, Amendment A to S99-
8. Declaring our Support for Academic Freedom, Establishing the Academic Freedom Committee (First Reading).

Professor Annette Nellen (former Senate Chair) asked that a reference be made to Sweezy v. New Hampshire, 354 U.S. 234 (1957) which says, “Teachers and students must always remain free to inquire, to study, and to evaluate to gain new maturity and understanding otherwise our civilization will stagnate and die.” This is one of the key court decisions to uphold academic freedom. We will be including this.

Currently we have a policy that includes both academic freedom and professional responsibility together including both the campus ethics code and statements on academic freedom. We also have one board that handles both academic freedom and professional responsibility issues. That board has not been effective over the last 25 years. It has had too divided of a mission. PS has been eager to make it more effective and focused. The strategy that PS decided to take is to separate academic freedom and professional responsibility. This is the first step in that process. The language on academic freedom that you see on the policy is unchanged from what was on the existing policy on academic freedom and that language is almost word-for-word from the classic AAUP statements on academic freedom and tenure. In 1993 we took the AAUP statements and slightly revised them to put SJSU into those paragraphs and then we put those paragraphs into the overall new policy.

The new sections are sections 2 and 3. They establish the Academic Freedom Committee as a Special Agency. The Board of Academic Freedom and Professional Responsibility (BAFPR) is a large board and it has been nearly impossible to fill all the seats. It has typically only been half filled each year. PS thought having a smaller committee of experts would be much better. There are already rules in the bylaws for how special agencies are to be staffed. The role of this Academic Freedom Committee is mainly educational. Its role is to tell faculty and students about Academic Freedom, and to also work with the Center for Faculty Development to advise and orient new faculty on academic freedom issues.

Professor Nellen, who is a past chair of the Senate and also an attorney, has volunteered to be on the committee. PS is going to try an experiment by having one of the members of the board be an emeritus faculty member. In part PS chose this because it has been difficult to get members, but also because it would be so very beneficial to have a senior and experienced individual that know a great deal about academic freedom on the committee. PS also felt that the committee should have an administrator on it. In the future, PS will be bringing a similar policy on professional responsibility.

Questions:
Q: It strikes me that academic freedom should be very central to the Senate, and pushing it to a special agency seems to indicate a peripheral rather than central focus. Would the committee consider pushing some of the work from committees like C&R or PS that is more implementation-based to supporting committees and
instead leave the principal work of policy and policy statements to the central work of the Senate.

A: There is no provision in the draft for the Academic Freedom Committee to be drafting policy. That remains with PS. This is primarily an educational and advisory committee. PS could change that if you think it is advisable.

Q: It may be then just a different title is needed.
A: PS will discuss this.

Q: Once upon a time there was a chapter of the AAUP here. I know this because the charter said you could only be chair for two years and Senator Norton and Senator Buzanski took turns chairing this committee. One function this group had was when faculty members had some administrative difficulties with academic freedom or were being charged with certain irregularities in their teaching or what not, our local chapter of AAUP would come to their defense. Since you have also mentioned that organization here in your report might the Academic Freedom Committee consider recreating that group? In fact, the AAUP was abolished on this campus at the same time collective bargaining came into effect. At that point all the subsidiary organizations that were opposed to collective bargaining ceased to exist.
A: We tried to nod to the AAUP and we have occasionally invited various members of the AAUP to address the Senate, and it has always been very enlightening and helpful. It does seem to be the repository of documents about academic freedom, so we would encourage the Academic Freedom Committee to maintain a relationship with the AAUP.

Q: Instead of having just one student, would the committee consider having two students; an Undergraduate and a Graduate Student?
A: The committee will consider it.

Q: Can you talk about professional responsibility and the association with academic freedom and how we can strengthen that relationship in this document, or why it is being separated out? How will the faculty members be selected?
A: There is a deep and important relationship between academic freedom and professional responsibility. When Senator Peter first joined the Senate there was a separate Academic Freedom Committee and there was no professional responsibility document. PS crafted a professional responsibility document and attached them together to demonstrate symbolically the relationship between the two. The problem wasn’t with that symbolic association. The problem was with that committee. There was not an effective group on campus to educate faculty about academic freedom on the one hand and the Board of Academic Freedom and Professional Responsibility did not always have the power to really police or publicize professional responsibilities. PS put out some language linking the statement on academic freedom in section 2 to the policies on professional responsibility. PS wants to have the best of both worlds. They want to make sure people understand that tenure is a privilege that carries with it responsibilities, and that academic freedom is a privilege that carries with it some responsibilities. PS also wants to have effective committees that get their work done. With regard to the membership,
there is an agreed upon method for filling seats on special agencies. The nominees come to the Executive Committee and the Executive Committee reviews the nominees and then they go to the Senate for approval.

**Q:** Once approved is it policy that applies to lecturers as well as permanent faculty? And, to what extent do we envision academic freedom for part-time faculty? Also, in line 77 there is a statement regarding academic freedom. Is this measurable or observable long term?

**A:** Absolutely, academic freedom is applicable to all faculty and students whether they are tenured or not. Tenure is a privilege that allows a faculty member perhaps to do a better job of defending it when standing up in an unpopular situation to outsiders when there is an attack on academic freedom. The AAUP was founded a little after the turn of the 20th century for their political views. Tenure was necessary to prevent that from occurring. Faculty need to have someone to watch out and alert us if academic freedom is attacked. I am not sure it is measurable in a quantitative way, but it is something that experts can recognize and look at precedent. You would have a level of expertise that would be available to advise people that currently may be lacking.

**Q:** Looking in the bylaws, the only thing I’m finding about the membership is that at-large faculty members will be nominated by the Committee on Committees. I don’t see anything in particular about special agencies and in particular the special agencies. Would the committee consider spelling out the membership?

**A:** PS will scrutinize this and be more specific about the membership selection when the policy is brought back for a second reading.

**Q:** Would you take back to the committee, regarding line 101, that there might come a time when we run out of people with both expertise and interest in serving on the committee and instead have it say expertise, or interest?

**A:** PS will consider this.

Senator Buzanski presented a motion to suspend the rules and move the agenda to University Announcements. The Buzanski motion was seconded. The Senate voted and the Buzanski motion failed (18-14-5) (Note: 2/3rd vote required)

Senator Peter presented AS 1683, Policy Recommendation, Amendment A to F81-7, “Appointment Procedures for Grant-Related Instructional Faculty of Exceptional Merit” (GRIF) (First Reading).

There is a category of faculty on campus called Grant-Related Instructional Faculty. There are only two such faculty at SJSU. This program goes back to 1981. When the argument was made that we ought to be able to pay certain faculty more than the collective bargaining agreement would allow provided that money came from non-general fund sources. However, the CSU policy that established this said that if you are going to partake in this you need a campus policy that allows this process. Our campus policy was passed in 1981. What we have done is try to provide an updated version. This amendment updates the policy and brings us into alignment with the
coded memorandum that the CSU issued that regulates this particular program. There were no questions.

E. Organization and Government Committee (O&G):
Senator Shifflett presented AS 1680, Policy Recommendation, Rescinds S90-13 (At Large Committee Appointments) (Final Reading).
The Senate voted and AS 1680 was approved unanimously.

Senator Shifflett presented AS 1681, Policy Recommendation, Rescind F71-14: Acting Appointments: Vice Presidents or Deans (Final Reading).
The Senate voted and AS 1681 passed with No Nays and 1 Abstention.

VII. State of the University Reports:
A. Provost: N/A
B. Vice President for Administration and Finance: N/A
C. Vice President for Student Affairs: N/A
D. Chief Diversity Officer: N/A
E. CSU Faculty Trustee (by standing invitation): N/A
F. Statewide Academic Senators: N/A
G. AS President: N/A

VIII. Special Committee Reports:
Report on SOTES by Chair of the Student Evaluation Review Board (SERB), Dr. Emily Slusser and Chair of the Professional Standards Committee, Senator Kenneth Peter, and Scott Heil, Director of Institutional Effectiveness and Analytics in accordance with SS-S05-6, Time Certain: 3:00 p.m.

Dr. Slusser reported that there is a new data collection software for our SOTES and SOLATES that can be accessed in My SJSU, or you can access it via Canvas, where it will show up on the menu on the left-hand side. When you access it via Canvas you will see an ongoing report on the response rates. You can also click on the green button in the middle of the page that says view report. If you did that for any given class you would see a report of the mean or average responses to each of the questions as compared to the department (in yellow) and the entire university (in red), and also the percentile rank. Below that are open-ended responses. You will see all your strengths on one screen followed by a screen with all your weaknesses. If you click on the magnifying glass when looking at your open-ended responses, you will see a page with all of that student’s responses. This helps you understand where that one student was coming from, and how that student could have impacted your scores. This is a new feature in this particular system.

Something that SERB is still working on with this system is that when you want to find the college norm, you have to access the report a little differently. In this case, you go to the little wheel on the right side of the screen and it gives you options. If you view all of your report, it will take you into the course evaluation system, and then it should have all your SOTES and SOLATES over the last few semesters. At that point when you click to export it as a pdf, you would not only get the same information you got when
you accessed it in Canvas, but you would also get additional information. First, you get
the average course grade. Next, you get the average grade of the students who
completed the survey as compared to the average grade of the students that didn’t
complete the survey. This is interesting information we did not have before. Then if
you scroll down from there you get the college norms. The current state is that we can
only compare the individual mean for any given class to the department and university
norm. SERB is working on it. The college norms are at the end of the report.

Just a quick comparison of the report we were using before and what we have now.
Students and faculty used to see the course evaluation in Peoplesoft, but now we have
the Course Evaluation System. This new system is really not a lot different from the
student perspective, except that the Course Evaluation System has a mobile app.

Comparing the responses from Fall 2016 to the current responses for last semester,
SERB has found that the response rate is comparable. There was a 73.5% response rate
in Fall 2016 with Peoplesoft, and there was a 76.8% response rate last semester with the
Course Evaluation System. What SERB is seeing here is that there isn’t a dramatic
decrease in the response rate. The response rate last semester is also comparable to the
paper response rate. The response rate with paper SOTES and SOLATES was about
73%. Student responses to the questions have not changed much as well, even though
the questions have been changed a little. The mean to question 13 in Peoplesoft was
4.1, and the mean with the Course Evaluation System is 4.3. However, the questions are
a little different. In the past, SERB asked students, “Overall, this instructor’s teaching
was?” and now SERB is asking how much students agree with this statement, “Overall,
the instructor’s teaching was effective.” In general, SERB is seeing a notable increase
of about .2 per question using the new format.

Things that are new with the Course Evaluation System include short answer reports all
being clustered by question, and the magnifying glass that allows faculty to see what
any individual student reported. SERB anticipated a very quick turnaround this
semester. While the turnaround was quicker, it was not as quick as SERB would have
liked. Ultimately, SERB will be able to turn it around just as soon as the grades are
released. SERB is going to use dynamic instead of static norms. SERB wants to make
sure they are comparing the responses to the current semester. For every report it will
be the current semester they are reporting on before they use the static norms. In the
future, SERB will have the ability to track the response rates as they come in. That is a
really important point, because then faculty will be able to send out reminders if their
response rate is really low. What SERB is interested in doing is exploring that
functionality and ultimately talking about removing the grade hold we have been using
to incentivize students. Instead, faculty would remind their students to turn their
SOTES in based on their response rates. SERB will have the ability to create optional
mid semester surveys, and optional questions for individual departments or colleges as
well.

Things that SERB is working on down the horizon include cross tabulating the
responses by the grade earned in the class. That was on the previous report and we
don’t have that right now. Also, the visual representation of the department, college, and university norms as we used to see them. We used to have a pretty good visualization of all of them and now we just have the two norms (department and university). SERB would like to get the college norm back in there. We are used to the 20 to 80 percentile range, and right now we have the exact percentile by which any individual would fall. This is a more nuanced report, but faculty are used to the other format so SERB is going to see if they can make this more consistent. SERB is also hoping to integrate the reports with efaculty so the two systems can talk to each other and faculty don’t have to be bothered with uploading individual SOTES. SERB will also be publishing a new interpretation guide with the new questions and software. The last time the interpretation guide was updated was 2011.

Questions:

Q: In the past, we tried not to report anything with a really low sample size. Here when we are looking at the GPA of non-respondents or the GPA by grade with many classes you are going to get into those very, very thin numbers.
A: The GPA is by grades we’ve done, so we are just trying to get back to where we were with that. With regard to the nonresponse rate, we can suppress the report entirely if it doesn’t meet the minimum number of respondents. Part of the interpretation guide that is embedded in this report does instruct people to be careful if it is a low sample size.

Q: Is there an ability to separate the SOTE scores by gender to establish norms?
A: We are trying to include a lot of factors in providing the context, so I don’t know of a way to reduce it down to the norm so that providing that comparison would be feasible, but SERB is going to demonstrate the literature there.

Q: I looked up course eval and you said it is an app?
A: It is not an app you download, but it is mobile friendly. When it realizes you are using a mobile device, it will adjust the screen.

Q: I went to Canvas Labs and looked for a privacy policy and I couldn’t find one, so my question is when it is integrated with Canvas will it have any protections from the data being used or matched for students and faculty online behaviors? I have concerns given the way big data and analytics are being used and are very valuable to third party companies.
A: Sure. First, the level of integration between the course evaluation system and Canvas is very minimal. The data never actually enters Canvas. Also, we signed a privacy agreement with the company and it meets the CSU terms for these type of agreements.

Q: Thank you for coming. When we do special sessions there are all kinds of odd times they end in the semester. I haven’t figured out a standard way to notify your
office there should be a SOTE, so I’m wondering if there is anything proposed for that? In addition, policy says that all classes will have norms, and will you find a way to re-implement the norms?

A: The norms are still there. They are just presented in different ways. We will look for additional ways to show the norms. Where faculty fall within the spectrum is probably the biggest thing missing, but numerically you have all the data there. We are working on getting the spectrum back. As far as special sessions, you can talk to us about that. We worked with business on developing a system for them to notify us about their special session classes.

Q: Dept. Chairs have to do evaluations on lecturers and must look at SOTES that need to be within the university norm range. The way I was able to do it is to go to page 4 and then flip back and forth between page 1 and 4 to compare. This probably added about 1.5 minutes to each evaluation. Is there a way to make this more visual?

A: We will be looking for ways to change it. There are some special problems for lecturers that we have made available for chairs, but did not publicize it. We included a streamlined report that lets you isolate all the lecturers into one table and you see their scores in one place for a period of time. We will be looking at additional ways to handle lecturers. We realize they are a special population. If you have additional feedback let us know.

Q: Do you include all student responses in this, or do you have a way of excluding students that were officially enrolled but got an unofficial withdrawal?

A: That is a special problem. Policy tells us that we should to the extent possible try and remove any respondents who withdrew either officially or unofficially from a class. It has been our policy to do that. One thing we realized in the way we import the GPA to the class, there is only one chance to either show a grade and a respondent or not show a grade and a respondent. We have chosen to include the WUs, because it would distort the GPA measurement of the report. There is a fairly strong correlation between average grade in the class and the SOTE scores. We think that the importance of you seeing the relationship, if that is bringing down the class average grade, is more important than the effect of potential students that weren’t hanging around long in the class, but decided to take the SOTE in the end anyway.

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Senator Rodan commented that it was an honor to serve as the Chair of BOGS. Over the last few years BOGS has begun to think of General Education (GE) as a program as opposed to a collection of 352 courses in the catalog. When you think about it, GE represents about 40% of all the time students spend in class. In addition, GE as a program has about 30,000 enrolled students. That makes it a significant undertaking. We did a survey as part of our self-study about two years ago. One thing that emerged from that was the perception of GE across campus from both faculty and students as
something that simply had to be gotten out of the way, or a number of boxes that had to be checked before students could get on with their major. That is a perception we need to change. We have been looking at a number of campuses throughout the CSU and the way they present GE. One of the most striking things is that when you can find GE listed for the campuses, it states that these are the requirements and not learning opportunities.

Senator Rodan came from the British education system which does not have any GE component, so he spent his entire UG degree in math and physics courses. What he has come to realize while at SJSU is how much richer his education would have been if he had the opportunity to take some of the courses he sees in our GE program. One of the first things we need to think about if we are going to change this perception on campus is reimagining the website. We’ve got to sell GE as something students want to do and not something they have to do. One of the things that came out of the external reviewer’s report is that they were less than enthusiastic about our assessment protocol. BOGS is going to revisit what they are assessing and how that assessment is being done, and in particular ensure this is done collaboratively. BOGS is hoping to reach out to coordinators to reach out regarding assessment. In addition, Kathleen McConnell is working on GE Pathways and as those are being generated, they are going to be presented to both BOGS and C&R.

Questions:
Q: In the Self Study section of the report, one of the key issues was the governance structure and system of program oversight which was found lacking. What are the plans to address that?
A: I think that is under the structural changes.
Q: Okay, so what are the plans?
A: There aren’t any, this is what BOGS hopes to accomplish. Senator Rodan is a big proponent of the Japanese process of going out and seeking a consensus development.

C: I am a course coordinator for lower GE and I’m interested in the view of GE you speak of. I have faculty that often don’t want to teach GE, so lecturers are left to teach it. We need a real cultural change.

Q: I was wondering if you could share more about the GE Pathways and what that is would look like?
A: C&R has not had a presentation yet, so I’m not sure what it is going to look like. I was just contacted over the weekend that this will be coming soon.

Q: I would like to know what is meant by the comment that the assessment process is too granular? Also, has EO 1100 has impacted BOGS thinking?
A: Starting with the question about granular assessment, we really don’t do any assessment at the program level. One of the things we are thinking about doing is reimagining assessment less to do with the area objective and leaving that much more to the internal process and course coordinator level and focusing assessment on the program level objective. As for EO 1100, we approved a number of courses last fall to
address the transition on qualitative reasoning portion where we were still using the non-credit bearing courses prior to entry. There has been a huge amount of controversy about the way EO 1110 and 1100 were rolled out, but that is a separate issue. We are in a much better position here at SJSU with stretch English. My understanding is that we will be ready by the Fall of this year on the quantitative/Math side.

Q: Did the GE Pathways come from a faculty referral?  
A: This is something that came through Graduate and Undergraduate Programs (GUP) and that Kathleen McConnell is working on and has asked for consultation with the C&R Committee. C&R suggested that since it is GE Pathways it also needs to go through BOGS. This request just came over the weekend.

Q: When I chaired C&R last year, we had a presentation on GE Pathways and it is coming from an administrator and not faculty perspective. GE Pathways is not a new idea we’ve had versions of it in the past. There were many questions when this was brought up last year and we presented them. Maybe it would be helpful to tell the Senators where BOGS falls in the Senate reporting structure, because BOGS does not direct report to C&R.  
A: BOGS is a standalone special agency and does not direct report to C&R. However, there is consultation between C&R and BOGS. In this particular case it just so happens that the Chair of BOGS, Senator Rodan, also sits on C&R so we have not only the consultation but also the regular communication between BOGS and C&R.

C: GE Pathways originated three or four years ago when we had three different groups in Academic Affairs dealing with strategic initiatives. There was a combined administrator and faculty team that was listed on the Provost website.

C: That is my recollection as well. I was a faculty member that sat in on some discussions.

IX. New Business: None

X. Adjournment: 5:00 p.m.
Executive Committee Minutes  
March 5, 2018, 2018  
Noon – 1:30 p.m., ADM 167

Present: Shifflett, Manzo, Schultz-Krohn, Mathur, Lee, Feinstein, Sullivan-Green, Wong(Lau), Riley, Peter, Faas, Papazian

Absent: Frazier, Manzo, Van Selst

1. The minutes of February 19, 2018 were approved as amended.

2. There was no dissent to the consent calendar of March 5, 2018 as amended.

3. Update from the President:
The President will be attending CSU Advocacy Day on March 7, 2018 in Sacramento. The President reminded committee members that the CSU has a $171 million budgetary gap between the budget the Governor is proposing and what the CSU needs to operate.

The Board of Trustees (BOT) meet at the end of the month and one item on the agenda is a tuition increase. No one wants a tuition increase, but the budget gap is very large. The legislature is supportive, but the question is whether they will vote on something to push this for us.

President Papazian will be having conversations this week with gubernatorial candidates.

Questions:

Q: Many faculty members have heard it will be a tough budget year, but don’t seem to realize just how much of a challenge it will be. Can communication on campus be more specific with respect to the deficit between the Governor’s budget and what the CSU needs?
A: President Papazian is planning town hall meetings on campus in the next month or so and will be sharing the numbers. Without substantial change by the legislature, programs such as student success initiatives and faculty hiring will be affected.

The President asked if there were any questions or suggestions regarding the incident with the graffiti on the DMH bathroom wall.
Q: Will there be any revisions to the communications strategy after what happened with students spreading the information all over social media before UPD notified the campus?
A: The President and her cabinet have reviewed every minute of the event in detail and will be making adjustments.

Q: The smart clocks did not put out any information about the event. We need some standard place we can check for credible information regarding events such as this.
A: Good point. UPD is working on the best way to notify people.

Q: We need a single voice and some training like the “Run-Fight-Hide” training we had.
A: Yes.

Q: Can we work on getting out something useful out by text or cellphone?
A: We are working on minimizing the confusion. Every aspect of the event is being evaluated.

Q: We had the Director of the Preschool calling to ask what they should do. Shouldn’t we give priority to the young children on campus?
A: Q: We had the Director of the Preschool calling to ask what they should do. Could we give priority to the young children on campus? When there is a threat (credible/non-credible) could we notify the lab preschools to keep the children indoors?

4. The committee discussed and approved a Sense of the Senate Resolution Honoring Professor Yoshihiro Uchida (9-0-3).

5. The committee discussed, and approved by unanimous consent, an editorial change to bylaw 1.2. The words “General Unit” were omitted from University Policy S06-2, apparently erroneously. A memo will be sent to President Papazian with details for approval.

6. Updates:
   a. From the Organization and Government Committee (O&G): O&G will be bringing AS 1678, Policy Recommendation, Amendment A to S17-6, Departmental Voting Rights to the Senate meeting on March 12, 2018 for a final reading.
O&G continues to work on policy clean-up recommendations.

b. From the Curriculum and Research Committee (C&R):
C&R will be bringing AS 1676, Policy Recommendation, Request by Department or School for a Name Change and AS 1675, Policy Recommendation, Research, Scholarship, and Creative Activity: Advisor-Student Relationship, Sponsored Projects, and Proprietary and Confidential Information in RSCA to the March 12, 2018 Senate meeting for final readings.

C&R is continuing to review the 18 referrals from O&G and prioritize them. There are four that require minimal action in the planning stages right now.

C&R has several other referrals that are pending including referrals on an undeclared undergraduate category, resource analysis curricular proposals, and a referral on who should be chair in the masters’ committee structure.

C&R continues work on the 4+1 option for masters as well as reviewing programs such as Marine Biology.

c. From the Instruction and Student Affairs Committee (I&SA):
I&SA will be bringing a policy clean-up that rescinds an old policy pertaining to Selective Service to the Senate for a final reading at the March 12, 2018 Senate meeting.

I&SA will also be discussing two referrals regarding the syllabus today and hope to bring them to the March 12, 2018 Senate meeting as well.

d. From the Professional Standards Committee (PS):
PS will be bringing several policies for first reading to the March 12, 2018 Senate meeting including one on Grant-Related Instructional Faculty and one on Academic Freedom. The Academic Freedom and Professional Responsibility functions will be revised in two separate pieces.

PS will also be bringing a revision to the faculty awards policy that incorporates the Wang Award. After speaking with the Chief of Staff, PS will not be including staff awards in the faculty awards policy.
7. O&G asked that the referral made to the Senate Chair regarding establishing student awards for service on the Senate be made a priority. The student member of O&G consulted with AS peers and concurred further investigation a good idea.

The Senate Administrator responded that there is already a University Policy that pertains to these awards and it is University Policy S97-4, University Governance Award. In addition, certificates of service are presented to all departing Senators at the end of the year.

8. University Updates:
   a. CSU Statewide Senators:
      The CSU Statewide Senate will be discussing modality of instruction. This pertains to deans in some instances forcing lecturers to teach online courses. The Provost will do some investigation and develop a plan for online courses.

   b. From the Provost and Senior VP for Academic Affairs:
      There will be a Celebration of Life Ceremony for Kate Sullivan at the Chapel at 3 p.m. today.

      The Provost has met with the deans and they discussed the need for consistency in the message that goes out regarding incident like the graffiti on the DMH bathroom wall.

      Questions:
      Q: Why are we a Carnegie Class R1 and not R3 for research?
      A: We don’t move ourselves Carnegie does. As far as why we aren’t R2 or R3 it is because we have no research doctorates. You need 20 research doctorates for the R2 rating.
      A: This is a reason for us to consider joint research degrees. Our Marine Science masters is a 3-year masters.

      Q: Can we coordinate data collection on campus so that we are not doing the same surveys in different departments/committees?
      A: This is why we have an analytics team that coordinates this for us.

   c. From the Chief Diversity Officer (CDO):
      The CDO has a list of positions she is proposing for staffing the President’s Commission on Inclusive Excellence. The purpose of the Commission is to assist the CDO to come up with activities and a strategic plan. Another part of
the charge will be annual awards to recognize good work in diversity across the campus.

The CDO will be at the Annual Diversity Officers in Higher Education workshop in Washington D.C. on Wednesday.

There is still a lot of conversation about what happened at Michigan State.

d. From the Vice President for Administration and Finance:

The UPD Chief has been offered a position in Los Gatos and may be leaving.

e. From the Vice President for Student Affairs:

This is Women’s History Month.

SJSU admitted 8,000 transfer students and hopes to admit 3,600 freshmen. Admitted Spartan Day is April 14, 2018.

Please register for the Student Success Symposium.

There has been an increase in ICE raids in the area.

f. From the Associated Students President: Not present

9. The meeting adjourned at 1:31 p.m.
Executive Committee Minutes  
March 19, 2018  
Noon – 1:30 p.m., ADM 167


Absent: None

1. The minutes of March 5, 2018 were approved as amended.

2. Update from the President:
   The President has had a very busy week and attended the Institute for Sports Society and Social Change, the Student Success Summit, and the Business Higher Education Forum.

   The President will be attending the Board of Trustees (BOT) meeting this week.

Questions:
Q: The Senate passed the Information Privacy policy and sent it to your office for review and approval in April of 2017. The policy has not been returned approved or disapproved. The PS Committee hasn’t been consulted about any changes you might require before signing the policy, so can you comment on the status of this policy?
A: President Papazian apologized for the delay. The President will take another look at the policy, but is uncomfortable signing it as is.

Q: The Senate bylaws call for the President to respond promptly either approving or disapproving policies sent to her. PS spent a lot of time working on this policy and the members deserve a response one way or the other.
A: President Papazian will review the policy and either approve or disapprove it soon. The President did not want to just say no to the policy and wanted time to review and work on it, but other pressing issues on campus took priority.

Q: With Faculty Affairs moving under University Personnel some issues have arisen in my department with timekeeping. I am now being required to enter fractions of time for part time faculty. Faculty have always been treated as a separate type of employee in the past and this feels as if faculty are no longer being treated as a separate group.
A: If you have concerns check with the Jaye Bailey and she can direct you to the right folks to talk to.
3. The Executive Committee approved the Appointments Calendar for 2018.

4. The Executive Committee approved the Elections Calendar for Spring 2019.

5. The Executive Committee discussed Senate elections. A member asked why so much information was needed when voting in elections. The Senate Administrator responded that the information requested, such as the name, department/college, and appointment time for part time faculty is necessary so that the Senate Office can verify the votes are correct. The only personnel that view the votes are the Senate Administrator, the Senate Chair, and the Associate Vice Chair. A member suggested adding this information to the election material. The Senate Administrator will ensure this is done in the future.

A member asked if IEA could be asked about helping so that voters need only put in ID number. The Senate Administrator responded that the Committee on Committees (acting as the Election Committee) had looked into election software a few years ago after consulting with IEA. The result was that it was very expensive and would require additional university employees to administer.

6. Updates:
   a. From the Associated Students President:
      AS elections are underway and AS has 29 applicants this year.

      AS is offering a 2-hour Immigration and Customs Enforcement (ICE) training to anyone that would like to attend. The AS President asked what actions the university might take to assist students. The Executive Committee discussed. The CDO will host an event to raise awareness for students at the Undocumented Students Center. Faculty could be reminded that the university’s official position is to call the University Police Department. President Papazian will also look into what information is on the webpage and have it updated.

      AS has given out 281 book vouchers.

      AS has given Deferred Action for Childhood Arrivals (DACA) funds to 20 students.
b. From the CSU Statewide Senate:
The CSU Statewide Senate is discussing mental health, tenure-density, and shared governance issues. In addition, EO 1100 and 1110 and their implementation continue to be discussed.

c. From the Provost:
The search for the Dean of the College of Education should be completed in the next day or two. The search for the Dean of the College of Science is progressing.

The Provost has been working on developing a program for sharing tenured faculty across campus.

d. From the Chief Diversity Officer (CDO):
Intergroup Dialogues continue every Friday.

The CDO is participating in pre-tenure workshops.

SJSU received a grant for Faculty Diversity from the CSU.

The search for a Title IX Coordinator is progressing.

e. From the Vice President for Administration and Finance (VPAF):
An incident occurred at a fraternity house in which the members called the University Police Department (UPD). UPD interviewed the student and called his parents. The parents took the student for treatment. Social media got a hold of this information and added to it so that it evolved into a story about a potential shooting at Peanuts, but none of it was true.

f. From the Vice President for Student Affairs (VPSA):
The Student Success Symposium was a great success.

Winona LaDuke will be on campus tonight at 7 p.m. She was a Vice Presidential candidate and ran on the Green ticket.

This is Women’s History month.

Next month is LGBT Pride month as well as Asian-American Women’s month.
18,000 freshmen have been admitted.

Admitted Spartans Day is April 14, 2018.

7. Policy Committee Updates:
   a. From the Professional Standards Committee (PS):
      PS will be bringing the Academic Freedom policy to the Senate for a final
      reading at the April 9, 2018 meeting.

      PS is also working on a Professional Responsibility policy to be brought to
      the Senate at a later date.

      PS is researching bullying.

      PS will be bringing a policy on RTP guidelines.

   b. From the Organization and Government Committee (O&G):
      O&G will be bringing an amendment to the voting rights policy to the
      Senate at the April 9, 2018 meeting.

   c. From the Curriculum and Research Committee (C&R):
      C&R has been reviewing Marine Biology and the restructuring of
      Engineering degrees.

      C&R continues to collaborate on the 4+1 blended BS-to-MS degree and is
      discussing with the UCCD.

      C&R is also working on a referral regarding the chairs of thesis
      committees.

   d. From the Instruction and Student Affairs Committee (I&SA):
      I&SA is revisiting the question of policy S66-20 and trying to determine
      what should come first the Presidential Directive or the policy.

      I&SA is reviewing the registration policy regarding students repeating
      classes.
8. The meeting adjourned at 1:30 p.m.
<table>
<thead>
<tr>
<th>Committee</th>
<th>Last Name/First Name</th>
<th>Term</th>
<th>Phone</th>
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<tbody>
<tr>
<td>ADD:</td>
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<tr>
<td>Program Planning</td>
<td>Lee, Juneseok</td>
<td>2019</td>
<td>JUNESEOK LEE &lt;juneseok.lee@sj</td>
<td>M/ CoEng</td>
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<tr>
<td>Writing Requirements Committee</td>
<td>Wells, Pamela</td>
<td>2021</td>
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<td>CoB</td>
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<td>H&amp;A</td>
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<tr>
<td>Student Fairness Committee</td>
<td>Khalil, Malaak</td>
<td>2018</td>
<td><a href="mailto:malaak.khalil@sjsu.edu">malaak.khalil@sjsu.edu</a></td>
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<tr>
<td>ULB</td>
<td>Ramsour, Mariah</td>
<td>2018</td>
<td><a href="mailto:mariah.ramsour@gmail.com">mariah.ramsour@gmail.com</a></td>
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| REMOVE:                    |                      |      |                              |              |
| Student Fairness Committee | Castillo, Efrain     | 2018 |                              | Seat 2       |
| BOGS                       | Gonzales, Samantha   | 2018 |                              | Seat 1       |
| ADAPC                      | Woodhead, Erin       | 2020 |                              | Seat K       |
# GENERAL ELECTIONS
## 2019 Calendar

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Election Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday, January 31</td>
<td>Cover letter with instructions and petitions sent to all faculty. Petitions on line/attached.</td>
</tr>
<tr>
<td>Friday, February 22</td>
<td>Nominating petitions due in Senate Office (ADM 176).</td>
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<tr>
<td>Monday - Friday</td>
<td>Verification of petitions and preparation of online ballots.</td>
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<tr>
<td>February 25 – March 1</td>
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<tr>
<td>Monday, March 4</td>
<td>Ballots online and info sent to faculty via college deans or directly or via college deans’ offices electronically.</td>
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<tr>
<td>Friday, March 15</td>
<td>Online voting deadline 5 p.m.</td>
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<tr>
<td>Monday - Wednesday</td>
<td>Senate Administrator verifies appointment times for faculty that voted with College Deans’ Offices.</td>
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<tr>
<td>March 18 – March 20</td>
<td></td>
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<tr>
<td>Thursday - Friday</td>
<td>Final ballot count by the Senate AVC and Senate Administrator.</td>
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<tr>
<td>March 21 – March 22</td>
<td></td>
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<tr>
<td>Monday, March 25</td>
<td>Results reported to Academic Senate.</td>
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Approved: March 16, 2018
Committee on Committees

Approved: March 19, 2018
Executive Committee

Approved: Academic Senate
Policy Recommendation
Amendment A to S17-6
(Departmental Voting Rights)

Legislative History: This proposal would amend the policy on departmental voting rights by specifying proportional voting for faculty who have entered the Faculty Early Retirement Program (FERP) or Pre-Retirement Reduction in Time Base (PRTB) Program. In addition, this proposal would add language related to the timely reporting of the results of voting.

Whereas: The Senate recently approved proportional voting rights for faculty in retirement programs (F17-3; Selection and Review of Department Chairs and Directors), and

Whereas: It is important to have consistency across policies where feasible, and

Whereas: Timely communication related to the results of voting is important, therefore be it

Resolved That an addition to section 3 of S17-6 (Departmental Voting Rights) related to reporting of results be made and section 4.6 of S17-6 be modified as follows:

3.5 Results of departmental voting must be reported to the department and to other relevant stakeholders within ten working days after the close of the vote.

4.6 Faculty Early Retirement Program (FERP) and Pre-Retirement Reduction in Time Base (PRTB). Faculty participating in FERP or PRTB retain departmental voting rights proportional to their annualized appointment. They retain a full proportional vote, regardless of their academic assignment in a given semester, through the last semester of their teaching appointment.
Rationale: The change to 4.6 will bring FERP and PRTB departmental voting into alignment with the recently approved policy on the Selection and Review of Department Chairs and Directors as there is no reason for votes to differ under these policies. In addition, the departmental voting rights policy is silent on the issue of timely reporting yet the information in many instances is central to future decision making and actions ranging from curriculum to program requirements, and the department’s guidelines on departmental voting rights.
Policy Recommendation
Amends University Policies S99-8 and S99-9
Declaring our Support for Academic Freedom and
Establishing the Academic Freedom Committee

Resolved: That this policy be adopted effective immediately, with the Academic Freedom Committee to be established by the beginning of AY 2018-19.

Resolved: Section I of S99-8 shall be deleted (as it is incorporated here unchanged.) The title of S99-8 shall be changed from “Academic Freedom and Professional Responsibility” to “Professional Responsibility.”

Resolved: Throughout S99-9 the name of the “Board of Academic Freedom and Professional Responsibility” shall be changed to the “Board of Professional Responsibility.” Items 1, 2, and 3 of its charge (related to the education about Academic Freedom) will be deleted (as they are incorporated here.)

Rationale: Academic Freedom is at the heart of the success of the modern university, but in recent years faculty, students, and others have begun to lose touch with a fulsome understanding of this critical concept. The classic statements in defense of academic freedom were articulated at the start of the twentieth century by the American Association of University Professors (AAUP) in response to egregious acts in which faculty appointments, research programs, and curricular content were attacked or manipulated for political reasons. Faculty organized and fought hard to secure tenure and other protections, and by the 1950s they won a key court decision that eloquently summarized the need for academic freedom. “Teachers and students must always remain free to inquire, to study and to evaluate, to gain new maturity and understanding; otherwise our civilization will stagnate and die.”1 [Sweezy v. New Hampshire, 34 U.S. 234, 250 (1957)]

Today, however, many faculty and others are apt not to know much about the history of academic freedom, nor its legal status, nor its ultimate purpose. When the term is used it is sometimes perceived incorrectly as

an individual privilege rather than as a critically important tool for fulfilling the academy's scholarly and educational roles. Professional Standards believes it is the responsibility of each new generation of faculty to take on the challenge of renewing the community's understanding of academic freedom, and has crafted this policy recommendation to fulfill this task.

A generation ago, the Academic Senate combined the Academic Freedom Committee with a new board focused on professional ethics. The motivation was sound—to symbolize the deep interconnection of academic freedom to professional responsibility. We continue to agree with this principle, but experience has taught that the Board of Academic Freedom and Professional Responsibility (BAFPR) has not been a consistently effective committee. Its sweeping responsibilities, extended membership, and restricted qualifications have resulted in a committee that is rarely filled and which is torn between its educational and its quasi-judicial functions. As a result, the BAFPR has been the subject of review and reform by Professional Standards for 4 years, with numerous starts and stops and no resolution to the problems. After extensive consultation, Professional Standards is determined to solve this problem, and this policy recommendation is the first of two important steps.

This policy recommendation removes the educational functions centered on Academic Freedom from BAFPR and gives them to a new Academic Freedom Committee (AFC.) The AFC will be much smaller than the Board and its qualifications for membership less restrictive. (BAFPR consists solely of full Professors elected from each College.) By creating a smaller committee with a sharper focus, Professional Standards hopes to create a vibrant, active committee of experts that can engage in the continual education of the university on academic freedom issues, and provide useful and timely information to faculty, students, and administration when issues related to academic freedom arise.

Other features of this reform are to pull the eloquent AAUP derived statements on Academic Freedom and Tenure into this policy creating the Academic Freedom Committee, so that the AFC’s charge will be obviously connected to its structure. We have added a section on professional responsibility that underlines the interconnection between freedom and responsibility and links to the (retitled) Professional Responsibility policy.

The creation of the AFC will nevertheless leave another reform of the Board of Professional Responsibility to be taken up in a second stage. The most effective way to enforce our campus policy on professional responsibility, given the collective bargaining system and the growing
importance of legal codes operating within the academy, has yet to be
decided. The existing Board is advisory to Faculty Affairs and has had
mixed success over the years with this function. Furthermore, the
statement the statement of professional responsibility is itself in need of
revision after twenty years of legal developments. But Professional
Standards would like to see an effective and functioning AFC in place
while our work continues on the (now) separate professional responsibility
policy.

Approved: (April 2, 2018)

Vote: (8-0-0)

Present: (Chin, He, Marachi, Kauppila, McKee, White, Peter, Kimbarow)

Absent: (Donahue, Pyeon)

Financial Impact: There could be some modest travel costs associated with sending
members of the Academic Freedom committee to conferences.

Workload Impact: The creation of a new committee would represent more work,
although necessary work. This is somewhat obviated by the work that could be saved if
the committee’s actions prevent misunderstandings or incidents arising from disputes
over academic freedom.
1. Statement of Academic Freedom

1.1. In General

1.1.1. The primary mandates of a university—the discovery and dissemination of knowledge and understanding, are absolutely dependent upon academic and intellectual freedom. Freedom in research is fundamental to the advancement of truth. Freedom in teaching is fundamental for the protection of the rights of the student in learning and of the faculty\(^3\) in teaching.

1.1.2. San José State University has a responsibility to society to defend and to maintain these freedoms, and to ensure that those engaged in academic pursuits can effectively execute their responsibilities. SJSU faculty must remain free of the forces of special interests and political interference if they are to fulfill society's expectations and their educational responsibilities.

1.2. Academic Freedom as it Relates to Tenure

1.2.1. Tenure constitutes the procedural safeguard of academic freedom and individual responsibility and, as such, is essential for the maintenance of intellectual liberty and high standards in education and in scholarship. It is the means by which university faculty members are protected against personal malice or political coercion, and by which it is ensured that those who, following rigorous evaluation, secure continuing employment, can be dismissed only on professional grounds according to due process.

1.2.2. Historically, the indispensability of academic tenure to academic freedom in universities throughout the world has been proven by events in situations where tenure has not existed. We must not forget the lessons of the past but must work to insure that SJSU continues to fulfill the educational needs of a free society.

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\(^2\) Derived from the *International Statement on Academic Freedom and Tenure*, 1984. Signatories include the American Association of University Professors, the American Federation of Teachers, the National Education Association, and similar groups from the United Kingdom, New Zealand, Canada, Australia, Ireland, and France. Section 1 is unchanged from S99-8 and previously from S93-12.

\(^3\) The faculty of the university include all those who engage in scholarly activities and/or those who directly or indirectly participate in instructional activity. Thus faculty members include professors, lecturers, teaching assistants, research assistants, coaches, counselors, librarians, and all those faculty employees under Unit 3.
1.3. Academic Freedom as it Relates to Professional Responsibility

1.3.1. Professional responsibility is the natural complement of the academic freedom essential to the university’s mission. Through their responsible professional conduct, faculty members promote and protect academic freedom. Since faculty members belong to a profession with the rights of self-government, they also have the obligation to establish standards of professional conduct and procedures to enforce them. These standards are set in the SJSU Statement of Professional Responsibility.4

1.3.2. Academic freedom is a privilege granted to faculty in return for their obligation to serve the public good, which they do through the advancement of scholarship, the search for truth, and the higher education of our communities. We agree with the AAUP 1915 Declaration that “not only that the profession will earnestly guard those liberties without which it cannot rightly render its distinctive and indispensable service to society, but also that it will with equal earnestness seek to maintain such standards of professional character, and of scientific integrity and competency, as shall make it a fit instrument for that service.”5

2. The Academic Freedom Committee is established as a Special Agency.

2.1. Charge of the Academic Freedom Committee (AFC):

2.1.1. AFC shall monitor the state of academic freedom and shall serve as an advisory body on issues arising from the application of academic freedom on our campus.

2.1.2. AFC shall engage in the continual education of the university on academic freedom issues. To do so, AFC shall familiarize itself with policies, laws, court decisions, and current events concerning academic freedom. As part of this function it shall maintain contact (and membership if possible) with the American Association of University Professors (AAUP) and familiarize itself with relevant AAUP publications. Members of AFC should attend AAUP conferences on academic freedom when possible.

2.1.3. AFC shall work in concert with the Center for Faculty Development to educate and orient new faculty on academic freedom issues, by attending and presenting at events such as faculty orientations.

4 S99-8 at the time of this policy recommendation
5 American Association of University Professors, 1915 Declaration of Principles on Academic Freedom and Academic Tenure.
2.1.4. AFC shall educate all constituencies of the San Jose State Community on our own policies on academic freedom. It shall host at least one academic freedom forum each year, on a topic related to academic freedom and designed to stimulate interest in academic freedom.

3. Organization of the AFC

3.1. Membership

3.1.1. Three faculty members, two of whom must be (or have previously been) tenured, chosen university-wide for their expertise and/or interest in academic freedom issues. One of the three faculty may be from among our emeriti faculty. One of the three faculty may be a lecturer or a probationary faculty member. These faculty will serve 2 years terms and may be renewed twice (for a total of six years) before rotating off the committee for a minimum of one term.

3.1.2. One student.

3.1.3. One administrator.

3.2. Chair. Each year the AFC shall choose its own Chair from among the tenured (or previously tenured) faculty members of the committee.

3.3. Reporting.

3.3.1. If the AFC has suggestions for policy changes it shall report them to the Professional Standards Committee of the Academic Senate.

3.3.2. The Chair of the AFC shall be permitted to address the Professional Standards Committee and the Academic Senate to report on issues relating to academic freedom.

3.4. Selection

3.4.1. All candidates for membership shall submit statements discussing their expertise and/or interest in academic freedom issues, and (if faculty) a curriculum vitae.

3.4.2. Faculty candidates for membership shall be screened by the Executive Committee and approved by the Senate.

3.4.3. The Administrative representative shall be designated by the President after consultation with the Executive Committee.

3.4.4. The student representative shall be designated by Associated Students after consultation with the Executive Committee.
POLICY RECOMMENDATION

Amendment A to F81-7
“Appointment Procedures for Grant-Related Instructional Faculty of Exceptional Merit” (GRIF)

Resolved: That F81-7 be amended with the revisions shown, effective immediately.

Rationale: F81-7 is our campus policy regulating the appointment of a very small number of faculty who are appointed with annual salary supplements above that of the CSU/CFA contract. There are at present only 2 such faculty at SJSU. The number of these faculty are limited to 100 system wide, and the size of their supplementary salary is currently limited to 5-35% of their normal salary. The supplements are paid by non-state dollars, including grants, gifts, or foundation resources, and are designed “to permit campuses to appoint individuals of regional and national professional stature.” These have become known as Grant-Related Instructional Faculty (GRIF.)

This program is nearly 40 years old and is currently regulated by CSU coded memorandum HR 2005-37. The coded memo requires that campuses create their own procedures for the selection of GRIF faculty, and F81-7 is our campus’s document to comply with this system requirement.

Some of the parameters have changed since our campus policy was first approved in 1981, such as the change from 25% to 35% for the maximum supplementary salary. These amendments are designed to bring our policy into compliance with the current coded memo, and to make it less likely that it will need to be amended in the future as new coded memos are released. We have, for example, removed the specific reference to the size of the award since it has changed and since the procedures should apply even if it were to change again.

In drafting these amendments, Professional Standards was loathe to become too specific about the process for appointment or renewal given that the policy concerns such a tiny number of cases. Instead, both the old and the revised policy rely upon the relevant actors to develop procedures as they go, within certain broad boundary lines. While faculty committees must be involved in approval, the policy is deliberately silent about which committees they will be—whether an existing personnel committee or a specially appointed committee. The nitty gritty details are primarily left to the Provost, as they are now.

Approved: February 19, 2018
Vote: 9-0-0
Present: Chin, He, Marachi, Kauppila, McKee, White, Peter, Donahue, Kimbarow
Absent: Pyeon, McKee
Financial Impact: None.
Workload Impact: None.
1. Definition and Minimum Qualifications for Grant-Related Instructional Faculty (GRIF)

1.1. As a result of action taken by the CSU Board of Trustees, instructional faculty members meeting specified criteria may be appointed with additional compensation from grants, individual gifts or bequests, or foundation allocations at a 5-25% differential above the salary for their regular rank and step. In addition to the education and experience normally required for the academic rank to which they are to be appointed, the criteria are that the candidates have exceptional professional merit in scholarship and teaching as evidenced by regional or national recognition.

1.2. CSU coded memo (HR 2005-37 at the time of this policy recommendation, or its successor memo if subsequently changed) FSA 75-55 further describes these classes appointments and should be referenced whenever making a GRIF appointment. The most important provisions of the coded memo include the following:

1.2.1. Each appointment is to be made. Each appointment to one or the other class is to be made, as appropriate, for an academic year or 12 month period only, subject to additional appointments by the president after faculty consultation and within funding limits. The limits of the grant support.

1.2.2. No tenure accrual or salary rights attach to a GRIF appointment either class separate from the tenure rights and salary normally accruing from regular full-time faculty appointment. Appointment to either class does not constitute a promotion; nor does termination of an appointment without renewal constitute a demotion.

1.3. Qualifications. Candidates recommended for GRIF designation should be of "regional or national professional stature" and should be of "exceptional merit." Particular qualifications for positions shall be identified either by the fund grantor, subject to the approval of the appropriate department, college, or university committees and administrators, or by consultation among the appropriate committees and administrators.

2. Appointment Procedures.

2.1. GRIF faculty must first be appointed using university procedures for the recruitment and selection of faculty (S15-6 at the time of this policy recommendation or its successor policy.) No appointment may be made without the recommendation of the appropriate faculty committee(s) and administrator(s) in the unit to which the appointment is made, and without the approval of the Provost and the President.

2.2. Designation of a new or existing faculty position as a GRIF position shall be subject to the review of an appropriate faculty committee, with final approval from the Provost and the President.
2.3. **Specific selection procedures.** Procedures for selection of recipients of particular grants shall be developed by a process of consultation between the fund grantor and the relevant committees and administrators. Procedures will necessarily vary because of differences in the nature and terms of funding arrangements, but should include specific provisions relating to recruitment of candidates (whether by national search; nomination by grantor, university faculty, university administrators, etc.) and the final selection.

2.4. Renewal of a GRIF designation in subsequent years may be expedited according to procedures determined by the Provost, but shall require annual review by an appropriate faculty committee.

## II. Appointment Procedures.

Appointment procedures for these classes shall be developed as follows:

1. Particular qualifications for positions shall be identified either by the fund grantor, subject to the approval of the appropriate department, school, or university committees and administrators, or by consultation among the appropriate committees and administrators. Normally, department recruitment committees, school policy committees, department chairs, and school deans should be consulted, with final approval from the Academic Vice President and the President.

2. Procedures for selection of recipients of particular grants shall be developed by a similar process of consultation. Procedures will necessarily vary because of differences in the nature and terms of funding arrangements, but should include specific provisions relating to recruitment of candidates (whether by national affirmative action search; nomination by grantor, university faculty, university administrators, etc.) and the final selection. Whenever possible, normal university procedures for the recruitment and selection of faculty should be used. No appointment may be made without the recommendation of the appropriate faculty committee(s) and administrator(s) in the unit to which the appointment is made, and without the approval of the Academic Vice President and the President.
Policy Recommendation
Rescinds S66-11, College Reports to Selective Service Boards

Whereas, The Selective Service System does not currently classify registrants, and
Whereas, The Selective Service System does not have criteria regarding a reporting mechanism or required information to be reported; therefore, be it

Resolved: That S66-11 be rescinded.

Rationale:
The current policy is out of date. Given the lack of guidance on the Selective Service System Website regarding a reporting mechanism or standards for classifying registrants, there is insufficient information available to replace S66-11 with a revised policy.

Approved: February 19, 2018
Vote: 12-0-0
Present: Busick, Gill, Grindstaff, Khan, Manzo, Nash, Ng, Sen, Simpson, Sullivan-Green, Trousdale, Walters, Wilson, Yao
Financial impact: None
Workload impact: None
POLICY RECOMMENDATION
Rescind F83-10 Entry-Level Mathematics (ELM) Examination; Sanctions; Probation

Rationale: Executive Order 1110, issued by the Chancellor on August 2, 2017, discontinued, with immediate effect, the offering of the English Placement Test (EPT) and the Entry-Level Mathematics (ELM) Test. SJSU Policy F83-10 stipulates that students who are required to take the ELM test must do so during their first semester of enrollment. This requirement conflicts with EO 1110.

Whereas: Executive Order 1110 discontinued the offering of the English Placement Test (EPT) and the Entry-Level Mathematics (ELM) Test effective August 2, 2017, and

Whereas: F83-10 stipulates that students who are required to take the ELM test must do so during their first semester of enrollment, therefore be it

Resolved: that F83-10 be rescinded.

Approved: March 5, 2018
Vote: 13-0-0
Present: Bacich, Buzanski, Cargill, Chung, Jensen, Heil, Matoush, Stacks, Rodan, Trulio, Schultz-Krohn, Anagnos, De Guzman
Absent: None
Workload Impact: None
Financial Impact: None
SAN JOSE STATE UNIVERSITY

Academic Senate
Curriculum and Research Committee
April 9, 2018
First Reading

POLICY RECOMMENDATION
Rescind S80-9 Resource Analysis Required for Curricular Proposals

Legislative History: S80-9 outlined the specific forms to be used for curricular proposals and directed new courses to use a specific proposal form.

Whereas:  Curricular proposals are typically initiated at the department/school, and
Whereas:  Budget and resources are handled at the college level, and
Whereas:  The Office of Graduate and Undergraduate Programs provides information regarding the required elements to be included in a course proposal, and
Whereas:  S80-9 designated that specific forms be used for course proposals that are no longer used in practice; therefore be it

Resolved: that S80-9 be rescinded.

Approved: 3-7-2018
Vote: 11-0-0
Present: Anagnos, Bacich, Cargill, Chung, De Guzman, Heil, Jensen, Matoush, Rodan, Schultz-Krohn, Stacks
Absent: Buzanski, Trulio
Workload Impact: None anticipated
Financial Impact: None anticipated
Policy Recommendation
Amendment A to S13-6 (Campus Awards)
To Provide for System Award Nominations

Resolved: That S13-6 be amended as shown by the strikeout and underline of the attached. (The referral and supporting documents are attached for information but will not become part of policy.)

Rationale: Professional Standards received referral PS-F17-2, requesting that we examine the procedures for determining the nominees for the CSU-wide Wang Family Award and possibly codify them in policy. The Wang Family Awards are the most prestigious awards in the CSU. They are described in their current form in the attachment.

For many years the campus has determined our nominees for the Wang awards in a somewhat ad hoc way. In fact, the process has been reinvented from time to time as Senate Chairs and Presidents come and go. For example, the Senate Office found a memo from Spring 2000 outlining a set of internal procedures, but this memo had been lost over the years (see attachment.) Further complicating matters, the Wang awards have changed several times—both their criteria, their categories, timelines, etc. As a result, the nomination process has sometimes been rushed. Professional Standards is committed to a policy that assures that the President will receive the strongest possible pool of faculty nominees each year.

Professional Standards confronted a common policy-making dilemma: how can we provide for a rational process without creating language that is so specific that it rapidly becomes inflexible or obsolete? We responded in the following way:

• We have crafted flexible language that allows the President and the Chair of the Senate to create committees and processes as needed.
• We kept mention of the Wang awards and all specifics about timelines and categories out of the language, so that the same flexible process could be used even if the awards change, or if new system awards require nominations.
We record this language in the campus awards policy, where it plausible fits and where it will not be misplaced.

We harness, when possible, synchronicity between the campus awards process and recipients to assist the nominations for system awards or the construction of system award committees.

In addition to the amendments designed to address the need for system award nominations, Professional Standards recommends several minor editorial amendments designed to update the awards policy. For example, since 2013 we have adopted a new RTP policy and the term “academic assignment” is becoming less useful and well understood since we now have separate categories for teaching and service. This term was replaced in the Outstanding Professor section with “teaching and service to students.” Similarly, we have more prominently highlighted the requirement for tenure for several of the awards—they have always required tenure but this was buried in the fine print, leading to some confusion.

Approved: (March 5, 2018)

Vote: (10-0-0)

Present: (Chin, He, Marachi, Kauppila, McKee, White, Peter, Donahue, Pyeon, Kimbarow)

Absent: (none)

Financial Impact: None.

Workload Impact: There will be no more workload than currently exists, and having an agreed upon process may reduce workload by preventing the reinvention of the wheel on an annual basis.
I. Purpose

The purpose of the Outstanding Professor, President’s Scholar, Distinguished Service Award, and the Outstanding Lecturer Awards is to recognize faculty members who have excelled in the areas of teaching and advising, scholarship or creative activity, service to the university or profession, and a lecturer’s excellence in teaching effectiveness and service, respectively. The recipients of these awards are those individuals who have continued exceptional performance in these areas.

This policy provides the eligibility for the four faculty awards, the nomination and selection processes and the criteria for each award.

This policy also provides a process for nominating faculty from SJSU for system based awards.

II. Information Relevant for All Four Campus Awards

A. Eligibility

1. To be eligible for any of the four faculty awards, an individual must:

   a. Be a Unit 3 faculty member; and

   b. Not be part of the Management Personnel Plan (MPP status) either when nominated or selected; and

   c. Not be retired (although retirement during the academic year does not forfeit eligibility for that year). A previously tenured faculty who has relinquished tenure to participate in an early retirement program (e.g. FERP) will be eligible during the first year of the retirement program. He or she will be regarded for this policy as retaining the academic rank held prior to the early retirement; and

   d. Not have been awarded the particular award previously.

2. Additional requirements for particular awards:

   a. For the President’s Scholar award, nominees must have attained the rank of Professor.
b. For the Outstanding Lecturer Award, a lecturer must have been at SJSU for at least six semesters.
c. For the President’s Scholar award, the Outstanding Professor Award, and the Distinguished Service award, nominees must have earned tenure at San Jose State University.

B. Nomination Process

1. A Calendar organizing the deadlines for campus awards all parts of the process shall be created by mutual consent of the President and the Executive Committee of the Academic Senate. This Calendar will be distributed with the annual announcement and instructions for nominations. If the President and Executive Committee do not act, the default dates will be as follows:
   a. Awards and calendar to be announced and publicized no later than October 1.
   b. Nominations are due by October 31 (if that date falls on the weekend, then the due date will be the following Monday).
   c. Selection committees will be formed no later than October 31.
   d. Committee recommendations shall be delivered to the President no later than March 1.
   e. The President will announce the awards no later than April 1.

2. The Senate Office and President’s Office will work together to coordinate the sending of a notice to the entire campus community soliciting nominations for each of the four awards. A single announcement will be used for all four awards. That announcement will include the above eligibility factors, and refer people to this policy for a description of each award (with the web location provided in the letter). A single nomination form (see the Appendix of this policy) will be used for each award and be attached to the memo distributed to the campus community. Nominations are to be accompanied by an up-to-1500-word letter stating the reasons for nominating the faculty member and describing the accomplishments of the nominee as appropriate to the award criteria.

3. Nominations may come from any source including self-nominations. Deans should publicize the awards within their colleges and encourage nominations for all four awards from all sources.

4. It shall be the responsibility of the Administrative Chair of each committee to arrange for unsuccessful nominations and their supporting materials to be retained for three years. Nominations will remain active for consideration for three years, with nominees given
the option of submitting additional or revised materials with each annual cycle. After three years the nominee's materials will be discarded and a new set of materials would be required if the candidate is nominated again.

C. Selection Process

1. Separate selection committees will be formed annually for each award. The members of each selection committee are described at Sections III, IV, and V and VI of this policy. The Executive Committee of the Senate will work with the President in forming each of the four three committees. In this selection process, effort should be made to ensure that at least one member also served on the selection committee in the prior year in order to provide continuity for the committees. In addition, the Executive Committee and the President should strive for broad representation of the colleges.

2. Each selection committee will review the nominations to select the nominees for whom further information is desired. The selection committee will determine the type of information needed to make its selection, but such information at a minimum will include the nominee’s curriculum vitae and self-verification of their eligibility (as described in section II.A. of this policy). The selection committees will set their own process and schedule for receiving and reviewing information, but must forward their recommendations to the President by the date established by the annual awards calendar.

3. General guidelines for the selection committees are provided in Section VII of this policy.

D. Role of the Academic Senate and the President

1. The Academic Senate Office and the President’s Office will work together in notifying the campus community of the request for nominations. The Senate Office will receive the nominations and ensure that they are delivered to the chairs of each selection committee. The Senate Office will also assist each committee in corresponding with nominees.

2. The Senate Executive Committee will work with the President to select the members of each selection committee as described in Sections III, IV, and V of this policy.
3. The President will select the recipient of each award from a list of three unranked faculty selected by the selection committees.

4. The President’s Office is responsible for notifying the award recipients, and for funding and arranging for the issuance of the awards.

5. Confidentiality of all information will be maintained at all times.

E. Form of Award

At a minimum, each award recipient will receive a plaque, a monetary award, and recognition at graduation and another event selected by the President in consultation with the Senate Executive Committee.

III. Outstanding Professor Award

A. Purpose of the Award

To recognize a tenured faculty member for overall excellence in teaching and service to students.

B. Criteria

In evaluating candidates for this award, consideration should be given to the criteria listed below. There is no set-weighting requirement, but it is highly recommended that the recipient have accomplishments in each of the broad criteria categories set out below.

1. Teaching Excellence

   a. Evidence of teaching excellence exists as demonstrated through SOTE scores, other student evaluations, peer evaluations, external reviews, etc.

   b. Teaches a variety of courses.

   c. Participates in professional and scholarly activities that enhance teaching ability and currency in the discipline.

   d. Serves as a mentor to other educational professionals.

2. Commitment to Students
b. Participates in student orientation and advisement activities.

c. Mentors students regarding career and graduate school considerations.

d. Engages in service to the campus and/or profession that benefits students.

C. Selection Committee

The Selection Committee shall consist of three prior recipients of the award, one student, and one administrator. All shall be voting members of the committee. The administrator shall serve as chair of the committee.

IV. President’s Scholar Award

A. Purpose of the Award

To recognize a faculty member who has achieved widespread recognition based on the quality of scholarship, performances, or creative activities.

B. Criteria

In evaluating candidates for this award, consideration should be given to the nominee’s history of scholarship and creative activities, recognition of outstanding achievements by peers, and importance of the work to the discipline and beyond. These criteria may only be changed with consultation and approval of the President.

C. Selection Committee

The Selection Committee shall consist of four prior recipients of the award and one administrator. All shall be voting members of the committee. The administrator shall serve as chair of the committee.

V. Distinguished Service Award

A. Purpose of the Award
To recognize a tenured faculty member for exemplary service in a leadership capacity to the University and/or the community or profession, that brings credit to San José State University.

B. Criteria

In evaluating candidates for this award, consideration should be given to the criteria listed below. There is no set-weighting requirement, but it is highly recommended that the recipient have accomplishments in all three broad criteria categories set out below.

In addition to the criteria described below, eligibility for this award requires that the faculty member have a consistent record of service at the department, college, and/or university levels.

1. Contribution to the SJSU Mission

   a. The faculty member’s contribution falls within one or more types of service to the campus. Examples of service include, but are not limited to, contributions through committee work; student outreach and retention; application of expertise to benefit the University and its community through participation in university and community organizations, professional associations, Academic Senate and other governance bodies, California Faculty Association, and appropriate governmental boards and commissions; advancement of public support for the University; and lectures and seminars to community groups.

   b. The faculty member’s service provides a meaningful benefit to the campus.

   c. The faculty member is able to involve members of the SJSU community in the service activity.

2. Significant Contribution

   a. The faculty member’s service has a significant effect on the campus, professional or broader communities.

   b. The faculty member’s service demonstrates leadership and initiative.

3. On-Going Commitment
a. The faculty member has made a consistent contribution of service.

b. The faculty member's service record represents multiple years of commitment.

C. Selection Committee

The Selection Committee shall consist of three prior recipients of the award, an administrator and a member of the community. All shall be voting members of the committee. The administrator shall serve as chair of the committee.

VI. Outstanding Lecturer Award

A. Purpose

To recognize a lecturer for excellence in teaching effectiveness and service to the San José State University campus community.

B. Criteria

In evaluating candidates for this award, consideration should be given to the guidelines listed below. The recipient must demonstrate excellence in facilitating student learning (category 1), and should also demonstrate significant contributions in one or both of the remaining categories (categories 2 and 3.)

1. Excellence in Facilitating Student Learning – which might be evidenced by:

a. SOTE scores, other student evaluations, peer evaluations, external reviews, etc.

b. Teaching or providing assistance for a variety of courses.

c. Teaching a course designed by them at the request of their department or college.

d. Playing a key role in the design of: curriculum, tutorials, learning objectives, assessment procedures, lab set up or operations, or a departmental, college or university project or initiative

e. Serving as a mentor to other educational professionals.

2. Commitment to Students – which might be evidenced by:
a. Advising students through student organizations and/or other projects.

b. Participating in student orientation and advisement activities.

c. Mentoring students regarding career and graduate school considerations.

d. Engaging in service to the campus and/or profession that benefits students.

3. Contributions Beyond Teaching – which might be evidenced by consistency of:

a. Service on university, college and/or department committees or projects that provide a meaningful benefit to the campus.

b. Service to the campus or profession that demonstrates leadership and initiative.

c. High quality scholarship, performances, or creative activities.

C. Selection Committee

The Selection Committee shall consist of three prior recipients of the award, one student, and one administrator. All shall be voting members of the committee. The administrator shall serve as chair of the committee.

VII. General Guidelines for Selection Committees

A. General Guidance

The selection committees have latitude in many aspects of their operation, from setting their meeting schedule to the approach for evaluating nominees within the criteria set out in this policy.

B. Reminders for each Selection Committee:

1. Establish a schedule that will allow sufficient time for nominations to be reviewed, eligibility verified, determination by the committee of the type of documentation to be prepared by nominees, nominees’ preparation of the required documentation, and review of the nominee materials. The committee needs to forward the names of the top three nominees
(unranked) to the President by the date established by the President in conjunction with each committee chair but no later than March 1.

2. The Office of Faculty Affairs can assist the committee if it needs to verify the eligibility of any nominee.

3. If the committee determines that the number of nominees is greater than the number who should be asked for further documentation, a "first cut" should be made based on the nominating letters. If the committee determines that an insufficient number of nominations have been made, it should consult with the Chair of the Senate about sending out another request for nominations.

4. Decide what additional documentation should be requested from nominees, such as letters of recommendation or a personal statement. At a minimum, nominees are to submit a curriculum vitae. A discussion of the purpose of the award and the criteria (as set out in this policy) should help the committee in deciding upon the documentation to request.

5. Decide upon an approach for reviewing the nomination letters and the information provided by nominees, and for selecting the top three nominees.

6. After the top three nominees have been selected, a summary of the significant qualifications of each should be forwarded to the President’s Office along with the nominating letters and information provided by each of the three nominees. The three nominees submitted to the President should be unranked. If the committee determines there are fewer than three qualified candidates, then fewer than three nominees should be forwarded. If the committee determines that there is no qualified candidate, then no names should be forwarded and the award not given in that year.

7. The committee chair should arrange for mailing of letters to nominees to request additional information, as well as thank you letters upon completion of the process. The President’s Office will also send a congratulatory letter to the recipient of the award, and optionally, to the other two finalists.

8. Committee members are to maintain confidentiality of the nominee names, documentation, and evaluation comments.

**VIII. System Awards.**
A. Purpose. From time to time the CSU requests faculty nominees for various system-wide awards (e.g., the Wang awards.) Sometimes these requests arrive with short timelines. This section (VIII) of policy is intended to provide a means for SJSU to nominate faculty candidates of excellence for system awards while retaining the flexibility to adapt to new awards, sudden timelines, or changes in criteria.

B. Announcement. When nominations of faculty for a system wide award are requested, the Chair of the Senate or the President shall announce the award and procedures for application to the campus in a timely manner.

C. Committee(s). The Chair of the Senate shall organize one or more special screening committees (as needed) to provide the President with nominations. The committee or committees shall parallel the general structure of campus awards committees and each shall

   i. be chaired by an administrator appointed by the President;

   ii. be joined by three prior recipients of campus or system based awards, with the provision that no committee members may be candidates for the current award;

   iii. the members should, so far as is possible be selected for their expertise or achievements in the area(s) covered by the system award.

D. The nominating committee will consider any applications or nominations that emerge from an open call. In addition, when criteria for a system award parallel those of an internal SJSU award, the committee shall review among the pool of potential nominees the last three SJSU awardees in the similar category.

E. The Committee is encouraged to follow the standard procedures for the other campus awards as much as possible within the limits of the particular system-wide award, and should provide the President with three unranked choices from among the candidates, along with a summary of their qualifications.
Appendix

Nomination Form for Outstanding Professor, President’s Scholar, Distinguished Service Award, and Outstanding Lecturer Award

Instructions:

• Before completing this form, please read the eligibility criteria for each award outlined in UP S00-9 available at http://www.sjsu.edu/senate/policies/pol_chron/index.

• Please use a separate form for each nominee.

• In addition to submitting this nomination form, you must also submit (at the same time) an up-to-1500-word letter stating the reasons for nominating the faculty member and describing the accomplishments of the nominee as appropriate to the award criteria.

• Submit this nomination form, with your letter attached, to the Academic Senate Office (ADM 176 or zip 0024) by October 31.

To: Academic Senate Office (ADM 176) 0024

From: ______________________________________ Phone: ____________________

Subject: Nominations for Faculty Award

I would like to nominate the following tenured faculty member for (check only one):

___ Outstanding Professor Award

___ President’s Scholar Award

___ Distinguished Service Award

___ Outstanding Lecturer Award

NOMINEE’S NAME: ______________________________________

NOMINEE’S DEPARTMENT: ________________________________
Rescind University Policy S09-5 - Priority Registration

Legislative History: S97-1 set the order for priority registration. S97-1 was amended by S09-5. S97-1 has been rescinded and the order for priority registration is now addressed in F17-4.

Whereas: S09-5 amended S97-1, and

Whereas: S97-1 set the order for priority registration, and

Whereas: the order for priority registration is now defined in F17-4, therefore be it

Resolved: that S09-5 be rescinded.

Approved: 4-2-2018
Vote: 13-0-0
Present: Anagnos, Bacich, Buzanski, Cargill, Chung, De Guzman, Heil, Jensen, Matoush, Rodan, Schultz-Krohn, Stacks, Trulio
Absent: None
Workload Impact: None anticipated
Financial Impact: None anticipated
Sense of the Senate Resolution

To Support Open Access Publishing and Promote the Retention of Author Rights Among SJSU Faculty

Whereas: Open access publishing and archiving is a critical component to the long-term viability and sustainability of scholarly discourse; and
Whereas: Freely accessible scholarship benefits the academy and society at large; and
Whereas: Open access increases networking among scholars with the likelihood that SJSU scholarship is more easily discoverable and used by others; and
Whereas: Open access increases the visibility of scholars' research and thus enhances the University's reputation; and
Whereas: Open access attempts to offset the sharply rising journal and database costs incurred by libraries; and
Whereas: Open access enhances the broad dissemination of scholarly work and is consistent with federal agency requirements for public access findings; and

8 https://obamawhitehouse.archives.gov/blog/2013/02/22/expanding-public-access-results-federally-funded-research
Whereas: Open access contributes to global information sharing, including developing countries that do not have access to expensive databases or journal subscriptions; and

Whereas: Open access increases author flexibility to manage works after publication via increased retention of author rights; and

Whereas: SJSU Library staff already facilitate deposit of faculty publications in SJSU ScholarWorks, the SJSU digital repository, with minimal time investment by faculty; therefore so be it

Resolved: That the Academic Senate of SJSU encourages SJSU faculty to continue seeking high quality and rigorous peer-reviewed journals to publish their scholarly work that are broadly recognized by scholarly communities as suitable to meet the standards of promotion and tenure, and be it

Resolved: That retention, tenure, and promotion committees consider faculty work published in open access and controlled access venues as equivalent, while using discipline-specific criteria to evaluate quality, value, and impact; and be it

Resolved: That SJSU faculty become aware of current open access options:
  a. Green Access - Journals that allow for self-archiving of pre- or post-prints in repositories
  b. Gold - Journals that are fully open access
  c. Hybrid - Journals that contain a mix of traditional subscription articles alongside open access articles, and be it

Resolved: That SJSU faculty seek to retain as many rights as they can during the publishing process to ensure greater control over the potential for academic and public access to the research (see SPARC Author Addendum), including retaining rights to deposit pre- or post-prints into ScholarWorks, the campus institutional repository, and be it

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10 https://sparcopen.org/our-work/author-rights/
11 http://scholarworks.sjsu.edu/
12 http://www.sherpa.ac.uk/romeo/browse.php?colour=green&fIDnum=&mode=simple&la=en&letter=all
13 https://doaj.org/
Resolved: That the Academic Senate of SJSU encourages the Chancellor’s Office to consider a University of California (UC)-style Open Access policy that ensures equitable and open access dissemination of faculty scholarship.

Approved: Monday, April 2, 2018
Vote: 7-0-0
Present: Bodart, Gaylle, Khavul, Sasikumar, Smith, Taylor, Tian, Elliott (non-voting)
Absent: Megwalu, Borchard, Villena, Villanueva, Kim, Cabrera, Lee
Financial Impact: None
Workload Impact: None
Policy Recommendation
Alcohol and Drug Abuse Prevention Committee

Legislative History: This proposal would supersede previous policies related to the current special agency: Alcohol and Drug Abuse Prevention (ADAP) Committee. The originating policy related to this committee (S89-9, Substance Abuse Committee) was amended by S92-11 (Alcohol and Drug Abuse Prevention Committee) and subsequently rescinded by S96-12 (Alcohol and Drug Abuse Prevention Committee). S01-2 (Alcohol and Drug Abuse Prevention Committee) rescinded S96-12 and was modified by F01-1 (Alcohol and Drug Abuse Prevention Committee Composition).

Whereas: The Alcohol and Drug Abuse Prevention Committee has proposed changes to its charge and membership, and

Whereas: SJSU’s attention to issues surrounding health and wellness highlights the importance of providing the campus with a resource that can support and facilitate efforts to provide education and support services in the areas of alcohol and substance abuse, and

Whereas: A special agency is particularly well suited to service that brings together knowledgeable individuals who can inform the work of the committee as well as convey information to their respective programs, and

Whereas: Members with expertise and direct engagement with campus programs and initiatives in the areas of alcohol and substance abuse are needed for effective outreach and communication, therefore be it

Resolved: That S01-2 and F01-1 be rescinded and replaced by the following proposal regarding the charge and membership of a special agency called the Alcohol and Drug Abuse Prevention Committee.

Rationale: The interest from the current ADAP committee in taking on a more active and engaged role is welcome and should be supported. The reflection and subsequent proposal are what O&G hoped to nurture with its call to all committee chairs to review their charge and membership this semester. One of the keys to the group’s ability to
achieve the work outlined in its charge is to have members include those directly involved in health/wellness programs, initiatives, education, and services.

Approved: 4/2/18
Vote: 8-0-0
Present: Bailey, French, Grosvenor, Hart, Norman, Ormsbee, Higgins, Shifflett
Absent: Curry, Rajkovic, Ramasubramanian
Financial Impact: None
Workload Impact: None
Alcohol and Drug Abuse Prevention Committee

The Alcohol and Substance Abuse Prevention Committee (ADAP) will be a special agency able to assist with identifying challenges, serve as an advisory resource to the campus community, and communicate information across the campus related to alcohol and substance abuse prevention and intervention activities, programs, and policies. In addition, this committee will serve as a resource to enhance the campus community’s understanding of issues pertaining to alcohol and substance abuse; develop a broad and deep understanding of these issues at all levels in order to identify and analyze problem areas and propose solutions; and provide advice to the President and campus programs as needed.

1. Charge

ADAP serves as a campus resource and advisory group to the University President. The committee will help in facilitating educational awareness and communication on the topics of alcohol and substance abuse, intervention and prevention through various engagement and outreach activities and events for the SJSU campus and community at large.

ADAP will identify and assist in promoting current and relevant university policies, Presidential Directives, best practices, and research-informed practices in its committee, coordination, and collaboration efforts.

ADAP will collaborate with various departments and divisions at SJSU and greater community to utilize the expertise available around the topics of alcohol and substance abuse, intervention and prevention.

2. Membership

Director, Wellness and Health Promotion (EXO)
Director, Student Conduct & Ethical Development (EXO)
Director, Counseling & Psychological Services (EXO)
Chief of Police or Designee (EXO)
Residential Life Coordinator (selected by Director, University Housing) (EXO)
Student Involvement; Student Engagement Coordinator NPHC, USFC (EXO)
Senior Associate AD for Academics and Student Services/SWA (EXO)
2 Faculty-at-large (1 preferably from a health-related discipline)
1 Staff-at-large (non MPP)
AS Director of programming affairs (EXO)
2.1 Recruitment and Appointment of Members

Members (other than ex-officio) serve a 3-year term which is renewable for one additional 3-year term. When filling initial appointments, the Associate Vice Chair of the Senate will stagger the terms of non ex-officio seats. Student members serve a 1-year term and can be re-appointed. Solicitation of applications to serve on the Alcohol and Drug Abuse Prevention Committee (ADAP) will be made through the normal Committee on Committees process for the seats designated for faculty, staff, and student members and will include a brief statement from each applicant regarding their interest and experience in the areas of ADAP’s work. When multiple applications are submitted for a seat, the Executive Committee of the Academic Senate will select individuals to serve. In considering applicants, attention should focus on the person’s expertise/experience in areas related to the committee’s work.

The co-chairs (1 faculty; 1 administrator) shall be appointed by the President in consultation with the Senate’s executive committee.

2.2 Interim Appointments.

When a seat will be vacant for no more than 1 semester (e.g., sabbatical/leave) an interim appointment can be made following normal Committee on Committee processes. Any seat that will be vacant for a year or more will require a replacement for the remainder of the term associated with that seat.

2.3 Replacing Members

If a member is absent from three regularly scheduled committee meetings in an academic year, the ADAP committee co-chairs may request that the Associate Vice Chair of the Senate initiate action to recruit a replacement. If a member repeatedly does not perform assigned committee duties, the co-chairs of the may request that the Associate Vice Chair of the Senate initiate action to recruit a replacement.

3. Policy Modifications
Following implementation, if modifications to this policy appear needed, the ADAP committee co-chairs will provide the Academic Senate Chair with the committee’s suggestions. The Chair of the Academic Senate will then refer the recommendation(s) out to the appropriate policy committee for timely review and subsequent action.
POLICY RECOMMENDATION
Amendment A to University Policy S14-10
Master’s Committee Structure and Processes
and Thesis Embargoes

Whereas: S14-10 does not allow MPP to serve as committee chairs for master’s theses or doctoral dissertations; therefore be it

Resolved: S14-10 be amended to include the statement below in IB:

Title: University Policy: Master/Doctoral Committee Structure and Processes and Master Thesis/Doctoral Dissertation Embargoes

I. Thesis (Plan A) Committee Composition
   A. A master’s thesis committee will be composed of between three and five members. Exceptions can be made only with the approval of Office of Graduate and Undergraduate Programs.
   B. The chairperson of the thesis committee must hold a permanent (tenured or tenure track) San José State University faculty appointment. Emeritus and FERPing (those in the Faculty Early Retirement Program) San José State University faculty or a MPP with retreat rights to the department offering the degree may serve as a committee chair with the consent of the department chair or school director that offers the degree.
   C. Qualified individuals, including part-time temporary faculty and non-faculty with expertise related to the thesis topic, may serve as thesis committee members.
   D. At least half of the thesis committee must hold a San José State University faculty appointment.
   E. The department will determine the qualifications of those serving on the thesis committee in terms of degree required and area expertise. If there are contentions on the qualifications that cannot be resolved within the department, the decision will be made by the college dean or designee.

Approved: April 2, 2018

Vote: 12-0-1
Present: Anagnos, Bacich, Buzanski, Cargill, Chung, De Guzman, Heil, Jensen, Matoush, Rodan, Schultz-Krohn, Stacks, Trulio

Absent: None

Workload Impact: Increase workload for MPP serving as Committee Chair for a Thesis/Dissertation

Financial Impact: None anticipated
POLICY RECOMMENDATION
Amendment A to F88-9
BA/BS Differentiation and Definition

Legislative History: F88-9 defines the total number of units required for the Bachelor of Arts and the Bachelor of Science degrees as 124 and 132 respectively. Title 5 Section 40508 states the BA/BS degrees require no fewer and no more than 120 semester units.

Whereas: F88-9 defines the Bachelor of Arts (BA) degree as requiring a total of 124 semester units, and

Whereas: F88-9 defines the Bachelor of Science (BS) degree as requiring a total of 132 semester units, and

Whereas: a revision to the California Code of Regulations Title 5 Sections 40508, 40500 and 40501 mandate that as of AY 2014-15 both BA and BS degrees require no fewer and no more than 120 semester units, therefore

be it

Resolved: That while Title 5 Sections 40508, 40500, and 40501 remain in force, F88-9 be amended as follows:

Bachelor of Arts

The degree designation Bachelor of Arts is reserved for undergraduate programs primarily intended to provide the student with a balanced liberal arts education, with general knowledge in a recognized discipline or interdisciplinary field of study, and with such fundamental intellectual capacities as reason and judgment. The degree is characterized by breadth (i.e., opportunities for electives outside the major) and flexibility. The Bachelor of Arts must consist of at least 124 no fewer and no more than 120 units, 40 of which must be upper division; the major requires a minimum of 24 units, 12 of which must be upper division.
Bachelor of Science

The degree designation Bachelor of Science is reserved for undergraduate programs which provide the same general knowledge and intellectual capacities as the Bachelor of Arts degree and which, in addition, provide scientific, technical, or professional competence. The Bachelor of Science must consist of up to 132 no fewer and no more than 120 units, 40 units of which must be upper division; the major requires a minimum of 36 units, 18 of which must be upper division.

Rationale: F88-9 defines two undergraduate degree designations, the Bachelor of Arts and the Bachelor of Science. The unit totals defined in F88-9 required for each degree, 124 semester units for the BA degree and 132 semester units for the BS degree, are no longer consistent with revisions to Title 5 (§ 40508. The Bachelor's Degree: Total Units) which limit both BA degrees (§ 40500. Bachelor of Arts Degree: Required Curriculum) and BS degrees (§ 40501. Bachelor of Science Degree: Required Curriculum) to 120 semester units.

Approved: 4-4-2018

Vote: 12-0-0

Present: Anagnos, Bacich, Buzanski, Cargill, Chung, Heil, Jensen, Matoush, Rodan, Schultz-Krohn, Stacks, Trulio

Absent: De Guzman

Workload Impact: None anticipated

Financial Impact: None anticipated
POLICY RECOMMENDATION
Amendment A to University Policy S17-13
Undergraduate Student Honors at San José State University

Whereas, S17-13, Section 2.7.1 includes procedural directives; and
Whereas, policies should allow for those responsible to establish their own procedures for enacting policies; therefore be it

Resolved that S17-13, Section 2.7.1., be amended to say:

2.7.1 All honor roll awards, whether earned for the previous Fall or for the previous Spring, will be recognized by the Office of the Provost.

Approved: April 2, 2018
Vote: 13-0-0
Present: Sullivan-Green, Nash, Simpson, Sen, Khan, Kim, Wilson, Manzo, Ng (Non-voting), Grindstaff (Non-Voting), Walters, Trousdale, Bullen, Busick, Hospidales.

Financial impact: Unknown
Workload impact: Unknown