

**SAN JOSE STATE UNIVERSITY ACADEMIC SENATE**

**2015/2016**

**Agenda**

**April 25, 2016, 2:00 pm – 5:00 pm**

**Engineering 285/287**

- I. **Call to Order and Roll Call –**
- II. **Approval of Minutes –  
Senate Minutes of April 4, 2016**
- 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 –  
**Exec. Minutes of March 21, 2016**  
**Exec. Minutes of April 11, 2016**
  - B. Consent Calendar –
  - C. Executive Committee Action Items –  
***AS 1613, Senate Management Resolution, Conferring the Title of Honorary Senator on Dr. Judith Lessow-Hurley (Final Reading)***  
  
***AS 1615, Sense of the Senate Resolution, Support of the You Can Play Project (Final Reading)***
- V. **Unfinished Business –**
- VI. **Policy Committee and University Library Board Action Items (In rotation):**
  - A. Curriculum and Research Committee (C&R):  
***AS 1583, Policy Recommendation: Internships, Service Learning, and Off-Campus Learning Experiences (Final Reading)***  
  
***AS 1607, Policy Recommendation: Restoring Options for Students with Quantitative Reasoning Disabilities Affecting Math Skills (Final Reading)***  
  
***AS 1609, Policy Recommendation: Amendment to F13-2, Technology Intensive, Hybrid, and Online Courses and Programs (Final Reading)***  
  
***AS 1622, Policy Recommendation: Academic Certificate Programs: Review and Approval Process (First Reading)***

- B. Instruction and Student Affairs Committee (I&SA):  
***AS 1608, Policy Recommendation, Student Rights and Responsibilities (Final Reading)***
- AS 1620, Policy Recommendation, Probation and Disqualification (First Reading)***
- C. Professional Standards Committee (PS):  
***AS 1611, Policy Recommendation, Rescinds S02-8 (Information Technology Resources Responsible Use Policy) (Final Reading)***
- AS 1616, Policy Recommendation, Amending S15-6, To Clarify Procedures for Recruitment Committees (First Reading)***
- AS 1618, Policy Recommendation, Amending S15-7, To Clarify Secret Ballots for Choosing RTP Committees (First Reading)***
- AS 1619, Policy Recommendation, Adopting New SOTE and SOLATE Instruments (First Reading)***
- AS 1617, Sense of the Senate Resolution, Calling for Widespread Consultation Prior to Finalizing any Standards and/or Implementation Strategies Pertaining to Electronic Communications (Final Reading)***
- D. Organization and Government Committee (O&G):  
***AS 1605, Policy Recommendation, Electronic Voting (Final Reading)***
- AS 1603, Policy Recommendation, Committee Obligations and Senate Membership—Modification of bylaw 6 (Final Reading)***
- AS 1590, Policy Recommendation, Remote Attendance at Senate and Committee Meetings (Final Reading)***
- AS 1621, Policy Recommendation, Departmental Voting Rights (First Reading)***
- E. University Library Board (ULB):

**VII. Special Committee Reports:**

***Faculty Diversity Report by AVP for Faculty Affairs, Elna Green, Time Certain: 2:15 p.m.***

**VIII. New Business:**

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

- A. Provost
- B. Vice President for Administration and Finance
- C. Vice President for Student Affairs
- D. Associated Students President
- E. Vice President for University Advancement
- F. Statewide Academic Senators

**X. Adjournment:**

2015/2016 Academic Senate

MINUTES  
April 4, 2016

**I. The meeting was called to order at 2:05 p.m. and roll call was taken by the Senate Administrator. Thirty-Six Senators were present.**

**Ex Officio:**

Present: Kimbarow, Amante, Van Selst, Lee  
Absent: Heiden, Sabalius

**CASA Representatives:**

Present: Lee, Shifflett, Sen, Grosvenor  
Absent: Schultz-Krohn

**Administrative Representatives:**

Present: Larouchelle, Martin  
Absent: Lanning, Blaylock, Feinstein

**COB Representatives:**

Present: Virick, Sibley, Campsey

**Deans:**

Present: Green, Jacobs, Stacks  
Absent: Hsu

**EDUC Representatives:**

Present: Mathur, Laker

**Students:**

Present: Abukhdeir, Medrano, Sarris,  
Sandoval-Rios  
Absent: Gay, Romero

**ENGR Representatives:**

Absent: Hamedi-Hagh, Sullivan-Green, Backer

**H&A Representatives:**

Present: Frazier, Bacich, Khan, Grindstaff  
Absent: Riley

**Alumni Representative:**

Present: Walters

**SCI Representatives:**

Present: Kaufman, Beyersdorf, Clements  
Absent: White

**Emeritus Representative:**

Present: Buzanski

**SOS Representatives:**

Present: Peter, Curry, Wilson  
Absent: Coopman

**General Unit Representatives:**

Present: Matoush, Kauppila  
Absent: Medina

**II. Approval of Academic Senate Minutes–**

The minutes of March 7, 2016 were approved as written (34-0-2).

**III. Communications and Questions –**

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

Chair Kimbarow announced the results of the Spring 2016 Senate elections and that there were a number of Senate seats left vacant. The Executive Committee, in consultation with the Senators from the colleges with vacancies, will now appoint faculty to those seats for one-year terms.

On Monday, April 11, 2016, from 10 a.m. to Noon, there will be the first of a series of campus climate conversations in the Student Union Theatre. There will be breakout sessions of small groups to facilitate conversations about campus climate. One additional session is planned this spring and then more in the fall.

CommUniverCity's 11th anniversary gathering, Celebrating Partnerships, is April 27, 2016 from 4:30 p.m. to 7:00 p.m. at the Roosevelt Community Center in San Jose located at 901 E. Santa Clara Street. Executive Director, Dayana Salazar, and Katherine Kao Cushing, Associate Director of CommUniverCity, would like to extend a personal invitation to members of the SJSU Academic Senate to attend.

President Martin has invited all Senators to attend an end of the semester celebration at her home on Sunday, May 1, 2016, from 4 p.m. to 6 p.m.

There are eight days left for a settlement to be reached between the CFA and the Chancellor before the faculty strike. We are all hoping that this is resolved but if it is not, Senators were encouraged to remember that the dispute is not between the faculty and the administrators on campus. Senators were encouraged to maintain a kind and supportive community in the face of what could be a difficult and challenging situation.

**B. From the President of the University –**

Interim President Martin is working closely with incoming President Papazian. President Papazian will make the final selection of the Chief Diversity Officer and the Vice President for Administration and Finance.

Interim President Martin announced that if a strike does occur, services will still be available for students.

**IV. State of the University Announcements. Questions. In rotation.**

**A. Vice President for Administration and Finance (VPAF) –**

SJSU will be breaking ground at the end of this semester on the new Student Recreation and Aquatic Center. This project is being funded out of student fees that were approved by the students in 2007 as part of the Student Union and Facilities fee. The first project was the Student Union expansion and renovation and the next project is the Student Recreation and Aquatic Center. The Student Recreation and Aquatic Center will be located next to the Event Center where Royce and Hoover Hall are currently located. Royce and Hoover Hall will both be demolished and only Washburn Hall will remain. The new Student Recreation and Aquatic Center will be about 124,000 square feet and it is two stories. The first floor will have a climbing area and multi-activity use court as well as cardio equipment, locker rooms, and rest rooms. The second floor will have an indoor track, then there is more space for cardio equipment as well as rooms for fitness classes. There will be lots of windows and gathering places. There will be pools and BBQ space as well. Construction will start this summer and the Aquatic Center will be closed at the end of this semester. The project should be completed in early 2019.

Questions:

Q: What is going to happen to our competitive swimmers, are we replacing the

housing that is being knocked down in some way, and are we using the same contractor we used for the Student Union?

A: No, we will not be using the same contractor. There will be a significant impact on our water sports athletes. Their conferences and practices will be held offsite. It will be painful for those student athletes. As for housing, Campus Village 2 will be ready for fall and will hold 800 students, so when we knock down Royce and Hoover Halls, we will still have a net increase in housing for 400 students.

Q: What is going to happen to the space in our current Event Center that is now used as a weight room and some multipurpose rooms?

A: That is still being evaluated, but we are looking at using it as dedicated space for our sports club teams such as Rugby, Hockey, and Judo.

Q: Currently we have a recreation pool that is also used for competition. Does having both a recreation and competition pool mean that the competition pool will be used only for competition?

A: Interim VP Larochelle commented that she could not answer what the programming plans were for the pools right now, but the intention is that there is a recreation pool and a competition pool that does allow for swimming as well. The pools will still be managed by the Student Union, and faculty and staff will have the opportunity to buy a use permit. That will still be available.

Q: What about energy consumption, will the pools be solar powered?

A: From a sustainability perspective, we are still discussing at what level of being certified we are going to be. We are shooting for the “gold” certified. It will have dual plumbing from a recycled water perspective. We haven’t discussed solar power. What we do have from a solar perspective is the 7<sup>th</sup> Street garage.

Q: Will the old recreation center be completely closed, or just closed for the summer?

A: The Recreation Center will be open throughout, but the Aquatic Center will be closed in order to begin the site preparation.

Q: When will the Student Union be fully opened?

A: They are all moved in!

Q: You can’t walk through right now.

A: The bookstore hasn’t moved in yet, but the fact that you can’t walk through it is news to me.

The official celebratory opening will be in the fall semester.

**B. Vice President for Student Affairs (VPSA) – Not Present**

**C. Associated Students President –**

AS will start elections next week for the AS Board members, and the new AS Board will take over on June 1, 2016.

AS is working on “Celebrating Diversity Day.” This is a day of celebration of the different cultures, etc.

AS will also be involved with the Campus Climate discussions this coming week.

AS has been lobbying to get more money for the CSU and faculty.

AS is working on a renter’s rights campaign with the city of San José.

AS is celebrating Sexual Assault Awareness month.

AS is hosting the CSSA meeting on campus and this is the first meeting held at SJSU in ten years.

AS President Amante is graduating this semester. The Senate thanked President Amante for her service this year and congratulated her.

**D. Vice President for University Advancement (VPUA) – No report.**

**E. CSU Statewide Senators –**

Senator Lee reported that the CSU Academic Senate will meet the week of May 20, 2016. Senator Van Selst reported that a lot of attention has been given to the quantitative reasoning taskforce recommendation to add another year of quantitative coursework in high school and there is some political interest in that as well.

Senator Van Selst reported that at the CSU Statewide Senate, there was a recommendation that a Math course be required in the fourth year of high school. There is also a taskforce on quantitative reasoning looking at what the admissions and graduation standards around quantitative reasoning should be.

**Questions:**

Q: If this were to happen, when would the extra Math class be required?

A: I imagine that is multiple years away.

Q: Is that currently a requirement for UC?

A: No.

Q: So no one in California is required to take an extra Math class?

A: Not in California. However, there is also pressure for a “Principles in Programming” class in the High School Curriculum, so this class might fit there.

Q: What if you are at a high school that doesn’t offer the highest levels of Math and the student finishes all Math as a junior?

A: They are looking at different options. There is a lot of interest in addressing the unpreparedness of our incoming students.

F. **Provost** – No report.

V. **Executive Committee Report** –

A. **Executive Committee Minutes** –

**Executive Committee Minutes of February 29, 2016** – No questions.

**Executive Committee Minutes of March 14, 2016** –

Senator Buzanski inquired as to whether the proposal regarding the renumbering of university policies had been implemented as talked about in item #4. Chair Kimbarow replied that the Executive Committee had approved the proposal and the Senate Administrator is in the process of implementing the changes.

B. **Consent Calendar** – The Senate approved the consent calendar of April 4, 2016 as written.

The Senate Spring 2016 Election results were provided in the Senate packet.

C. **Executive Committee Action Items:**

Senator Peter made a motion to suspend the rules to present a Sense of the Senate Resolution from the floor. The motion was seconded. The Senate voted and the motion was approved by a two-thirds vote (35-0-0).

Senator Peter presented a *Sense of the Senate Resolution from the floor of the Senate, Calling for the CSU and CFA to Implement the Recommendations of the Neutral Fact-Finder's Report and Avert a Strike (Final Reading)*. **The Senate voted and the resolution was approved** (32-0-3).

VI. **Unfinished Business** - None

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

A. **Instruction and Student Affairs Committee (I&SA)** –

Senator Kaufman presented *AS 1602, Policy Recommendation, Course Syllabi (Final Reading)*.

Debate:

Senator James Lee presented an amendment to line 143 to add “reading assignment” between the two commas. The amendment was seconded. The Senate voted and the Lee amendment failed (0-35-0).

Senator Kaufman presented an amendment to add, “items such as” after “including” on line 143. The amendment was seconded. The Senate voted and the Kaufman amendment failed (0-35-0).



Senator Kaufman presented an amendment to add, “, and any other relevant information” after, “exam date and time” on line 144. The amendment was seconded. The Senate voted and the Kaufman amendment passed (24-4-2).

Senator Shifflett presented an amendment that was friendly to the body to remove the double comma on line 143.

Senator Bacich presented an amendment that was friendly to the body to line 206 to change “off” to “of” before syllabi.

**The Senate voted and AS 1602 passed as amended (34-0-0).**

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Senator Kaufman presented *AS 1608, Policy Recommendation, Student Rights and Responsibilities (First Reading)*.

There is a Student Rights and Responsibilities Policy that has been on the University books since 1990. As you can imagine, many federal and state regulations have changed over the past 26 years. This is an attempt to do something similar to what we did with the syllabi policy. Take all the relevant language and pertinent information scattered across different places on campus and combine it on one website where students can find it all, and the I&SA Committee would review and make updates to every year. The idea is to have a link to this website with further links to important information from all important websites, e.g. the VPSA website.

**Questions:**

Q: I’m really confused about what you mean on lines 48 and 49 where you say “students also have the right to challenge, within legal means, the scholarship of others on scholarly grounds.”

A: I think the idea is that honest debate in classrooms and within the university allows for scholarly work to be challenged by other scholarly work.

Q: What does “within legal means” mean?

A: I will take this back to the committee and get clarification on it.

Q: What was the reasoning for the Nay vote?

A: It was an abstention not a “Nay” vote. I believe it was someone that came in mid-discussion.

Q: When you bring this back for a final reading, could you drop “greensheets?”

A: Yes, thanks for pointing that out.

Q: Why are student organizations part of this list?

A: There is CSU policy that covers what it means to be an official student organization and with that comes certain rights and responsibilities.

Q: Do students understand some of the terms on this list? For example, do they know what Academic Freedom means, or do they have to scroll down the list and click on the items to find out?

A: That's a good point.

Q: Has the committee discussed having one or two lines after each bullet point describing what can be found there?

A: This is a good suggestion.

Q: Is it the intention that the list be part of the policy?

A: No, I apologize. When I sent this to Eva I wanted these two lists to be examples, but they are not part of the policy.

**B. Professional Standards Committee (PS) –**

Senator Peter presented *AS 1611, Policy Recommendation, Rescinds S02-8, Information Technology Resources Responsible Use Policy (First Reading)*

In 2002, SJSU got a new Chief Information Officer who wanted to implement a Responsible Use Policy. He wrote the current policy and brought it to the Executive Committee and asked us to bring it to the Senate and we did. However, the Senate had no role in writing the details of that policy.

In 2013, the CSU came out with its own Responsible Use Policy for all campuses. That policy largely duplicates our policy. We have been asked to rescind our policy. The PS Committee has reviewed both policies and see no reason to keep ours in place. Therefore, we are planning to abolish the campus Responsible Use Policy.

Questions:

Q: Is there a reason not to waive the first reading?

A: We thought about that, but felt we should give the campus time to review it and see if anyone has any objections.

Q: There is a campus policy that talks about email communication, is that involved here?

A: No, that is another policy and we will be addressing that later today.

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Senator Peter presented *AS 1610, Policy Recommendation, Electronic Information and Communication (First Reading)*.

This policy is being presented to replace our 1997 policy. That policy came online when we began to become concerned that more and more faculty were using email and would like to maintain a certain level of privacy when they did so. However, it was clear that the university email could never be completely private. Even at that time

there were freedom of information act requests that could by law open a person's email to examination, and then there were other possibilities. The key element of the old policy was that all electronic mail in authorized email accounts would be considered private and confidential, except as required by state or federal law. Over the years concerns have been voiced. Most recently there have been some requested changes that were sent to the Organization and Government Committee and then on to the Professional Standards Committee. We discovered many other issues and we believe that if this comes back to you as a second reading, it will come back in a different form. Nevertheless, we wanted to get the discussion going, so we brought this version for a first reading.

**Questions:**

Q: When I look at line 72 on the third parties, and given that we use Gmail, clearly they are watching who I send emails to because it fills in the line for me when I start typing. This would suggest Gmail is watching what I do and that would be a third party.

A: There are lots of issues around privacy.

Q: Has the PS Committee seen our agreement with Google?

A: No. We haven't asked to see it yet. One concern is that because of FERPA laws, the official email account needs to have certain characteristics that can only be guaranteed with a contract. This is a separate issue.

Q: We don't know if the terms of our current contract meet this requirement do we?

A: Yes, that was the whole purpose of going to a contract with them.

**C. Organization and Government Committee (O&G) –**

Senator Shifflett presented *AS 1594, Policy Recommendation, Update of Policy on Selection and Review of Administrators (Final Reading)*.

Senator Shifflett presented an amendment that was friendly to delete "two" on line 110 before "department chairs," and to make "department chairs" read "department chair."

**The Senate voted and AS 1594 passed as amended** (32-0-0).

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Senator Shifflett presented *AS 1612, Policy Recommendation, Special Agencies (Modification of bylaw 10) (Final Reading)*.

**Debate:**

Senator Shifflett presented an amendment that was friendly to the body to add on line 32, "d) Budget Advisory Committee" after "c) Athletics Board" on line 31, and then re-letter the rest of the items. Senator Shifflett presented an amendment that was friendly to the body to insert after line 20, a new whereas to read, "Whereas: A new Special Agency (Budget Advisory Committee) was created fall 2015, and." **The Senate voted and AS 1612 was approved as amended** (28-0-0).

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Senator Shifflett presented *AS 1603, Policy Recommendation, Committee Obligations and Senate Membership (Modification of Bylaw 6) (Final Reading)*.

**Debate:**

Senator Shifflett presented an amendment that was friendly to the body to add the word “other” before “special, or special agency” in lines 189 and 198.

Senator Shifflett presented an amendment that was friendly to the body to change line 155 to read, “members of the Senate policy committees.”

Senator Shifflett presented an amendment to change line 156 to add, “unofficial” before “designee or representative.” The amendment was seconded. Senator Shifflett withdrew her amendment.

Senator Frazier made a motion to return to committee for clarification as to how certain committees where the members are elected by the colleges, such as the Board of General Studies and the Board of Academic Freedom and Professional Responsibility, will be handled. The motion was seconded. **The Senate voted and the Frazier motion passed.**

**E. University Library Board (ULB) – No Report.**

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

Senator Mathur presented *AS 1607, Policy Recommendation, Restoring Options for Students with Quantitative Reasoning Disabilities Affecting Math Skills (First Reading)*.

At SJSU we have historically had processes in place for substitution of our general education Math requirement. The general education Math requirement has changed over time. This policy recommendation provides a pathway for providing students with quantitative reasoning disabilities with reasonable accommodations. For these students, this would be a collaborative effort. Students would be involved, departments would be involved, as well as Graduate and Undergraduate Studies.

**Questions:**

Q: Can we interpret that to mean there can be situations when an accommodation is not made?

A: The Senate Chair recognized Cindy Marota, Director, Accessible Education Center (AEC). Director Marota responded that this was correct. Not every student that is requesting a math substitution will be allowed that substitution. We are not asking for a waiver, just a course substitution where math is not an essential requirement. We cannot and would never waive, or substitute out, an essential element of a major. It is only for

those majors where math is not an essential function.

Q: Why a Senate policy? Aren't we obligated under law to accommodate students with disabilities?

A: Yes, this is a law. The AEC has been trying for a very long time to get a formal policy in place so it is recognized and the student can go through the process seamlessly.

Q: But, there are a number of other disabilities that are taken care of without a Senate policy, so why do we need one for this?

A: The AEC was told that it needed to take this route. Chair Mathur responded that, "With this particular disability, there has been some disagreement with some of the administrators as to whether there should be a substitution or not. Prior to 2008 there was a process in place. That process was modified in 2008 and eliminated completely in 2010. This is why we are moving forward with this policy.

Q: Can you summarize what was said and why there is disagreement with the law?

A: Some people feel that the B4 requirement is a core competency and we should not make any substitution for any student.

Q: There are many programs that will not do a waiver, will there be a list of the majors that will accept the waiver?

A: Just to clarify, we are not asking for a waiver. We are asking for a substitution. I'm assuming that departments will go back to their old process of what was effective for persons with this disability and maintain a list. However, they will always consult with the degree program when requesting a substitution.

Q: What about the other types of disabilities or learning differences, should we have a policy about a specific type of disability or a policy that covers all of them?

A: This math substitution has always been such a hot topic, because some people don't believe it is a real disability. The law clearly states that you cannot have a student's GPA affected by taking these courses over and over again. It also becomes a financial burden as well. With no procedure in place at SJSU, we are at high risk. The thought was to come to the Senate and see how we could work this.

Q: Thank you Cindy for coming today. You and I have had many conversations about this in the past. As I understand it, the difference at the high school level is that students can achieve according to the best of their abilities, but at the college level the student has to meet the standard regardless of what their disability is. Can you tell me how the substitution is designed to ensure they meet that standard?

A: In the secondary education system, the laws are different. In the secondary education system, a student with a disability must have accommodations in place or services to assist them to graduate. When the student comes to a four-year university, the standard changes to "otherwise qualified." This means they must meet the application standards for the university. Once they are in, they are held to the "otherwise qualified" standard with accommodations. They are not guaranteed success. It is leveling the playing field. This policy would say the university is recognizing a disability that is real and is recognized for

a student diagnosed with this that is in a major that does not require math as an essential function. These students will be treated equally in their major with accommodations to attempt all those classes.

Q: What is it that guarantees departments the right to reject the waiver?

A: This is a reminder that this is not a waiver. When it says collaborative efforts of the SJSU program, it does not mean they have to agree. If the department feels it is an essential part of the degree, they can advise the student to choose another pathway for a degree program.

Q: I would encourage you in the second reading to make that more explicit.

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Senator Mathur presented *AS 1609, Policy Recommendation, Amendment to F13-2, Technology Intensive, Hybrid and Online Courses and Programs (First Reading)*.

In 2002 the CSU put out Executive Order 1098 to eliminate the SSETF. Executive Order 1098 specified that no additional miscellaneous course fees, except for field trips, were authorized. In 2013, we passed our Technology Intensive, Hybrid and Online Courses and Programs Policy. There is an extra fee exemplar in that policy that allows for charging students for proctoring. This is not allowed now according to Executive Order 1098. This amendment is to remove that exemplar and substitute it with the statement in the resolved clause as follows: “Any course that requires students to pay extra fees for field trips (only allowable course fee according to CSU Executive Order 1078) must indicate so on the syllabus.”

**Questions:**

Q: I’m not understanding the connection between field trips and proctoring?

A: In the Executive Order it eliminates the option for courses to charge extra fees with the exception of field trips.

Q: So are we saying they are going to take a field trip to the proctoring office?

A: No, we are just listing it because it is the only permissible fee.

Q: This policy is being brought to us entirely to deal with the proctoring?

A: That is correct.

A: Part of the process of getting the SSETF in place was to change the rules pertaining to the miscellaneous course fees. Then separate from that were the field trips that are still allowed. This is a situation that only applies to SJSU. All other miscellaneous fees are wiped out besides the SSETF, except for field trip fees.

A: Currently, in the policy, it says that any course that requires students to pay extra fees such as for proctoring, must indicate so on the syllabus. What we are doing with this amendment is trying to clean up that language and replace it with field trips which are the only allowable expense.

### **VIII. Special Committee Reports –**

**Campus Climate Survey Report** by Senator Meg Virick, Interim Director of the School of Management, and Scott Heil, Director, Institutional Effectiveness and Analytics (IEA)

The Campus Climate Survey was completed in Spring of last year. This was not the first time that a Campus Climate Survey had been done on campus. Previous Campus Climate Surveys were completed in 2005, 2006, and 2010.

The President's Commission on Diversity (PCD) took over handling the Campus Climate Survey. The PCD developed the questions on the survey. The goal was to develop a survey that they could use for comparison over time. Four different versions of the survey went out to students, faculty, staff, and administrators. The types of questions were a little different for each group. The analysis involved both quantitative and qualitative data.

There was a response rate of approximately 20%. The student response was slightly more female. It was about 5% higher than the rest of the population. The age of the population was pretty similar across surveys. The ethnicity followed the university demographic pretty closely.

Most of the survey respondents had a favorable or positive response. One example is the answer to the question about whether the respondent viewed the campus as being respectful or not, and 71% of students as well as 67% of employees believe that the campus is either very respectful or moderately respectful.

When it comes to negative attributes such as whether the campus is racist or sexist, a small minority says the campus is completely free of racism and sexism. However, in general we are broadly viewed as being on the favorable side.

Women did report higher incidents of sexism than men, and black students did report more experiences of the campus racism than other students.

There were some differences between faculty and staff. In general, faculty were more critical of the university on a range of attributes. Administrators were the second most critical of the university, with staff being the least critical.

A significant part of the survey dealt with discrimination and harassment, including the kind of discrimination and who was the perpetrator of the offense. The most common type of discrimination was student-to-student. Overall 52% of student respondent's reported some type of discrimination or harassment. The most common kind of discrimination and harassment was race, gender, and political views. African-American students faced more race-based harassment and women faced more gender discrimination.

In the 2010 Campus Climate Survey, there was a question that asked whether the students believed the staff of the university were sensitive to issues of discrimination around sexism, racism, and homophobia and the team measured a decline in sensitivity by staff.

Faculty, staff, and administrators all reported incidents of discrimination with the most common type being in group, e.g. faculty-to-faculty and administrator-to-administrator. The most common type of discrimination for faculty was gender. For administrators, the most common discrimination was gender and age. Lastly, for staff the most common type of discrimination was race and age.

Another common theme that emerged is that there were quite a few problems around open communication or the idea of voicing an unpopular opinion. There is a lot of concern that the environment is not conducive to open communication and there are not a lot of opportunities to voice your opinion, and sometimes there is direct hostility to having these type of conversations.

One frequent comment from students is that they would like to have more events on campus, but this was also expressed by faculty and staff as a need to build more campus community and to have deeper engagement outside of the classroom.

One large difference between the 2010 survey and this survey was huge increase in the number of students that reported safety problems on campus. Students feel a lot less safe.

Faculty morale also had a big decrease from the 2010 survey results. Faculty expressed a lot of concern about decision-making, shared governance, and the sharing of information on campus. Staff also reported a pronounced trend looking for greater recognition and opportunities for career advancement. All employee versions of the survey showed concern over the administration since 2010.

There is additional data on the IEA website and an interactive tool to allow you to pull the data off in different ways.

**IX. New Business** – None

**X. Adjournment** – The meeting adjourned at 4:48 p.m.



**Executive Committee Meeting Minutes**  
**ADM 167, Noon to 1:30 p.m.**  
**March 21, 2016**

Present: Kimbarow, Peter, Frazier, Shifflett, Kaufman, Lee, Mathur, Heiden, Martin, Feinstein, Blaylock, Laroche, Lanning

Absent: Backer, Amante

1. The Executive Committee minutes of March 14, 2016 were approved as amended by Senator Shifflett (13-0-0).

2. Updates:

a. **From the President –**

The *Inspiration to Innovation* gala on March 19, 2016 in the SU Ballroom was a wonderful event, and Mrs. Lupe Diaz Compean was very pleased.

Interim President Martin is in contact with President Papazian and is keeping her informed and involved with all major decisions such as the signing of policies the Senate passes, e.g. the Strategic Planning Policy.

The Chief Diversity Officer and Vice President of Administration and Finance searches are moving into the final stages. President Papazian will interview the finalists.

b. **From the Provost –**

The provost will be sending out a message to the campus regarding increased safety and security measures being taken at the MLK Library next week. A security officer will now be sitting at the desk at all times and not walking around. In addition, there will be an increase in UPD officers patrolling the library, and UPD will be coordinating efforts with the San José Police Department.

The committee discussed concerns about the increased pressure on department chairs and why the faculty in some departments is divided. Provost Feinstein sees this in split votes for department chairs and this is making it more difficult to recruit and retain department chairs. Provost Feinstein asked the committee to provide him with feedback about what the issues are and possible solutions. Several members suggested more training for department chairs.

The university is on track to hire approximately 80 faculty members this year.

c. **From the Vice President for Student Affairs (VPSA) –**

The VPSA recently met with graduate students from around the world in the *Pathways to Graduation* open forums. VP Blaylock thanked all the faculty. These forums were well received and this is largely due to the number of faculty that showed up.

Student Affairs will be moving into the new Student Union on March 25, 2016. Both Subway and Starbucks are already open.

The *Coffee with Professors* program has been launched. Students are encouraged to apply to take their professors out for coffee.

VP Blaylock announced there would be about a dozen faculty in residence living with our students on campus. A member asked about whether married faculty could apply. VP Blaylock said yes, and both the cost of housing and the meals are covered for these faculty members. However, the faculty in residence cannot be lecturers.

d. **From the Vice President for Administration and Finance (VPAF) –**

There will be a final test of the Emergency Broadcast System this week. In addition, a pilot program using external cameras will be launched within the next 30 days.

The committee discussed the 7<sup>th</sup> Street Garage and how people leaving from the disabled parking will access San Salvador. Interim VP Larochelle will find out the details and report back to the committee.

e. **From the Vice President for University Advancement (VPUA) –**

The Board of Trustees approved the naming of the Student Union. There are three additional naming opportunities in the pipeline.

University Advancement has hired a new Planned Giving Officer.

University Advancement is already working on finding potential donors for the new Science Building.

f. **From the CSU Statewide Senator –**

There is concern in the CSU Statewide Senate over the perceived erosion of shared governance within the Chancellor's Office.

At the next CSU Statewide Senate meeting they will be discussing a resolution calling for greater scrutiny of online classes. The committee discussed issues with requiring students to take summer remediation classes. Many of these

students don't have the skills, and/or necessary equipment (e.g. computers) to take these online summer remediation classes.

**g. University Library Board (ULB) –**

The ULB is developing materials that will show people what resources are available in the library. This is in response to the underutilization of some services.

The search for a new Dean of the Library is progressing.

**h. Curriculum and Research Committee (C&R) –**

C&R will not be bringing the Physical Education Waiver proposal back to the Senate. Chair Mathur discussed the Senate's concerns with the AVP of GUP and she was willing to drop the matter

C&R will be bringing a resolution on restoring options for students with quantitative reasoning to the Senate at the next meeting.

C&R is also working on a resolution to remove the exemplar that shows a charge for proctoring is allowed from the policy regarding test taking procedures.

In addition, C&R is working on a Sense of the Senate Resolution in support of Affordable Textbooks. A resolution is required for SJSU to get a grant. A member reminded the committee that we do have a resolution on affordable textbooks already and it is SS-S06-5. However, this resolution was structured more towards early adoption of textbooks and clear communication between the bookstore and faculty. The committee discussed that textbook authors are being penalized even though research shows that students do better with hard copies of books than the online versions.

**i. Organization and Government Committee (O&G) –**

O&G is working on a Voting Rights Policy that will either come as a first reading by the end of the semester, or be brought in the fall instead.

O&G has amended the Remote Attendance Policy to remove allowing remote attendance at Executive Committee meetings, but will still allow remote attendance at Senate meetings if the Senate Chair agrees to it and technology is available. Several members discussed possible amendments that could be made on the floor of the Senate.

O&G will be bringing the Electronic Voting Policy for a final reading at the next Senate meeting.

j. **Professional Standards Committee (PS) –**

PS is working on a resolution to amend the RTP procedures in relation to the election of a general unit representative.

PS is also working on a Sense of the Senate Resolution calling for widespread consultation regarding electronic communication changes.

In addition, PS will be working on an amendment to S15-6 regarding how documents received by recruitment committees are handled.

PS is also reviewing how program coordinators are chosen and removed. There are currently no policies on this.

3. The committee discussed the College of Business Dean Search Committee. Since this was a failed search, a new search will begin soon. The current committee has a Faculty-at-Large (FAL) member but if the amendment to the Selection and Review of Administrators Policy passes in the Senate at the next meeting, search committees will replace the FAL with a Dean. The committee discussed whether the FAL could remain on the committee, or would this person would have to be removed. The committee suggested the amendment include a transitional phase.
4. The committee discussed whether the Vice President of University Advancement (VPUA) needed to be on the Executive Committee and the Senate, or would his time be better utilized on fundraising activities. A member noted that removing the VPUA from the Senate would require constitutional amendment which would mean a campus-wide faculty vote. However, removing him from the Executive Committee would only require a bylaw amendment.
5. The meeting adjourned at 1:32 p.m.

These minutes were taken and transcribed by the Senate Administrator, Eva Joice, on March 21, 2016. The minutes were edited by Chair Kimbarow on March 23, 2016. The minutes were approved by the Executive Committee on April 11, 2016.

**Executive Committee Meeting Minutes**  
**April 11, 2016**  
**12-1:30 ADM 167**

Present: Kimbarow, Martin, Peter, Frazier, Shifflett, Heiden, Feinstein,  
Backer,  
Larochelle, Lee, Mathur, Blaylock, Lanning, Amante

Absent: Kaufman

1. Approval of 3/21/16 meeting minutes.

M/S/To approve the minutes with corrections of 3/21/16 (9-0-1).

2. Consent Calendar

There is no dissent to the consent calendar.

3. Policy Committee Updates:

- a. C & R

Chair Mathur reported that C&R is looking at its third ORTU. The internship policy should be brought back to Senate on 4/25. They are moving forward with a Sense of the Senate resolution regarding AB 798 (Affordable Textbook Act). There are three other initiatives: certificate policy revision, continuing with Program Planning policy, and a new RSCA referral.

There was a discussion of the overlap for concentrations. The Chancellor's office wants a 51% overlap in content for all concentrations. There are many concentrations out of compliance with this new rule. C&R will ask AVP Anagnos to notify the campus.

- b. ISA

There was no report by ISA. ISA Chair Kaufman is at a conference.

- c. O&G

O&G Chair Bethany Shifflett announced there will be three final readings (remote attendance, committee attendance and Senate membership, electronic voting) brought to the next Senate meeting. There will be two first readings (update to the Voting Rights Policy and Bylaw 1.2). SSP II and III have been moved to Bargaining Unit 4 so our bylaws need to be updated to reflect this.

- d. PS

The rescinding of the responsible use policy is going to be brought to the next Senate meeting. The policy regarding information privacy will be pulled and worked over more—tentative submission to the Senate is Fall. PS continues to receive revisions to department guidelines. One revision has been approved.

PS is reviewing the email usage document. This will be a Sense of the Senate resolution. The committee discussed the reluctance of some faculty to use their SJSU accounts. There are many other issues involved. Senator Lee pointed out that we need to make sure that we are following FERPA and the law.

PS is bringing small amendments to the appointments policy and the RTP policy. There is a section of procedures that govern all personnel committees. It has to be reproduced in the appointments policy. The choosing of personnel committees for RTP committees by secret ballot needs to be added to the RTP policy.

The new tentative CFA/CSU Collective Bargaining Agreement includes release time for faculty by extending the Allocation of Assigned Time for Exceptional Levels of Service to Students. We have a temporary policy (S15-1) set to expire on 9-1-17. It needs to be revised. Provost Feinstein noted this was an unfunded mandate from the CSU.

Student Evaluation Review Board is working on a revision to the survey questions.

4. Updates:

a. Senate Chair

Today was the first Campus Conversation to get campus input on the SJSU Campus Climate Survey. Chair Kimbarow attended the SJSU Senate Chairs meeting. There appears to be some dysfunctionality among the CSUs with respect to shared governance.

b. Provost

Provost Feinstein sent a draft Student Success draft. He requests that the Senate Executive committee should send their comments to him. VP Blaylock and he plan on holding a retreat this summer about the plan.

A question was asked about the Summer Bridge funding under SSETF. Are the funds being used inappropriately because AY funds are being used for students in a summer bridge program are funds from the previous AY?

The deans have discussed S14-8 (Selection and Review of Department Chairs and Directors) and discussed issues related to this document for the appointment of chairs. Provost Feinstein will send the concerns to PS and issues related to voting to O&G.

Provost Feinstein discussed that it is unclear how the pay raises identified in the new contract will be paid.

Senator Lee discussed that the gap in pay is not addressed by the new contract.

c. VP Student Affairs

VP Blaylock spent a full day in Sacramento two weeks ago with two students (Loulou Amante and Cole). He met with several legislators to discuss the values of SJSU.

We are coming to the end of the Chief Diversity Officer hiring process. The committee was great and met during Spring Break.

Tonight is the fourth brother-to-brother dinner. Students are taking leadership into these conversations. Two seniors are co-facilitating the dialog.

Saturday is Admitted Spartan Day. We have 10,000 RSVPs for Saturday. There is a reception on Saturday for about 200 underrepresented students on Saturday.

d. VP Administration and Finance

FDO wants to paint some buildings: Faculty Office Building, Morris Dailey and the AS House. Can we start in May—this way, the scaffolding will be outside the buildings during finals. The consensus is that FDO should wait until after the Spring semester ends to start painting.

e. VP Advancement

The endowment returns will be 3% based on the investments this year. The best way to grown endowments is through new money.

The Koret Foundation has committed \$2 million available as of July 1. \$400K will go to student scholarships; the remaining \$1.6 million is being worked on by Academic Affairs and Student Affairs. SJSU is looking at funds to using technology tools to support advising. After 9 months this year, we have raised \$41.5 million.

The gala ended in the black.

f. Statewide Senate

Senator Lee pointed out that many departments don't understand the relationship between department scholarships and the aid levels allowed for individual students.

g. Associated Students

AS has voted on the new position descriptions for the restructuring of AS. On March 13-14, she brought 10 students to Sacramento to lobby. AS is collaborating with Spartan Shops on Spartan Thursday. It was a big day of advocating—Senator Amante went with the SJSU President to Washington.

This year, there are six people running for AS President.

23 campus delegates are coming to SJSU on Saturday.

h. Library Board—no report

We will move remaining agenda items to next week's meeting.

5. COIA Rep

Senator Backer suggested that the COIA representative should be a member of the Athletics Board and also discussed the value of having someone from the Senate serve as the COIA rep.

6. Removing VP Advancement from the Academic Senate.

Chair Kimbarow noted that the Executive Committee did not reach a decision on removing the VP Advancement from the Senate and Executive Committee. Kimbarow also raised the question as to whether it would be appropriate for the CDO to serve Senate and Executive Committee.

The Senate Executive Committee discussed this issue. President Martin recommended that this decision should be delayed until next year but the Academic Senate should invite the new CDO to the Senate and Executive Committee meetings.

7. Senate Representatives

The bylaws state that if there are openings, the elected members of a college should give input to the Executive Committee about filling the vacancies.

- a. H & A
- b. COB
- c. GU



8. ExCom Nominating Committee
9. Continued Discussion Senate/ExCom membership

Next meeting: 4/18/16  
Leadership Development: Dept. Chairs  
AA/SA Student Success Plan  
SOS Honorary Senator  
SOS You Can Play  
At-large committee positions.

10. The meeting adjourned at 1:31 p.m.

These minutes were taken by AVC Patricia Backer on April 11, 2016, and edited by Chair Michael Kimbarow on April 13, 2016. The minutes were approved by the Executive Committee on April 18, 2016.

<b>Consent Calendar 2015-2016</b>				
<b>April 25, 2016</b>				
<b>Policy Committees</b>				
<b>COMMITTEE</b>	<b>NAME</b>	<b>UNIT</b>	<b>TERM</b>	<b>NOTES</b>
Professional Standards	Joseph Rios	Student Senator	2016	
<b>Operating Committees</b>				
<b>COMMITTEE</b>	<b>NAME</b>	<b>UNIT</b>	<b>TERM</b>	
Faculty Diversity	Joseph Rios	AS Director of Campus Climate Affairs	2016	
<b>Other Committees</b>				
<b>COMMITTEE</b>	<b>NAME</b>	<b>UNIT</b>	<b>TERM</b>	
Athletics Board	Sen Chiao	Fac. Ath. Rep	EXO	
Board of Academic Freedom and Professional Responsibility	Scot Guenter	Humanities & the Arts	2020	
Board of General Studies	Revathi Krishnaswamy	Faculty-Humanities & the Arts	2019	
<b>Remove:</b>				
<b>COMMITTEE</b>	<b>NAME</b>	<b>UNIT</b>	<b>TERM</b>	
Student Success	Julio Soto	Science	2017	
Athletics Board	BJ Campsey	Fac. Ath. Rep	EXO	

1 **San José State University**  
2 **Academic Senate**  
3 **Curriculum and Research Committee**  
4 **April 25, 2016**  
5 **Final Reading**  
6

**AS 1583**

7 **Policy Recommendation:**  
8 **Internships, Service Learning, and Off-Campus Learning Experiences**  
9

10 **Whereas** CSU Executive Order 1064 "...recognizes the beneficial educational purpose of  
11 student internships, as well as the need to maximize the educational experience  
12 while mitigating the risks to participants and minimizing the university's liability  
13 exposure;" and furthermore requires each campus "to develop, implement,  
14 maintain and publish a student internship policy..."  
15

16 **Whereas** Internship is defined as "...an off-campus activity designed to serve educational  
17 purposes by offering experience in a service learning, business, non-profit, or  
18 government setting" and as further defined by the Chancellor's Office as  
19 excluding teacher preparation placements or clinical placements such as nursing,  
20 counseling, physical therapy or occupational therapy and including practicum  
21 courses where students work in settings off-campus; and  
22

23 **Whereas** SJSU provides significant opportunities for internships, service learning, and  
24 community engagement in many departments (the majority of SJSU departments  
25 offer either service learning or internships), most of which are credit bearing or  
26 are an academic requirement and are therefore covered by Executive Order  
27 1064; and  
28

29 **Whereas** An *ad hoc* committee with representation and input from three university  
30 divisions, Administration and Finance (Contracts and Purchasing; and Risk  
31 Management), Student Affairs (Career Center), and Academic Affairs (Center for  
32 Community Learning and Leadership and Graduate and Undergraduate  
33 Programs) worked for 4 years on the development of this policy and University-  
34 Organization Agreement (UOA), and a larger *ad hoc* committee (IFAC, Internship  
35 Faculty Advisory Committee) created in Fall 2014, including additional  
36 representation from the seven academic colleges, has given input on all aspects  
37 of this policy and the UOA; therefore be it  
38

39 **Resolved** That a University-Organization Agreement (UOA) template be created, consistent  
40 with the CSU system requirements, and overseen and maintained by the Office  
41 of Graduate and Undergraduate Programs (GUP) and designated offices (e.g.,  
42 Center for Community Learning and Leadership; CCLL) and when changes are  
43 needed in the general UOA template (not the modifications at the

44 department/program level), these changes will be reviewed and approved by the  
45 University Curriculum & Research Committee; and be it further

46  
47 **Resolved** That a department and/or college will utilize the UOA template for its Internships,  
48 Service Learning, and Off-Campus Learning Experiences but can modify it, as  
49 needed, in consultation with Administration and Finance (e.g., Contracts and  
50 Purchasing, Risk Management) and the Office of Graduate and Undergraduate  
51 Programs; and be it further

52  
53 **Resolved** That the student's individual Learning Plan (LP) and Participation Guidelines  
54 (PG) be created at the department level to ensure that the non-SJSU learning  
55 site, the faculty member coordinating and overseeing the internship, service  
56 learning, or off-campus experience and the students involved are in agreement  
57 about the nature of the academic requirements and expected outcomes; and be  
58 it further

59  
60 **Resolved** That the outcomes of the LP relate to the course learning outcomes or  
61 the program learning outcomes; and be it further

62  
63 **Resolved** That full implementation of UOA, LP, and PG documents; and training as  
64 necessary be developed and overseen by GUP and designated offices (i.e.,  
65 CCLL); and be it further

66  
67 **Resolved** That the campus investigate and implement solutions to streamline and develop  
68 a more facile process for establishing agreements with partner sites; and be it  
69 further

70  
71 **Resolved** That all learning sites be entered into the CSU database in a timely fashion  
72 consistent with the development of this system-wide database, and the training of  
73 SJSU faculty and staff with its implementation with particular emphasis on risk  
74 management issues; and be it further

75  
76 **Resolved** That this policy be effective Fall 2016 and the UOA approval process formalized  
77 by Fall 2017.

78  
79 **Approved (C&R):** April 21, 2016 (electronic vote)

80 **Vote:** 12-0-0

81 **Present:** Anagnos, Bacich, Backer, Buzanski, Clements, Heil, Mathur, Matoush,  
82 Sarras, Schultz-Krohn, Sibley, Stacks

83 **Curricular Impact:** This policy will bring SJSU into compliance with the governing CSU  
84 Executive Order. It will also establish procedures to document that credit-  
85 bearing internships, service learning courses, and off-campus learning  
86 experiences have established learning goals.

87

88 **Financial Impact:** Very closely tied to the Workload Impact.

89  
90 **Workload Impact:** Workload will involve time spent orienting students to these requirements;  
91 time spent in coordination with SJSU offices and the students in  
92 handling/processing the required forms (LP, PG, UOA); and time spent  
93 maintaining updated information on the status of these forms and our  
94 partnering organizations.

95  
96 Workload impact will be closely tied to the following factors:

- 97 - the number of students enrolled in a given department's
- 98 internship program
- 99 - the total number of organizations at which the department's
- 100 students are interning
- 101 - what percentage of the organizations that a department is
- 102 working with already have a non-expired UOA on file
- 103 - to what extent new organizations in the process of signing a
- 104 UOA request changes/amendments to their agreements

105  
106 Workload impact will also be tied to the agreed upon processes for  
107 handling UOAs within SJSU.

7 **Senate Management Resolution**  
8 **Remote Attendance at Senate and Committee Meetings**  
9

10 Legislative History: Modification of Senate standing rule 17 which pertains to committee  
11 meetings.  
12

13 Whereas: Requests have been received from members of the Executive Committee  
14 and members of policy and operating committees to participate in  
15 meetings via teleconferencing, and

16 Whereas: Senate by-laws clearly establish expectations and standards for  
17 attendance at Senate and committee meetings but are silent on whether  
18 participating via teleconferencing or web-based conferencing fulfills the  
19 attendance requirements, and

20 Whereas: Remote attendance is a senate management issue and best  
21 addressed through the Senate's standing rules, and

22 Whereas: Guidance is needed on remote attendance for members and  
23 committee chairs, and

24 Whereas: Viewpoints and needs associated with in-person requirements can vary,  
25 but access, quality, and participation are shared values, therefore be it

26 Resolved That language be added to standing rule 17 to provide  
27 guidelines regarding remote attendance at Senate and committee  
28 meetings as noted in this senate management resolution.  
29  
30

31 Rationale: The option to attend meetings from a remote location is potentially beneficial  
32 in terms of morale (e.g., balance domestic and work obligations, commuting distance).  
33 Given the expansion of technological tools that facilitate remote communication some  
34 amount of flexibility should be available regarding meeting attendance. However, the  
35 standing practice has been in-person attendance. In addition, (a) campus resources  
36 may not be robust or reliable enough, depending on the location, to make remote  
37 attendance feasible, (b) the availability of technical support, or lack thereof, for  
38 committee chairs will likely influence the viability of remote attendance, and c) the work  
39 of the executive committee, based on past experience, has been facilitated through  
40 direct exchanges among members. The burden of arranging for accommodations  
41 should not fall on the committee chair, thus the bylaws place that responsibility on the  
42 individuals requesting remote attendance. Of utmost importance is the quality of the  
43 exchange of ideas and information. The level of quality associated with in-person  
44 attendance should be maintained.  
45  
46

47  
48 Approved: 4/11/16  
49 Vote: 7-0-0  
50 Present: Mathur, Gleixner, Shifflett, Beyersdorf, Becker, Curry, Laker  
51 Absent: Romero, Grosvenor  
52  
53 Financial Impact: None expected.  
54 Workload Impact: Potential increase for committee chairs with regard to planning,  
55 organization, and management of meetings.  
56  
57

58 Modification to Standing Rule 17: add item g (1 through 4):  
59

60 g) Remote Attendance

61  
62 1) Executive Committee of the Senate: No remote attendance is permitted.  
63

64 2) Academic Senate: Any action taken by the Senate requires the presence of a  
65 quorum of the elected members in person. Members of the Senate are expected  
66 to attend meetings in person. At the discretion of the Senate chair remote  
67 attendance may be permitted when appropriate and reliable resources are  
68 available and the work of the Senate will not be compromised. Such  
69 accommodations should be rare. The individual requesting remote attendance is  
70 responsible for making all necessary arrangements needed to facilitate remote  
71 attendance.  
72

73 3) Policy Committees: Members of policy committees are expected to attend meetings  
74 in person. At the discretion of the policy committee chair remote attendance may be  
75 permitted when appropriate and reliable resources are available and the work of the  
76 committee will not be compromised. Such accommodations should be rare. The  
77 individual requesting remote attendance is responsible for making all necessary  
78 arrangements needed to facilitate remote attendance.  
79

80 4) Operating Committees, Special Agencies, Special Committees, Other  
81 Committees: Members of operating committees, special agencies, 'other', and special  
82 committees are expected to attend meetings in person. At the discretion of the  
83 committee chair remote attendance may be permitted when appropriate and reliable  
84 resources are available and the work of the committee will not be compromised. The  
85 individual requesting remote attendance is responsible for making all necessary  
86 arrangements needed to facilitate remote attendance.  
87

1 **San Jose State University**  
2 **Academic Senate**  
3 **Organization and Government Committee**  
4 **April 25, 2016**  
5 **Final Reading**  
6

**AS 1603**

7 **Policy Recommendation**  
8 **Committee Obligations & Senate Membership**  
9 **(modification of bylaw 6)**

10  
11 Legislative History: Modification of existing by-law 6.

- 12  
13 Whereas: The full engagement of senators in committee assignments is  
14 inextricably linked to their participation on the senate, and  
15 Whereas: Senate by-laws clearly establish expectations and standards for  
16 attendance, and  
17 Whereas: The primary responsibilities of the senate have been and remain  
18 the development of policy recommendations which requires the  
19 participation of senators on assigned committees, and  
20 Whereas: Clarification regarding the connection between committee  
21 responsibilities and senate service is needed, therefore be it  
22 Resolved: That Senate bylaws 6.10, 6.12, and 6.13 be modified as noted in  
23 this policy recommendation.  
24  
25  
26  
27

28 Rationale: This policy recommendation is designed to match the changes to  
29 bylaw 1.6.2 passed at the March 2016 Senate meeting to provide clarification  
30 related to the connection between policy committee membership and senate  
31 membership. This recommendation also clarifies the process for removing  
32 members (non ex officio) from Senate committees.  
33  
34

35 Approved: 4/11/16  
36 Vote: 6-0-1  
37 Present: Mathur, Shifflett, Beyersdorf, Becker, Laker, Curry, Gleixner  
38 Absent: Grosvenor, Romero  
39 Financial Impact: None expected  
40 Workload Impact: No changes  
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**Bylaw 6. Standing Committees**

6.1 The Academic Senate shall establish and appoint such standing committees as may be needed.

6.2 Except as otherwise provided in these bylaws, appointments to policy committees of the Academic Senate shall be recommended by the elected members of the Executive Committee and approved by the Senate; appointments to operating committees shall be recommended by the Committee on Committees and approved by the Senate. When an appointment is recommended more than one week before the next regular meeting of the Senate, the recommending body may make its recommendation effective at once as a temporary appointment. These temporary appointments shall last until the next meeting of the Senate and must receive Senate approval to become permanent.

6.3 Committees concerned primarily with faculty affairs shall contain a majority of teaching faculty with full-time appointments. Committees concerned with student affairs shall contain a significant proportion, but not a majority, of students.

6.4 For purposes of service on Senate committees, all university staff, academic or other, full or part-time, active or retired, and all students and alumni shall be considered members of the university community.

6.5 Recommendation of students for membership on operating committees shall be made according to the recommendation procedures of the Associated Students, Inc. and should be transmitted to the Associate Vice Chair by the first meeting of the new Academic Senate for final approval by the Senate. The Associated Students, Inc. should give student appointments to the Student Fairness Committee a high priority.

Recommendations for appointment to policy committees of student members of the Senate and student policy committee representatives shall be transmitted to the Associate Vice Chair by the Associated Student's, Inc. Board of Directors, acting in accordance with the appointment rules and nomination procedures of that organization. The recommendations should be transmitted to the Associate Vice Chair by the second meeting of the new Academic Senate.

When appointments have been approved by the Senate, the Senate Administrator shall notify those appointed.

6.5.1 Should the Associated Students, Inc. Board of Directors not transmit recommendations of students for membership on Senate operating committees or policy committees by the fourth week of instruction, the following shall supersede the rules of the Associated Students, Inc. for

90 nomination of students to policy and operating committees: student seats  
91 shall become university student-at-large seats for the balance of the  
92 academic year. These seats may be filled by any student in good standing  
93 at the university who self nominates or who is nominated by a member of  
94 the Academic Senate, and who is recommended by the elected members  
95 of the Executive Committee and approved by the Senate (subject to bylaw  
96 6.2). All student nominees shall submit a statement of purpose to the  
97 Executive Committee.  
98

99 6.5.2 Should a vacancy occur, the President of Associated Students, Inc.  
100 shall select a replacement to fill out the remainder of the term. This  
101 selection must be approved by a two-thirds majority of the total  
102 membership of the Board of Directors of the Associated Students, Inc. The  
103 name of the nominee should be transmitted to the Associate Vice Chair  
104 within 30 days of the time that the vacancy occurred for final approval by  
105 the Senate. When the appointment has been approved by the Senate, the  
106 Senate Administrator shall notify the appointee. If a nomination is not  
107 received within 30 days, the seat will be declared a student-at-large seat  
108 for the balance of the academic year and will be filled as per 6.5.1.  
109

110 6.6 The establishment or elimination of any regular policy committee shall require  
111 a two-thirds (2/3) majority of the Senate.  
112

113 6.7 Policy committees shall report to the Academic Senate. Committee  
114 recommendations within the report shall show the names of the committee  
115 members present and the vote totals. All operating committees shall report to the  
116 designated standing policy committees.  
117

118 6.7.1 All policy recommendations shall include  
119

120 a) A statement of the rationale of the policy, including its source,  
121 intent and claimed need in language suitable for communication to  
122 faculty, staff and students affected;  
123

124 b) Either the policy committee's finding that the recommended  
125 policy is not expected to have any significant financial impact, or an  
126 estimate, obtained from a named body or person responsible for  
127 implementing the policy, of the approximate direct cost or saving to  
128 the university if the recommended policy is adopted;  
129

130 c) A statement of the likely workload impact of the policy, that is,  
131 whether and how much compliance will increase or decrease  
132 required activity or expenditure of time by faculty, staff, or students.  
133

134 6.8 Except as otherwise provided in these bylaws, chairs of operating  
135 committees shall be elected by the committee. Any member of the committee,

136 except an ex officio member, is eligible as chair. Chairs of policy committees  
137 shall be elected annually by the Senate from its faculty representatives.  
138 Nominees for Chair of Professional Standards must be tenured full professors.  
139

140 6.9 a) All policy committee appointments shall be for one year, commencing  
141 with the first meeting of the Senate for the year (in the last month of the  
142 Spring semester).  
143

144 b) Seniority shall not be the primary factor in selecting members of policy  
145 committees.  
146

147 c) Tenured faculty should be given priority for appointment to the  
148 Professional Standards Committee.  
149

150 6.10 Policy committees shall normally be composed so that at least one half of  
151 the members of a policy committee are also members of the Senate. Thus, all  
152 Senators will normally be appointed to a policy committee prior to appointments  
153 of faculty who are not senators. Generally, no person shall serve on more than  
154 one policy committee. Exceptions may be made for the President of the  
155 Associated Students, officers of the Senate, and university administrators.  
156 Members of Senate **policy** committees, including ex officio members, can vote  
157 and be counted for quorum only if present in person.  
158

159 6.10.1 Normally, one faculty member from each of the units from which  
160 faculty representatives are elected is assigned to each policy committee.  
161 In no instance shall more than two faculty members from any of the units  
162 from which faculty representatives are elected be assigned to one policy  
163 committee.  
164

165 6.10.2 The senators representing the Emeritus Faculty Association and  
166 the Alumni Association are eligible for appointment to policy committees  
167 with the exception of the Professional Standards Committee. If they wish  
168 to serve, they shall, at the beginning of the academic year, request  
169 appointment. They may request a specific committee assignment; they  
170 may not serve on the same committee. Requests shall be made to the  
171 Executive Committee. When appointed, they shall have the status of ex  
172 officio members.  
173

174 6.11 Appointments of faculty to operating committees shall be for staggered  
175 three- year terms unless otherwise specified. After service for a full three-year  
176 term, members should be reappointed only in special circumstances. Appropriate  
177 administrative officers or their officers or designees shall be included on  
178 operating committees as ex officio members.  
179

180 Student membership on operating committees is normally for a one-year term.  
181

182 Near the end of each spring semester, each operating committee shall elect from  
183 among its membership, a chair for the following academic year. The outgoing  
184 committee chair shall recommend through the appropriate policy committees to  
185 the Committee on Committees any changes in committee responsibility or  
186 organization.  
187

188 6.12 a) If a member (non ex officio) of an Academic Senate committee  
189 (policy, operating, 'other', special or special agency) cannot complete the  
190 term for any reason, the chair of the committee may request, through the  
191 Associate Vice Chair of the Senate, that a replacement be appointed. The  
192 Associate Vice Chair, using the normal procedures of the Committee on  
193 Committees then solicits nominations for a replacement and brings a  
194 recommendation to the Executive Committee and subsequently the  
195 Senate via the consent calendar.  
196

197 b) If a member (non ex officio) of an Academic Senate committee (policy,  
198 operating, 'other', special or special agency) is absent from three regularly  
199 scheduled committee meetings in an academic year or repeatedly does  
200 not perform assigned committee duties, the chair of the committee may  
201 request, through the Associate Vice Chair of the Senate, that the person  
202 be removed from the committee. The Associate Vice Chair, following  
203 discussion with and approval from the Executive Committee for removal of  
204 the committee member will then solicit nominations for a replacement (or  
205 notify the relevant college if an election is needed) and bring a  
206 recommendation to the Executive Committee and subsequently the  
207 Senate via the consent calendar.  
208

209 c) Removal of a senator from their assigned policy committee will result in  
210 removal from the Senate.  
211

212 6.13 a) Notwithstanding the provisions of bylaw 6.10.1, and excluding  
213 seats for which an election is required, college seats on policy  
214 committees, operating committees, special agencies, 'other' committees  
215 or special committees, for which no faculty from that college willing to  
216 serve have been found and which remain vacant after the fourth week of  
217 instruction in the fall semester shall become faculty-at-large seats for the  
218 balance of the academic year.  
219

220 b) Following the third week of instruction, the Associate Vice Chair of the  
221 Senate shall inform each college representative and college dean which of  
222 that college's committee seats are still vacant and invite them to  
223 recommend faculty for those seats within one week's time. The college  
224 representative and deans shall be reminded that the seats will become  
225 faculty-at-large seats for the year if no college faculty to fill them can be  
226 found. The dean's recommendations shall be forwarded to the college's  
227 Committee on Committees representatives who shall present one name to

228 the Associate Vice Chair of the Senate to be reported to the Senate or to  
229 the Executive Committee, as appropriate under bylaw 6.2.

230  
231 c) Following the fourth week of instruction, all vacant college seats on  
232 committees for which no faculty from the college have been recommended  
233 under paragraph (b) above (or otherwise identified) shall become faculty-  
234 at-large seats for the balance of the year and all members of the  
235 Committee on Committees shall be requested to supply names of faculty  
236 from any representative unit to fill these vacancies.

237  
238 d) Following the third week of instruction, all vacant college seats on  
239 committees shall become faculty-at-large seats for the balance of the  
240 year (except as noted in part (a) above). First priority in filling these  
241 vacancies shall be given to elected faculty representatives not assigned to  
242 other policy committees. If all elected faculty representatives (other than  
243 Senate officers) have been appointed to policy committees and there are  
244 policy committee seats still remaining vacant, they shall be filled as  
245 provided in 6.13(b) and (c) above.

246  
247 e) The Associate Vice Chair of the Senate shall coordinate this selection  
248 process so as to maintain as far as possible a representative balance  
249 across committees and shall report one name for each vacancy to the  
250 Senate or the Executive Committee as appropriate under bylaw 6.2.

251  
252 f) Elected faculty representatives (other than Senate officers) not  
253 appointed to seats designated for representative units and also not  
254 appointed to faculty-at-large seats as provided above shall be appointed  
255 as additional members-at-large of policy committees. If there is only one  
256 such member, s/he shall be appointed to the Organization and  
257 Government Committee. If there is a second, s/he shall be appointed to  
258 the Instruction and Student Affairs Committee. A third shall be appointed  
259 to the Professional Standards Committee and a fourth to the Curriculum  
260 and Research Committee. The provision shall be implemented in a  
261 manner consistent with Academic Senate bylaw 6.10.1.  
262

1 **San Jose State University**  
2 **Academic Senate**  
3 **Organization and Government Committee**  
4 **April 25, 2016**  
5 **Final Reading**  
6

**AS 1605**

7 **Senate Management Resolution**  
8 **Electronic Voting**  
9

10 Legislative History: Modification of Senate standing rule 3 to allow for electronic  
11 voting and clarify the voting procedure.  
12

13 **Whereas:** Depending on the issue, voting by the academic senate has been  
14 known to take a considerable amount of time, and

15 **Whereas:** Recently the senate acquired electronic devices that could record  
16 and display votes as they occur, and

17 **Whereas:** Clarification is needed regarding the allowed methods of voting,  
18 therefore be it

19 **Resolved:** That Senate standing rule 3 be modified as suggested in this  
20 resolution, and be it further

21 **Resolved:** That on sensitive matters, or matters when undue administrative  
22 pressure might be brought to bear, the chair of the senate shall de-  
23 clare a vote to be by secret ballot, and be it further

24 **Resolved:** That secret ballots may be cast electronically, and be it further

25 **Resolved:** That except in circumstances where a secret ballot is necessary,  
26 the use of electronic devices for official voting shall be done in par-  
27 allel with an unofficial show of hands.  
28  
29

30 **Rationale:** The use of electronic devices has the potential to streamline certain  
31 elections, such as those where secret ballots are required, and/or multiple run-off  
32 elections are expected, however, other times a show-of-hands is expected to be  
33 more efficient.  
34  
35

36 **Approved:** 4/11/16

37 **Vote:** 7-0-0

38 **Present:** Shifflett, Beyersdorf, Becker, Curry, Mathur, Laker, Gleixner

39 **Absent:** Grosvenor, Romero

40 **Financial Impact:** None expected

41 **Workload Impact:** Increased work for senate administration to administer  
42 electronic devices, slightly offset by the reduced work in  
43 tallying votes.  
44  
45

46 **Standing Rule 3 Modification Recommended:**

47  
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### 3. Voting

- a) Electronic Voting. The senate chair shall determine on a case-by-case basis if official voting will be offered by a show of hands, or through the use of electronic devices in concert with a show of hand. The decision shall be guided by the expected efficiency of each method.
- b) Secret Ballot Voting. A secret ballot shall be required on all personnel matters except committee appointments. For all other matters, upon the request of any member and supported by five additional members, a secret ballot is also required. If voting is done electronically, no show of hands will accompany the electronic vote. A roll call vote shall be ordered upon the request of any member and supported by five additional members. If the chair faces a situation where there has been a properly supported call for a vote by secret ballot, and also a properly supported call for a roll call vote, there shall be an immediate vote to decide which type of ballot is to be taken on the motion at hand.

1 San José State University  
2 Academic Senate  
3 Curriculum and Research Committee  
4 April 25, 2016  
5 Final Reading  
6

AS 1607

7 **Policy Recommendation:**  
8 **Restoring Options for Students with Quantitative Reasoning**  
9 **Disabilities Affecting Math Skills**  
10

11 **BACKGROUND**

12 *Dyscalculia* is broadly defined as a learning disability in which affected persons have  
13 difficulty in learning and comprehending quantitative reasoning; and there is precedent  
14 in higher education (including in the CSU, at Long Beach, Chico, and Los Angeles) for  
15 waiver or substitution policies for quantitative reasoning requirements for those  
16 diagnosed with dyscalculia and other learning disabilities; and Title 5 (40405.1) permits  
17 each campus the right of discretion regarding the number and disposition of GE units so  
18 long as the total units are not fewer than 48 (semester); and section 40405.4 allows for  
19 exceptions in individual cases of demonstrable hardship; and Executive Order 1065  
20 affirms this in 2.2.5 (Exceptions) permitting the campus to grant (in the case of an  
21 individual student) an exception to one or more of the particular requirements of Section  
22 40405.1.

23  
24 **WHEREAS** SJSU has an obligation to provide suitable academic pathways and  
25 reasonable accommodations to students it admits; and  
26

27 **WHEREAS** SJSU has never had a quantitative reasoning *waiver* policy though SJSU  
28 had a *substitution* process from the 1980's until 2008; and SJSU had a  
29 different substitution process from 2008 – 2010, after which the  
30 substitution process was terminated by the Office of Undergraduate  
31 Studies; therefore be it  
32

33 **RESOLVED** A *substitution* process be available for all matriculated students identified  
34 as having dyscalculia, or a disability related to a quantitative reasoning  
35 impairment, verified by the Accessible Education Center (AEC), for whom  
36 required completion of a B4 class (and developmental math courses) will  
37 effectively prevent the student from ever completing a baccalaureate  
38 degree; and be it further  
39  
40



41  
42 **RESOLVED** The process shall honor CSU commitments to critical thinking and logical  
43 reasoning consistent with the overall aims of the GE program while  
44 respecting the requirements of SJSU degree programs; and be it further  
45

46 **RESOLVED** This substitution of the B4 requirement be determined through the  
47 collaborative efforts of the SJSU degree program (or, in the case of an  
48 undeclared student, the intended degree program), a representative from  
49 AEC, and a representative from the Office of Graduate and  
50 Undergraduate Programs; and be it further  
51

52 **RESOLVED** If the department deems that the B4 requirement is essential for success  
53 in a specific degree program then the substitution will not be permitted for  
54 that program; and be it further  
55

56 **RESOLVED** This policy shall be adopted in time to be effective for those students  
57 matriculating for the first time at SJSU in Fall 2016.  
58

59 **Approved (C&R):** April 11, 2016  
60 **Vote:** 8-0-0  
61 **Present:** Anagnos, Buzanski, Clements, Heil, Mathur, Schultz-Krohn,  
62 Sibley, Stacks  
63 **Absent:** Bacich, Backer, Matoush, Sarras  
64 **Curricular Impact:** None anticipated.  
65 **Financial Impact:** None anticipated.  
66 **Workload Impact:** Additional workload for curricular programs who choose to  
67 work with the student, Accessibility Education Center, and  
68 the Office of Graduate and Undergraduate Programs to  
69 identify a reasonable accommodation.

1 **SAN JOSE STATE UNIVERSITY**  
2 **Academic Senate**  
3 **Instruction & Student Affairs Committee**  
4 **April , 2016**  
5 **FiQDOR Reading**  
6

**AS 1608**

7  
8 **Policy Recommendation:**  
9 **Student Rights and Responsibilities**

10 **Whereas:** There have been significant changes in student rights and  
11 responsibilities since 1990, and  
12

13 **Whereas:** Referencing and maintaining all relevant information is impractical  
14 in a static policy; therefore, be it  
15

16 **Resolved:** That University Policies S90-5 and S98-6 be rescinded and  
17 replaced with the attached policy.  
18  
19

20 **Approved:** March 21, 2016

21 **Vote:** 13 - 0 - 1

22 **Present:** Brooks, Bruck (non-voting), Rees, Sen, Campsey, Walters,  
23 Medina, Branz (non-voting), Kaufman, Sofish, Medrano,  
24 Khan, Wilson, Simpson, Nash, Abukhdeir

25 **Absent:** Amante, Gay, Sen, Sullivan-Green

26 **Financial Impact:** No significant impact

27 **Workload impact:** Slight increase for I&SA Committee in reviewing changes up  
28 to twice per year as well as slight increase for university  
29 webmaster in updating the page of links.

30

## Student Rights and Responsibilities

31

32

### PREAMBLE

34 Academic institutions exist for the transmission of knowledge, the pursuit of truth,  
 35 the intellectual growth of students, and the general well being of society. As  
 36 members of the academic community, students should be encouraged to  
 37 develop critical judgment and to engage in a sustained and independent search  
 38 for truth. Freedom of inquiry, expression, and action are indispensable to the  
 39 attainment of these goals. Therefore, the academic community must not only  
 40 permit, but also encourage all forms of action which do not interfere with the  
 41 rights of other individuals or groups or with the essential functions of the  
 42 academic community.

43 Students, as members of the academic community, accept both the rights and  
 44 responsibilities incumbent upon all members of the institution. To the extent that  
 45 their rights as students are not denied, students acknowledge the authority of the  
 46 faculty in matters of scholarship and the authority of faculty and administrators in  
 47 operating the university. Concomitantly, the faculty and administration realize and  
 48 respect the rights of students to help in formulating university policies. Students  
 49 also have the right to challenge the LGHDV of others ZLWXRWH-DURI UHDDMRQ  
 50 to work for change believed necessary for the improvement of  
 51 the institution and to challenge any attempt to deprive them of their rights.  
 52

53 Applicable policies and procedures attempt to define both the student's freedom  
 54 and the limits of that freedom. They are based on the principles that membership  
 55 in the academic community involves rights and responsibilities and that all rights,  
 56 privileges, and responsibilities which accrue to the student as such are not  
 57 abridged by membership in the academic community.

58 Corollary to any statement of student rights and responsibilities are procedures  
 59 for hearing charges that students' rights have been denied either by other  
 60 students, the faculty, administration, or staff of the university. This policy  
 61 references the policies and procedures by which these rights and the freedom  
 62 of all segments of the university community may be protected.

63 While considering students' rights and responsibilities, it must be recognized that  
 64 the campus is not a sanctuary immune from civil authority and law, and that  
 65 students may be prosecuted for violation of the law, whether an action occurs on  
 66 the campus or off; however, university sanctions will be imposed only for those  
 67 violations that directly and significantly interfere with the university's  
 68 responsibilities for ensuring the opportunities of all members of the academic

69 community to pursue learning. This statement concerning Student Rights and  
70 Responsibilities is subject to and limited by all applicable provisions of the  
71 Constitution of the United States and of State law including the regulations and  
72 orders duly made by the Trustees and the Chancellor of the California State  
73 University.

74 **Applicable Policies and Procedures:**

75 The university shall maintain an electronic repository of all laws, policies,  
76 procedures, etc. that are applicable to the general area of Student Rights and  
77 Responsibilities. Twice per year, the members of the Instruction and Student  
78 Affairs Committee (I&SA) of the Academic Senate shall review the precise  
79 contents of this page. The review shall be completed in November for changes to  
80 take effect the following spring, and April for changes to take effect the following  
81 fall; this will allow faculty and students time to become familiar with upcoming  
82 changes to the required language. Authority for approving changes in the list of  
83 links rests only with I&SA. The list of links will be hosted under the “Current  
84 Students” tab on the university homepage, as well as in the catalog and on the  
85 web sites of appropriate offices, including, at a minimum, Academic Affairs,  
86 Accessible Education Center, Associated Students, Athletics, college and  
87 departmental web sites, Enrollment Services, Graduate and Undergraduate  
88 Programs, Housing, Human Resources, Registrar, Student Academic Success  
89 Services, Student Affairs, Student Conduct, Student Services, and University  
90 Ombudsperson web sites.

91

92

93

94 NOTE: the following two pages contain lists of (a) the list of items covered in the  
95 current policy and (b) a proposed list based on current laws, policies, etc. that  
96 apply to student rights and responsibilities. These lists are not exhaustive.

97 **STUDENT RESPONSIBILITIES AND RIGHTS (CURRENT) DISTRIBUTES**  
98 **AMONG MANY WEB LOCATIONS**

[University Policies](#)

[Academic Standards](#)

[Attendance Policy](#)

[Academic Integrity Policy](#)

[Complaints](#)

[Complaint Procedures - Alleged Violations of State Law](#)

[Educational Equity](#)

[Equal Opportunity](#)

[Disciplinary Action Statement](#)

[Student Fairness Committee](#)

[Ombudsperson](#)

[Student Conduct & Ethical Development](#)

[Student Conduct Standards](#)

[Student Conduct Procedures](#)

[Student Discipline and Conduct](#)

[Student Disciplinary Process](#)

[California Code of Regulations](#)

[Drug-Free Schools Statement](#)

[Safety Report](#)

[Sexual Harassment](#)

[Regulation - Nondiscrimination Policies](#)

[Health Policies](#)

[Privacy Rights of Students in Education Records](#)

99

100

101  
102

## **Student Responsibilities and Rights (Proposed)**

<a href="#">Academic Accommodations</a>
<a href="#">Academic Freedom and Artistic Expression</a>
<a href="#">Academic Freedom and Professional Responsibility</a>
<a href="#">Attendance and Participation</a>
<a href="#">Discrimination, Harassment, and Retaliation</a>
<a href="#">Drug and Alcohol Use and Abuse</a>
<a href="#">Educational Equity</a>
<a href="#">Establishing a Committed Presence in Class</a>
<a href="#">Faculty Office Hours</a>
<a href="#">Final Examination, Evaluation, or Culminating Activity</a>
<a href="#">Grade Disputes and Grievances</a>
<a href="#">Grading</a>
<a href="#">Syllabi</a>
<a href="#">Housing License Agreement</a>
<a href="#">Leaves of Absence</a>
<a href="#">Religious Holidays</a>
<a href="#">Student Conduct and Academic Integrity</a>
<a href="#">Student Government</a>
<a href="#">Student Organizations</a>
<a href="#">Student Records and Privacy Rights</a>
<a href="#">Timely Feedback on Class Assignments</a>
<a href="#">Title IX</a>
<a href="#">What steps should I take if I feel my rights have been violated?</a>
CSU and SJSU Administrative Items <ul style="list-style-type: none"><li>• <a href="#">SJSU Policies</a></li><li>• <a href="#">Coded Memos</a></li><li>• <a href="#">Executive Orders</a></li><li>• <a href="#">Presidential Directives</a></li></ul>

103

1 **San José State University**  
2 **Academic Senate**  
3 **Curriculum and Research Committee**  
4 **April 25, 2016**  
5 **Final Reading**  
6  
7

**AS 1609**

8 **Policy Recommendation:**  
9 **Amendment to F13-2, Technology Intensive, Hybrid and Online**  
10 **Courses and Programs**

11  
12 **Amends:** F13-2  
13  
14

15 **Whereas:** CSU Executive Order 1078 states that students cannot be charged additional  
16 miscellaneous courses fees other than for field trips and in university policy F13-  
17 2 there is a statement in II.A.1.c regarding extra fees that includes proctoring as  
18 an extra fee exemplar; therefore be it  
19

20 **Resolved:** That the current II.A.1.c statement is removed and substituted with “c. Any  
21 course that requires students to pay extra fees for field trips (only allowable  
22 course fee according to CSU Executive Order 1078) must indicate so on the  
23 syllabus.”  
24

25 **Rationale:** CSU Executive Order 1078 established the mandatory Student Success,  
26 Excellence and Technology Fee (SSETF) and noted that this fee replaced all  
27 existing miscellaneous course fees (with the exception of field trips). In some  
28 online and hybrid courses instructors have been requiring students to use  
29 proctoring services that are external to the course and/or to the university. The  
30 cost of these proctoring services constitute ‘extra fees’ and thus are not allowable  
31 by the executive order. This amendment corrects the error in the extra fees  
32 exemplar described in the F13-2 policy.  
33  
34

35 **Approved (C&R):** April 11, 2016

36 **Vote:** 8-0-0

37 **Present:** Anagnos, Buzanski, Clements, Heil, Mathur, Schultz-Krohn, Sibley,  
38 Stacks

39 **Absent:** Bacich, Backer, Matoush, Sarras

40 **Curricular Impact:** None anticipated.

41 **Financial Impact:** None anticipated.

42 **Workload Impact:** None anticipated.

7  
8 **POLICY**  
9 **RECOMMENDATION**  
10 **Rescinds S02-8 (Information Technology Resources**  
11 **Responsible Use Policy)**

12  
13  
14 Resolved: That S02-8 be rescinded, effective immediately.

15  
16 Resolved: That the Information Security Officer draft any necessary guidelines to assist  
17 the campus in implementing and complying with the CSU Responsible Use  
18 component of the CSU Information Security Policy (8105), and forward  
19 those guidelines for Senate recommendation via the Executive Committee.  
20

21  
22 Rationale: Clear guidance for faculty, staff, students, and administrators on the  
23 responsible use of technology resources is needed, but since the adoption  
24 of SJSU's own responsible use policy in 2002, the CSU has created a  
25 system-wide policy, in the form of the 2013 Responsible Use policy  
26 component of the CSU's Information Security Policy  
27 (<https://www.calstate.edu/icsuam/sections/8000/8105.0.shtml>). This CSU  
28 policy establishes basic responsibilities for all users, the CSU and  
29 campuses, and describes expectations for responsible use. It addresses a  
30 wide range relevant circumstances (e.g., network and information system  
31 integrity, trademarks and patents, and incidental use. It also covers  
32

- 33 • Central and departmentally managed campus information assets.
- 34 • All users employed by campuses or any other person with access to  
35 campus information assets.
- 36 • All categories of information, regardless of the medium in which the  
37 information asset is held or transmitted (e.g. physical or electronic).
- 38 • Information technology facilities, applications, hardware systems, and  
39 network resources owned or managed by the CSU.

40  
41 The existing SJSU policy is largely redundant. To the extent that SJSU needs specific  
42 guidelines of its own that goes beyond the CSU policy, they can be drafted and submitted  
43 for Senate recommendation in the same manner that S02-8 was originally drafted and  
44 submitted.  
45  
46  
47  
48  
49



50  
51 Approved: 2/15/16 in a different format by Organization and Government

52  
53 Vote: 8-0-0  
54 Present: Mathur, Shifflett, Beyersdorf, Becker, Romero, Laker, Curry,  
55 Grosvenor  
56 Absent: Gleixner

57  
58  
59  
60  
61 Approved 3/21/16 by Professional Standards

62  
63  
64 Vote: 6-0-0  
65 Present: Peter, Green, White, Lee, Virick, Sandoval-Rios  
66 Absent: Kauppila, Riley, Hamedi-Hagh  
67 Financial Impact: No changes over the previous policy.  
68 Workload Impact: No changes over the previous policy.

1 San Jose State University  
2 Academic Senate  
3 Executive Committee  
4 April 25, 2016  
5 Final Reading  
6

AS 1613

7 **Senate Management Resolution**  
8 **Conferring the Title of Honorary Senator on**  
9 **Dr. Judith Lessow-Hurley**

- 10  
11 Whereas: The Academic Senate may confer the title of Honorary Senator on  
12 any member of the university community for long and distinguished  
13 service, and  
14  
15 Whereas: During the course of her 35 years as a faculty member, Dr. Judith  
16 Lessow-Hurley served San José State University with honor and  
17 distinction, and  
18  
19 Whereas: Dr. Judith Lessow-Hurley's service included 18 continuous years on  
20 the SJSU Academic Senate including seven-years on the  
21 Academic Senate of the California State University  
22  
23 Whereas: Dr. Judith Lessow-Hurley, with good judgment, integrity, and an in-  
24 clusive approach to leadership, effectively chaired the SJSU  
25 Academic Senate for two years, therefore be it  
26  
27 Resolved: That in recognition of her outstanding contributions and service  
28 to San José State University, and in accordance with SM-F96-3,  
29 the Senate confers upon Dr. Judith Lessow-Hurley the title of  
30 Honorary Senator with all the rights and privileges thereof, and be it  
31 further  
32  
33 Resolved That a copy of this resolution, signed by the Chair and the  
34 Executive Committee, be presented to Dr. Lessow-  
35 Hurley.  
36  
37 Approved: April 18, 2016  
38 Vote: 14-1-0  
39 Present: Kimbarow, Martin, Feinstein, Blaylock, Lanning, Larochelle,  
40 Amante, Frazier, Heiden, Lee, Backer, Mathur, Kaufman,  
41 Shifflett, Peter  
42 Absent: None  
43 Financial Impact: None expected  
44 Workload Impact: No change  
45

1 San José State University  
2 Executive Committee  
3 April 25, 2016  
4 Final Reading

AS 1615

5  
6  
7 **Sense of the Senate Resolution**  
8 **Promoting San José State University’s Support of the You Can**  
9 **Play Project**

10  
11 Whereas, San José State University is a diverse and inclusive campus  
12 dedicated to social justice and ensuring equal access  
13 and opportunity for students to succeed regardless of race,  
14 ethnicity, religion, gender, economic status, disability, or  
15 sexual orientation; and

16  
17 Whereas, From an early age LGBT persons often experience  
18 shunning, hostility, bullying, and even extreme violence  
19 when participating in athletics at all levels, creating an  
20 unhealthy dynamic where LGBT athletes are closeted,  
21 talents are not developed, bigotry is fostered, and athletics  
22 becomes a symbol of intolerance.

23  
24 Whereas, The *You Can Play* project is dedicated to ensuring equality,  
25 respect, and safety for all athletes regardless of sexual  
26 orientation; and

27  
28 Whereas , *You Can Play* works to ensure that athletes are judged  
29 solely on talent, heart, desire and work ethic and not on the  
30 basis of sexual or gender identity; and

31  
32 Whereas, According to *You Can Play*, sports is one of the realms of  
33 society where discrimination and slurs are too frequently  
34 tolerated, and

35  
36 Whereas, Many teammates, coaches, and the broader university  
37 community believe that all athletes “who can play” should be  
38 welcomed, given equal opportunity, and accorded respect;  
39 and

40  
41 Whereas, A number of college athletic conferences and a number of  
42 colleges and universities, including Notre Dame, The Ohio  
43 State University, UC Berkeley, Stanford, UCLA and  
44 Sacramento State University, have teamed up with *You Can*  
45 *Play* to promote equality in sports by producing video

46 messages for posting on the *You Can Play* website and  
47 played at intercollegiate athletic events; and  
48  
49 Whereas, San José State University Athletics aims to provide a safe  
50 and inclusive environment for all student athletes to succeed  
51 regardless of their sexual orientation or identity; therefore be  
52 it  
53  
54 Resolved, That San José State University actively supports the *You*  
55 *Can Play* project; and be it further  
56  
57 Resolved, That San José State University allocate funds to promote the  
58 principles and message of the *You Can Play* project through  
59 activities and communications including, but not limited to,  
60 the production, use, and distribution (including submission to  
61 the *You Can Play* website) of a video reflecting SJSU's  
62 commitment to inclusive excellence.  
63  
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72  
73 Approved: April 21, 2016 by email vote  
74 Vote: 14-0-1  
75 Present: Kimbarow, Martin, Larochele, Lanning, Blaylock, Feinstein,  
76 Frazier, Backer, Lee, Kaufman, Mathur, Shifflett, Amante,  
77 Peter, Heiden  
78 Absent: None

6  
7  
8 **POLICY RECOMMENDATION**  
9 **Amending S15-6 to Clarify Procedures for Recruitment Committees**

10  
11  
12 Resolved: That the following amendment be incorporated into S15-6, and edited into  
13 the public copies of S15-6; be it further

14  
15 Resolved: That this amendment becomes effective for all searches beginning AY  
16 2016-17.

17 **3.0 Procedures for Initial Appointment**

18 ....

19 **3.3 Recruitment committee procedures.**

20 **3.3.1 Recruitment committees shall be charged by the Dean or the Dean's**  
21 **designee and shall sign an appropriate agreement to protect the**  
22 **confidentiality of candidate applications.**

23 **3.3.2 Faculty Affairs will provide all recruitment committees with**  
24 **comprehensive guidelines for organizing the recruiting process.**

25 **3.3.3 Recruitment committees shall evaluate all candidates for**  
26 **appointments to regular positions and determine the order of**  
27 **desirability of finalists for the position. The recommendation of a**  
28 **recruitment committee shall be approved by a simple majority of the**  
29 **committee; abstentions will not be counted when determining the**  
30 **committee recommendation. Abstentions will be counted as**  
31 **"present" for the purposes of establishing a quorum.**

32 **3.3.3.1.1 Committees shall provide a clear rationale for their**  
33 **recommendations to the Dean and to Faculty**  
34 **Affairs. The committee vote and the written**  
35 **recommendations of the committee, including the**  
36 **order of desirability of finalists, shall be recorded**  
37 **and signed by all committee members. When**  
38 **committee recommendations are not unanimous,**  
39 **reasons shall be stated for all votes cast. A**  
40 **statement of the reasons shall be included in a**  
41 **single report from the committee, with the possibility**  
42 **of a separate "minority" report. In either case, the**  
43 **confidentiality of voting shall be maintained, and**  
44 **signatures on the report(s) shall not indicate how**  
45 **individual members voted when recommendations**  
46 **are not unanimous.**

48 3.3.2.1.1 Normally, offers shall be extended to candidates in  
49 the order recommended by the committee. If,  
50 however, information emerges after the committee  
51 makes its recommendation (e.g., a subsequent  
52 reference check) that calls the order of desirability  
53 into question, the committee shall be given the  
54 opportunity to change its recommendation.

55 3.3.2.1.2 In the event that the President (and his designees)  
56 cannot (for any reason) accept the recommendation  
57 of the committee, the search will

58 Rationale: When the ARTP policies were split apart for ease of use, a few procedures  
59 that under the old policy applied to “all committees” were not moved to the Appointments  
60 policy but remained behind in the RTP policy. This amendment restores these  
61 procedures to the Appointments policy.  
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98 Approved: April 11, 2016  
99 Vote: 8-0-0  
100 Present: Peter, Green, White, Lee, Virick, Kauppila, Sandoval-Rios,  
101 Hamedi-Hagh  
102 Absent: Riley  
103 Financial Impact: No changes over the previous policy.  
104 Workload Impact: No changes over the previous policy.

7  
8  
9 **Sense of the Senate Resolution**  
10 **Calling for Widespread Consultation**  
11 **Prior to Finalizing any Standards and/or Implementation Strategies**  
12 **Pertaining to Electronic Communications**  
13

14 Resolved: That, prior to finalizing any standards and/or implementation strategies  
15 pertaining to electronic communications, the Information Security Officer  
16 share widely with faculty, staff, administrators and students the draft  
17 standard on Email and Campus Communication  
18 ([http://its.sjsu.edu/docs/security/Standard\\_Email\\_Campus\\_Communication.](http://its.sjsu.edu/docs/security/Standard_Email_Campus_Communication.pdf)  
19 [pdf](http://its.sjsu.edu/docs/security/Standard_Email_Campus_Communication.pdf)) and solicit input on revisions, and be it further  
20

21 Resolved: That following campus consultation, a revised draft of the standard on Email  
22 and Campus Communication be shared with the Senate's Professional  
23 Standards Committee to guide their development of a policy  
24 recommendation.  
25

26 Rationale: The draft standards on email campus communication contain numerous  
27 important changes that would substantially alter how faculty, students, and staff  
28 communicate through electronic media at SJSU. Some of those changes may be  
29 inconvenient or controversial. It would be prudent to solicit the widest possible feedback  
30 in order to devise the least disruptive implementation, and to determine if the campus  
31 community can suggest alternatives or improvements to the Standard Email Campus  
32 Communication plan.  
33

34 Approved: February 16, 2016 in a different format (part of a larger package) by  
35 Organization and Government

36 Vote: 8-0-0

37 Present: Mathur, Shifflett, Beyersdorf, Becker, Romero, Laker, Curry,  
38 Grosvenor

39 Absent: Gleixner  
40

41  
42 Approved: March 21, 2016 by Professional Standards

43 Vote: 8-0-0

44 Present: Peter, Green, White, Lee, Virick, Kauppila, Sandoval-Rios,  
45 Hamedi-Hagh

46 Absent: Riley

47 Financial Impact: No changes over the previous policy.

48 Workload Impact: Will require some workload as the Information Security Officer will  
49 need to devise and implement a campus wide consultation plan.

6  
7  
8 **POLICY RECOMMENDATION**  
9 **Amending S15-7 to Clarify Secret Ballots for Choosing RTP**  
10 **Committees**

11  
12  
13 Resolved: That the following amendments be incorporated into S15-7, and edited into  
14 the public copies of S15-7; be it further

15  
16 Resolved: That this amendment becomes effective beginning AY 2016-17.

17  
18 3.1.3 Election of RTP members

19  
20 3.1.3.1 At all levels, faculty shall be elected to serve on RTP  
21 committees by secret ballot.

22  
23 3.1.3.2 Faculty elected to serve on RTP committees should  
24 consider that their participation affects the careers of  
25 colleagues as well as the well-being of students and the  
26 health of the University more generally. This service shall  
27 be their highest professional priority.

28  
29 3.1.3.3 Candidates should verify their ability to serve during the  
30 scheduled meeting times. If necessary and feasible,  
31 Deans and Chairs should adjust members' teaching  
32 schedules to accommodate their ability to attend the  
33 scheduled meetings. If an elected member has an  
34 unresolvable conflict with the meeting schedule, that  
35 member should promptly notify the Dean and Chair who  
36 should arrange to replace the member via a special  
37 election prior to the beginning of committee deliberations.

38  
39 3.1.3.4 No one may serve during the same review cycle on more  
40 than one level of committee; membership on the University  
41 committee, a college committee, or a department  
42 committee precludes membership on the other two.

43  
44 3.1.3.5 All departments with four or more active Professors are  
45 expected to provide members/nominees to higher level  
46 committees. Departments with three or fewer active  
47 Professors may provide members/nominees to higher level  
48 committees by supplementing their department level  
49 committee with external faculty (if needed) as per 3.2.7. A  
50 department with insufficient faculty to provide a  
51 representative to a College level committee may elect a  
52 representative from outside its department in a related  
53 discipline, or it may elect another department's elected



representative as a designee to explain the department's criteria and context to the College committee.

.....

3.4.2 The members of the university committee will be elected by the probationary and tenured faculty unit employees from each college and the General Unit. Only faculty who have previously served on their College level committee are eligible to be elected. Each department in the college shall be informed of the pending selection and may nominate one person. Each college retention, tenure, and promotion committee will select at least two of those nominated to place before the electorate of its college. No one elected may serve as a member of a department or college retention, tenure, or promotion committee in the same Academic year.

3.4.2.1.1 An election for the representative from the General Unit will be conducted by the Senate Chair, who will first solicit nominations from the library faculty and the counseling faculty and then will conduct an election.

Rationale:

Secret ballots were required for recruitment committees but this requirement was inexplicably not inserted for RTP committees. Since probationary faculty vote for the members of RTP committees, forcing them to publically vote could expose them to coercive pressures, and this possibility should be avoided. The responsibility for election of the General Unit representative to the University RTP Committee is given to the Academic Senate, which similarly runs the General Unit elections for Senate.

Approved: April 11, 2016  
Vote: 8-0-0  
Present: Peter, Green, White, Lee, Virick, Kauppila, Sandoval-Rios, Hamedi-Hagh  
Absent: Riley  
Financial Impact: No changes over the previous policy.  
Workload Impact: No changes over the previous policy.

6  
7  
8 **POLICY RECOMMENDATION**  
9 **Adopting New SOTE and SOLATE Instruments**

10  
11  
12 Resolved: That the attached documents following be adopted as the text for revised  
13 Student Opinion of Teaching Effectiveness (SOTE) and Student Opinion of  
14 Laboratory Teaching Effectiveness (SOLATE) questionnaires; be it further

15  
16 Resolved: That this become effective for the administration of Fall 2016 SOTEs and  
17 SOLATEs.

18  
19 Rationale: F12-6, Evaluation in Effectiveness in Teaching for all Faculty, states:

20  
21 SERB shall prepare the specific questions and survey instrument to  
22 be used to measure student opinions of teaching effectiveness. It  
23 shall decide the scale, format, and layout of the instrument, and  
24 determine the information that is provided in the reports generated  
25 by the surveys. The instrument shall be approved by the Senate  
26 upon recommendation of SERB and the Professional Standards  
27 Committee, and may only be amended by SERB.

28  
29 SERB has worked diligently over the course of two years to amend the existing SOTE  
30 and SOLATE survey instrument. The last time the instruments were changed was in  
31 2004.

32  
33 A draft was prepared too late last year (AY 2014-15) to be reviewed by the Senate, and  
34 Professional Standards reviewed a draft on August 31 provided by SERB. Professional  
35 Standards provided advice which resulted in some additional changes over the course of  
36 the year and the receipt of this draft in April.

37  
38 SERB is a board specifically appointed for expertise on survey research and contains the  
39 AVP for IEA as an advisor. Professional Standards and the Senate may accept or reject  
40 the survey instruments provided by SERB, but may not amend the text of the survey  
41 instrument they have provided.

42  
43 One major change is the addition of the free-response section to the SOLATE instrument.  
44 Giving students the opportunity to go beyond the numerical ratings and write a free  
45 response is required by our policy but has inexplicably only been part of the SOTE  
46 instrument and not the SOLATE instrument. This will bring our laboratory evaluations into  
47 conformity with policy and allow students in lab courses the same opportunity to respond  
48 as students in other courses.

49  
50 SERB added an informational question about how many hours students devote to course-  
51 related activities. The Chair of SERB indicated that this was intended " to facilitate  
52 evaluation of course workload relative to Carnegie units (Question 18 on the SOTE;

53 Question 14 on the SOLATE)" and that it "was added after discussions with department  
54 chairs and curriculum committees tasked with the duty of evaluating course  
55 workload." Members of the Professional Standards Committee are of mixed opinions  
56 about this rationale for a question on hours of student work.  
57

58 Questions 14 and up on the SOTE and 10 and higher on the SOLATE are informational  
59 items and are not "normed" and compared between departments.  
60

61 Approved: April 18, 2016

62 Vote: 8-0-0

63 Present: Peter, Green, White, Lee, Virick, Kauppila, Sandoval-Rios,  
64 Hamedi-Hagh

65 Absent: Riley

66 Financial Impact: No changes over the previous policy.

67 Workload Impact: Institutional Effectiveness and Analytics (IEA) will need to update the  
68 online questionnaires.

69 Student Opinion of Teaching Effectiveness (SOTE) Revision (SERB, final, March 2016)

70

71 This instrument is designed to be a professional evaluation of your instructor's teaching  
72 performance. It is NOT designed to measure your reaction to the subject, the facilities  
73 (such as the physical conditions of the classroom), or your instructor's physical  
74 appearance. Your individual ratings will be anonymous and a summary of items 1-20 will  
75 be available to your instructor after grades are turned in. This summary may enhance  
76 your instructor's teaching. It will also be used in the evaluation of your instructor for  
77 personnel matters such as retention, tenure and promotion. **If the question does not**  
78 **apply to your course, please select "not applicable/no opportunity to observe".**

79 The instructor:

80 1. Demonstrated relevance of the course content:

81 5. Strongly Agree

82 4. Agree

83 3. Neutral

84 2. Disagree

85 1. Strongly Disagree

86 Not applicable/no opportunity to observe

87

88 2. Used assignments that enhanced learning:

89 5. Strongly Agree

90 4. Agree

91 3. Neutral

92 2. Disagree

93 1. Strongly Disagree

94 Not applicable/no opportunity to observe

95

96 3. Summarized/emphasized important points:

97 5. Strongly Agree

98 4. Agree

99 3. Neutral

100 2. Disagree

101 1. Strongly Disagree

102 Not applicable/no opportunity to observe

103

104 4. Was responsive to questions and comments from students:

105 5. Strongly Agree

106 4. Agree

107 3. Neutral

108 2. Disagree

109 1. Strongly Disagree

110 Not applicable/no opportunity to observe

111

112 5. Established an atmosphere that facilitated learning:

113 5. Strongly Agree

114 4. Agree

115 3. Neutral

116 2. Disagree

117 1. Strongly Disagree

- 118 Not applicable/no opportunity to observe  
119
- 120 6. Was approachable for assistance:  
121 5. Strongly Agree  
122 4. Agree  
123 3. Neutral  
124 2. Disagree  
125 1. Strongly Disagree  
126 Not applicable/no opportunity to observe  
127
- 128 7. Was respectful of the diversity of students in this class:  
129 5. Strongly Agree  
130 4. Agree  
131 3. Neutral  
132 2. Disagree  
133 1. Strongly Disagree  
134 Not applicable/no opportunity to observe  
135
- 136 8. Showed strong interest in teaching this class:  
137 5. Strongly Agree  
138 4. Agree  
139 3. Neutral  
140 2. Disagree  
141 1. Strongly Disagree  
142 Not applicable/no opportunity to observe  
143
- 144 9. Used teaching methods that helped students learn important concepts:  
145 5. Strongly Agree  
146 4. Agree  
147 3. Neutral  
148 2. Disagree  
149 1. Strongly Disagree  
150 Not applicable/no opportunity to observe  
151
- 152 10. Used grading criteria that were clear:  
153 5. Strongly Agree  
154 4. Agree  
155 3. Neutral  
156 2. Disagree  
157 1. Strongly Disagree  
158 Not applicable/no opportunity to observe  
159
- 160 11. Helped students analyze complex/abstract ideas:  
161 5. Strongly Agree  
162 4. Agree  
163 3. Neutral  
164 2. Disagree  
165 1. Strongly Disagree  
166 Not applicable/no opportunity to observe  
167

168 12. Provided meaningful feedback about student work:  
169 5. Strongly Agree  
170 4. Agree  
171 3. Neutral  
172 2. Disagree  
173 1. Strongly Disagree  
174 Not applicable/no opportunity to observe  
175

176 13. Overall, this instructor's teaching was effective:  
177 5. Strongly Agree  
178 4. Agree  
179 3. Neutral  
180 2. Disagree  
181 1. Strongly Disagree  
182 Not applicable/no opportunity to observe  
183

184 Please answer the following informational items:  
185

186 14. How would you describe your efforts in this course?  
187 Extraordinary  
188 High  
189 Average  
190 Low  
191 Minimal  
192

193  
194 15. How often did you attend class?  
195 Almost always  
196 Often  
197 Occasionally  
198 Seldom  
199 Almost never  
200

201 16. What is your current estimate of your expected overall grade in this course?  
202 A  
203 B  
204 C  
205 D or F  
206 Other (Credit/No Credit, Incomplete, etc.)  
207

208 17. You are a:  
209 Freshman  
210 Sophomore  
211 Junior  
212 Senior  
213 Graduate Student  
214 Credential Only  
215 Other (e.g. Open University)  
216

217 18. During a typical week in this course, how many hours did you spend outside of class

218 on course-related activities (such as reading, completing assignments, studying, service  
219 learning, field work, group work, etc.)?  
220

221 (NOTE: This will be programmed to be answered as a number field, and the course units  
222 will be added to the report, allowing users to easily divide the answer by the actual course  
223 units to generate Carnegie Units.  
224

225 19. Did any other student attempt to influence your answers on this survey?

226 Yes

227 No

228  
229 20. Did your instructor attempt to influence your answers on this survey?

230 Yes

231 No

232  
233 Free-Response Questions:

234  
235 What do you think are the strengths of this instructor's teaching?

236  
237 What suggestions, if any, do you have to further improve the instructor's teaching?

238 If you like, please use this space to elaborate on your responses to the multiple choice  
239 questions above.  
240

241 Student Opinion of Laboratory and Activity Teaching Effectiveness (SOLATE) Revision  
242 (SERB, final, March 2016)

243

244 This instrument is designed to be a professional evaluation of your instructor's teaching  
245 performance. It is NOT designed to measure your reaction to the subject, the facilities  
246 (such as the physical conditions of the classroom), or your instructor's physical  
247 appearance. Your individual ratings will be anonymous and a summary of items 1-15 will  
248 be available to your instructor after grades are turned in. This summary may enhance  
249 your instructor's teaching. It will also be used in the evaluation of your instructor for  
250 personnel matters such as retention, tenure and promotion. **If the question does not**  
251 **apply to your course, please select "not applicable/no opportunity to observe".**

252 The lab or activity instructor:

253

254 1: made course requirements clear.

255 5. Strongly Agree

256 4. Agree

257 3. Neutral

258 2. Disagree

259 1. Strongly Disagree

260 Not applicable/no opportunity to observe

261

262 2: used grading criteria that were clear.

263 5. Strongly Agree

264 4. Agree

265 3. Neutral

266 2. Disagree

267 1. Strongly Disagree

268 Not applicable/no opportunity to observe

269

270 3: was well prepared for class or activity.

271 5. Strongly Agree

272 4. Agree

273 3. Neutral

274 2. Disagree

275 1. Strongly Disagree

276 Not applicable/no opportunity to observe

277

278 4: showed concern for student success in the course, and was accessible and responsive  
279 to students

280 5. Strongly Agree

281 4. Agree

282 3. Neutral

283 2. Disagree

284 1. Strongly Disagree

285 Not applicable/no opportunity to observe

286

287 5: made the class environment safe for students, including demonstration of the proper  
288 use of any equipment and techniques.

289 5. Strongly Agree



290 4. Agree  
291 3. Neutral  
292 2. Disagree  
293 1. Strongly Disagree  
294 Not applicable/no opportunity to observe  
295  
296 6: helped me integrate the lecture concepts with the class/activity.  
297 5. Strongly Agree  
298 4. Agree  
299 3. Neutral  
300 2. Disagree  
301 1. Strongly Disagree  
302 Not applicable/no opportunity to observe  
303  
304 7: increased my understanding of the subject.  
305 5. Strongly Agree  
306 4. Agree  
307 3. Neutral  
308 2. Disagree  
309 1. Strongly Disagree  
310 Not applicable/no opportunity to observe  
311  
312 8: stimulated my interest in the subject.  
313 5. Strongly Agree  
314 4. Agree  
315 3. Neutral  
316 2. Disagree  
317 1. Strongly Disagree  
318 Not applicable/no opportunity to observe  
319  
320 9: Overall, this instructor's teaching was effective.  
321 5. Strongly Agree  
322 4. Agree  
323 3. Neutral  
324 2. Disagree  
325 1. Strongly Disagree  
326 Not applicable/no opportunity to observe  
327  
328 Please answer the following informational items:  
329  
330 10. How often did you attend class?  
331 Almost always  
332 Often  
333 Occasionally  
334 Seldom  
335 Almost never  
336  
337 11. What is your current estimate of your expected overall grade in this course?  
338 A  
339 B

340 C  
341 D or F  
342 Other (Credit/No Credit, Incomplete, etc.)

343  
344 12. You are a:  
345 Freshman  
346 Sophomore  
347 Junior  
348 Senior  
349 Graduate Student  
350 Credential Only  
351 Other (e.g. Open University)

352  
353 13: During a typical week in this course, how many hours did you spend outside of class  
354 on course-related activities (such as reading, completing assignments, studying, service  
355 learning, field work, group work, etc.)?

356  
357 (NOTE: This will be programmed to be answered as a number field, and the course units  
358 will be added to the report, allowing users to easily divide the answer by the actual course  
359 units to generate Carnegie Units.

360  
361  
362  
363 14. Did any other student attempt to influence your answers on this survey?  
364 Yes  
365 No

366  
367 15. Did your instructor attempt to influence your answers on this survey?  
368 Yes  
369 No

370  
371 Free-Response Questions:

372  
373 What do you think are the strengths of this instructor's teaching?

374  
375 What suggestions, if any, do you have to further improve the instructor's teaching?

376 If you like, please use this space to elaborate on your responses to the multiple choice  
377 questions above.

378

6  
7 **Policy Recommendation**  
8 **Probation and Disqualification**

9 Whereas University Policy S10-6 has already been amended twice (S11-1 and S15-5) and  
10 now would require many further amendments to become consistent with policies  
11 such as F12-7 (Former Students Returning), Academic Disqualification and  
12 Reinstatement Review Committee (ADRRC) Guidelines on Probation and  
13 Disqualification in the Major, and changes in ADRRC implementation of  
14 reinstatement criteria; therefore be it

15 Resolved That University Policies S10-6, S11-1, and S15-5 be rescinded and replaced by  
16 the following policy.

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## 39 **I. Undergraduate Students**

40 Per Sections 41300 and 41300.1 Title 5 of the California Code of Regulations, undergraduate  
41 students studying for a baccalaureate degree are expected to maintain a grade point average  
42 (GPA) of 2.0 or better in their academic work at SJSU in order to be classified as being in good  
43 academic standing. In determining a student's eligibility to remain enrolled at SJSU, both  
44 quality of performance and progress toward the degree or other program objective are  
45 weighed. Quality of performance is determined by the GPA in all letter-graded courses. Other  
46 factors, such as the total number of units taken, the number of courses repeated, or the GPA  
47 in the major may be considered in determining progress toward degree or other degree  
48 program objectives.

### 49 **A. University Academic Probation and Continued Probation**

50 Undergraduate students will be placed on academic probation if at any time (following a  
51 Fall, Winter, Spring, or Summer term) their SJSU cumulative GPA falls below 2.0. The  
52 probation status is shown on the transcript.

53 Undergraduate students on probation will remain on continued probation when the  
54 following term GPA is 2.0 or better, while the SJSU cumulative GPA remains below 2.0.  
55 The continued probation status is shown on the transcript and is treated like probation in  
56 terms of academic standing.

57 Freshmen on academic probation are allowed a second consecutive semester of probation  
58 (known as continued probation) if the SJSU cumulative GPA is in the range 1.50 to 1.99.

59 The Registrar will notify students who are placed on probation of that fact when term  
60 grades are posted. The notification will include a referral of the students to their advisors  
61 for consultation. Undergraduate students on academic probation may have restrictions  
62 placed on their total unit load.

63 Undergraduate students on probation or continued probation will have holds placed on their  
64 records and will not be allowed to participate in further registration activity until they have  
65 conferred with their major advisors to design a study plan to raise their GPA to at least 2.0  
66 in the most expeditious manner. The registration hold will continue until the student  
67 achieves clearance from probation.

68 Undergraduate students will remain on probation or continued probation until they are  
69 removed from probation or are disqualified. They are removed from probation and returned  
70 to good standing when the SJSU cumulative GPA is raised to at least 2.0 (following a Fall,  
71 Winter, Spring, or Summer term).

### 72 **B. University Academic Disqualification**

73 Undergraduate students on probation or continued probation will be academically  
74 disqualified when the term GPA for a Fall or Spring semester is below 2.0. The disqualified  
75 status is shown on the transcript.

76

## 77 C. Reinstatement following Academic Disqualification

78 Undergraduate students disqualified from the university can petition to be reinstated.  
79 Reinstatement is a process separate from readmission. Readmission requires  
80 reapplication via CSU Mentor. University Policy F12-7 provides a mechanism to give  
81 Former Students Returning (FSRs) priority for readmission as upper-division transfers.  
82 This is a separate petition process with its own deadlines distinct from those pertaining to  
83 CSU Mentor application deadlines and to reinstatement petition deadlines.

84 The reinstatement petition and FSR petition processes include department and college-  
85 level approvals. Reinstatement on probation requires, additionally, the signature of the  
86 Associate Dean of Undergraduate Studies. For undergraduates, reinstatement into the  
87 university does not guarantee reinstatement into the previous major. Undergraduate  
88 students who do not obtain department or college-level approval for reinstatement into their  
89 previous majors may petition for reinstatement into new majors or into an undeclared  
90 status. The ADRRC is charged with establishing and evaluating the guidelines for  
91 reinstatement.

92 There are four categories available for petitioning for reinstatement as an undergraduate  
93 student:

- 94 **1. Raising the SJSU Cumulative GPA to 2.0 or Better.** Generally, the SJSU cumulative  
95 GPA is raised through SJSU Open University coursework, although retroactive (after  
96 the last day of classes) actions by students, such as completion of Incomplete (“I”)  
97 grades or course drops, can also raise the SJSU cumulative GPA.
- 98 **2. Extenuating Circumstances.** Reinstatements in this category will be granted only for  
99 serious and compelling circumstances that were clearly beyond a student’s control and  
100 are clearly documented in the petition. The criteria for approval under this category are  
101 similar to those required for a retroactive (course) drop or retroactive (semester)  
102 withdrawal. Sometimes the approval of such retroactive petitions will raise the SJSU  
103 cumulative GPA to 2.0 or better (good academic standing), thus shifting to a Category 1  
104 approval. However, even in such cases, rescinding academic standing already posted  
105 to the record is very rarely approved.
- 106 **3. Special Consideration.** This category is reserved for students whose petitions cannot  
107 be accommodated within the other categories. Typically, such students have spent  
108 substantial time (five years or more) away from SJSU since their disqualification and  
109 can demonstrate that their life experiences have prepared them for a successful return  
110 to school. Students disqualified while in the lower division may be reinstated and  
111 readmitted in fewer than five years. Generally, students must be eligible for  
112 readmission on probation prior to approval under this category. Multiple reinstatements  
113 under this category are rarely granted.
- 114 **4. Petitioned Grade Change.** This category is reserved for changes in grade approved  
115 under Section III (Grade Appeal) and Section IV (Change of Grade) of University Policy  
116 S09-7. If a timely grade change results in an increase in the term GPA or in the SJSU  
117 cumulative GPA to 2.0 or better, the student may qualify, not only for reinstatement  
118 under this category, but also for the rescinding of the academic standing of probation or

119 disqualification (meaning that the academic standing is removed from the transcript).  
120 The rationale for the rescinding of academic standing is that the instructor and not the  
121 student made the error that led to an incorrect posting of academic standing. Generally,  
122 the grade change must be made by the Drop Deadline of the following Fall or Spring  
123 semester. Further extension of this deadline will be considered only when there is  
124 documentation of the student's attempt(s) to contact the instructor and/or the  
125 department chair, and the late submission of the change of grade form is clearly beyond  
126 the student's control, as described in University Policy S09-7.

127 Reinstatement of undergraduates following a second disqualification must generally be  
128 done under Category 1.

#### 129 **D. Administrative Academic Probation and Disqualification**

130 Per Sections 41300.1 Title 5, "An undergraduate... student may also be placed on  
131 probation or may be disqualified by appropriate campus authorities for unsatisfactory  
132 scholastic progress regardless of cumulative grade point average or progress points. Such  
133 actions shall be limited to those arising from repeated withdrawal, failure to progress toward  
134 an educational objective and noncompliance with an academic requirement..."

135 Limitations. As with academic probation and disqualification, administrative academic  
136 probation must precede administrative academic disqualification in all but the most  
137 exceptional circumstances (see below). In most cases, a direct reassignment from good  
138 standing in the major to disqualification from the major is prohibited. In other words, at  
139 least one semester of probation in the major is required prior to disqualification from the  
140 major. The underlying philosophical premise is that students should be placed on notice  
141 prior to disqualification.

142 Transcript Notation. Both administrative academic probation and administrative academic  
143 disqualification status may be shown on the transcript, but rarely will this happen. Negative  
144 service indicators attached to a student's electronic record can effectively manage  
145 everything from mandatory advising to restricted enrollment, and should be the routine  
146 mechanism for managing administrative academic probation and administrative academic  
147 disqualification. If a transcript notation is warranted, then the Associate Dean of  
148 Undergraduate Studies makes final decisions about rescinding administrative academic  
149 transcript notations. These decisions may be appealed to the ADRRC (see Section III of  
150 this policy).

151 **Academic Progress in the Major**<sup>1</sup>. Most instances of administrative academic probation  
152 and disqualification result from probation and disqualification in the major.<sup>2</sup>

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<sup>1</sup> **Definition of Major.** For the purposes of this policy, "major" means a unique degree program. Specifically, each individual concentration is a degree program. For example, there is only one individual type of baccalaureate degree in the College of Business, the B.S., Business Administration. There are, however, multiple concentrations, many of which have different criteria related to probation and disqualification, change of major, and (re)admission to the major. Each of these concentrations is treated as its own major.

<sup>2</sup> **Supporting Student Success.** Although it may seem harsh to disqualify students from the majors of their choice, in many instances, students will be well served by such departmental policies. For example, there are many students who barely progress through their major degree programs, only to discover when they are high

153 Despite maintaining a SJSU cumulative GPA of 2.0 or better, an undergraduate student's  
154 academic performance in the major may fall below the minimum standards for that major.  
155 In these cases, while the student remains in overall good standing with the university, he or  
156 she is subject to administrative-academic probation in and disqualification from the major.  
157 Each college, school, department, and program (hereafter referred to as "program") may  
158 employ program-specific criteria for determining a policy of probation in, disqualification  
159 from, and reinstatement into the major. These criteria must be reviewed and approved by  
160 the ADRRC.

161 Notification. Undergraduate programs must ensure that all students within the concerned  
162 majors are advised of these program-level criteria and the consequences of being placed  
163 on Administrative Academic Probation or Disqualification. At a minimum, criteria in addition  
164 to or differing from university regulations must be posted on departmental and/or program  
165 websites and any other program documents, such as student handbooks.

## 166 **Probation in the Major and Disqualification from the Major.**

### 167 **1. Probation in the Major**

168 Undergraduate students may be placed on probation in the major when their cumulative  
169 GPA in the major falls below 2.0. The GPA in the major is generally defined by the  
170 section of the catalog labeled Requirements of the Major, but for the purposes of this  
171 policy major GPA may be specified to include courses in Preparation for the Major.  
172 SJSU and non-SJSU courses should be considered.

173 Departments and schools must notify students in writing of (new) probation in the major  
174 or disqualification from the major status no later than two weeks following the posting of  
175 university academic standing. They must also be provided with the conditions for  
176 release from administrative academic probation and the circumstances that would lead  
177 to administrative academic disqualification should probation not be cleared. There  
178 should be a mechanism to permit return to good standing from probation.

179 Undergraduate students must be advised to meet with an advisor in the major to design  
180 a study plan to raise their GPA in the major to 2.0 in the next semester of enrollment.

### 181 **2. Disqualification from the Major**

182 If undergraduate students on probation in the major fail to achieve a minimum term GPA  
183 of 2.0 in the major during a subsequent Fall or Spring semester, they may be  
184 disqualified from the major. Departments and/or colleges must notify the Registrar's

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unit seniors that they are unable to complete key upper-division or capstone courses, or they have major GPAs well below 2.0 even though their SJSU GPAs are above 2.0. It is better for students to discover early in their degree work that either they need to demonstrate improvement in courses leading to the major or they should find another major more suited to their talents and interests. All policies developed to be consistent with this policy will still require advising and student support structures (tutoring, counseling, etc.) to function as intended. Probation and disqualification in the major, at its best, can provide a mechanism to compel struggling students to recognize areas for improvement, successfully negotiate hurdles, and get back on track. Alternatively, such policies can help students realize early in their academic careers that they should be exploring other majors and possible careers prior to spending a great deal of time and money pursuing a major that is a poor fit. In summary, well-designed and well-implemented policies for probation and disqualification in the major will be beneficial as an early warning system for students and enhance retention and graduation efforts more generally.

185 Office.

186 Students disqualified under this policy will be notified by the program that they are no  
187 longer eligible to continue in the major and that their major will be changed to  
188 undeclared unless another major for which they are qualified is selected. Notification  
189 will include a referral of the students to their advisors for consultation.

### 190 3. Guidelines and Criteria for Programmatic Probation and Disqualification

191 Maximum Course Grade or GPA Requirements. Programs may not require individual  
192 course grades to be higher than “C” for undergraduates. At the most, a department  
193 may require that each and every course required for the degree program be passed at  
194 this standard. The corollary is that the maximum GPA that can be required for any set  
195 of courses cannot be higher than 2.0 for undergraduates. Related to these general  
196 guidelines are the following stipulations:

- 197 a. Admission requirements and degree requirements are different. Admission to an  
198 impacted degree program may include supplemental criteria such as a GPA  
199 greater than the 2.0 threshold. However, once a student is admitted to a major,  
200 the degree requirements must be limited to “C or better” for undergraduates (Title  
201 5).
- 202 b. Following a disqualification from the major, reinstatement to the major may  
203 include course grades or GPA requirements higher than the standard thresholds.  
204 In effect, students seeking such reinstatements are being admitted to the major  
205 again and may be held to higher standards than are required to complete a  
206 degree. This is especially appropriate for impacted majors that already apply  
207 supplemental criteria for admission of new students to the major.

208 **Restrictions on Course or Unit Load Per Semester.** Programs may restrict a student  
209 to two attempts of any course offered by the program. The basic guideline is that the  
210 university rules for repeating courses should be followed unless the program chooses to  
211 be more lenient than the university. These parameters may be set as a minimum or  
212 maximum. For example, cohort programs may require that a minimum number of  
213 courses/units be taken each semester in order to best utilize resources or to ensure that  
214 the program is completed while student knowledge is still current. Alternatively, setting  
215 a maximum number of units may make sense for students on probation in the major.  
216 Special situations include the following:

- 217 a. Approved course drops or semester withdrawals (W grades) are considered to  
218 be without prejudice and should not be counted as an attempt at a course if the  
219 program restricts the number of attempts of a course (per University Policy S09-  
220 7).
- 221 b. If grade forgiveness is allowed (undergraduates only), then the repeat grade  
222 must be considered without prejudice (as implicit in University Policy F08-2).
- 223 c. If grade forgiveness is not possible when a course is attempted multiple times,  
224 the university will use grade averaging in computing the SJSU GPA (per



University Policy F08-2). A program may also do this or may consider the final attempt at the course or the highest grade in the course for the purposes of the major GPA or to satisfy any requirements prior to completion of the major.

- d. If the course in question is offered by another department, the program may consider only the first two attempts in determining probation or disqualification status. Clearly, the major department cannot restrict the number of times a student enrolls in a course offered by another department, but it is permitted, for instance, to ignore the grade from a third attempt to pass a class with a C or better.

**Exceptions.** Exceptions to the rule that administrative academic disqualification must be preceded by a probationary period may be made in the following cases:

- a. In clinical courses, laboratory courses, or other types of programmatic requirements, there may be such serious concerns about the safety or well-being of the student or other students, clients, patients, etc., that repetition of the course is not reasonable. For such courses or programmatic experiences, departments may establish “no repeat” policies, i.e., a course may not be repeated if not passed on the first attempt. The course catalog description, course syllabus, and programmatic information must all clearly provide this information. In clinical or lab settings in which safety or well-being are severely compromised, an instructor may disenroll a student from the course, which may lead to disqualification from the major. In general, the immediate move from good standing to disqualification (without a term of probation in between) should be associated with the inability to satisfy a specific course requirement on the first and only allowable attempt, not with a less specific programmatic requirement.
- b. There may even be time limits or unit limits established to satisfy certain conditions, which, if not met, may lead to disqualification from the major degree program without an intervening term on probation. Cohort programs must provide in their policies a reasonable accommodation for students who must stop out for legitimate reasons.

Programs may consider university probation or disqualification as a factor in determining probation in or disqualification from the major.

#### **4. Reinstatement to the Major**

Programs employing a policy for disqualification from the major may have a procedure or set of conditions for reinstatement of those students into the major. Conditions for reinstatement should be clearly communicated to students at the time they are disqualified. If it is not possible to be reinstated after a programmatic disqualification, which is a programmatic option, then that too must be communicated. Conditions for reinstatement from administrative academic disqualification, if it is to be allowed, should be stringent enough that students return to the major in good standing as opposed to being reinstated on probation.

266 A critical step in achieving reinstatement to the major following disqualification from the  
267 major is consultation by students with their advisors to design a study plan that  
268 addresses scholastic deficiencies and demonstrates that they are ready to resume  
269 rigorous academic work.

## 270 **5. Petitions**

271 In cases of error or extenuating circumstances, upon receiving notice of administrative  
272 academic probation or disqualification, students may petition to an appropriate faculty  
273 committee at the program level or to the department chair/school director to appeal  
274 such action. In the case of a negative decision in response to the petition, students may  
275 appeal to the ADRRC, the process for which is described in Section III below. After  
276 review of the petition, the ADRRC will make a recommendation to the Associate Dean  
277 of Undergraduate Studies to confirm or rescind the action.

## 278 **II. Graduate, Post-baccalaureate, and Credential Students**

### 279 **A1. University Academic Probation and Continued Probation**

280 Graduate and post-baccalaureate teaching credential candidates will be placed on  
281 academic probation if at any time (following a Fall, Winter, Spring, or Summer term) their  
282 SJSU cumulative GPA falls below 3.0. The probation status is shown on the transcript.

283 Graduate students and credential candidates on probation will remain on continued  
284 probation when the following term GPA is 3.0 or better, while the SJSU cumulative GPA  
285 remains below 3.0. The continued probation status is shown on the transcript and is  
286 treated like probation in terms of academic standing.

287 Distinction between SJSU Cum GPA (as shown on the transcript) and GPA for the degree  
288 program (as shown on the candidacy form). All upper-division (100 level) and graduate-  
289 level (200 level) courses, including SJSU Open University courses taken as a post-  
290 baccalaureate, will be used in the calculation of SJSU cumulative GPA. Courses from  
291 other institutions and courses from the SJSU undergraduate career will not be counted in  
292 the graduate SJSU cumulative GPA. In addition, the GPA among all of the courses that  
293 appear on the candidacy form (count toward the degree) must also be a minimum of 3.0  
294 for degree conferral. SJSU courses taken at the lower-division level (numbered below 100)  
295 will be shown on the student transcript but cannot be used to satisfy graduate degree  
296 requirements and will not be included in the graduate student GPA calculations.

297 The Registrar will notify students who are placed on academic probation of that fact when  
298 term grades are posted. The students will also be advised of conditions required for return  
299 to good standing, the consequences of not maintaining a term GPA of 3.0, and the  
300 necessity of conferring with their graduate advisor

301 Graduate and credential candidates will remain on probation or continued probation until  
302 they are removed from probation or are disqualified. They are removed from probation and  
303 returned to good standing when the SJSU cumulative GPA is raised to at least 3.0  
304 (following a Fall, Winter, Spring, or Summer term).

305 **A2. Completion of all Degree or Credential Requirements While on Probation**

306 Should the SJSU cumulative GPA fall below 3.0 at the same time that the candidacy GPA  
307 is above 3.0, the student's academic standing will reflect the former only. In this unusual  
308 circumstance, the student or program must make the Associate Dean of Graduate Studies  
309 aware of this discrepancy. He or she will rescind the academic standing by contacting the  
310 Registrar, and the student record will be altered to "good standing." Enrollment in at least  
311 one letter-graded course is required of graduate students in each Fall and Spring semester  
312 that they are on academic probation.

313 If a graduate student does not complete the graduate degree program with the minimum  
314 3.0 GPA in the candidacy coursework (thus in all degree requirements), his or her major  
315 department may terminate the candidacy or permit completing additional courses in an  
316 attempt to raise the GPA in the program to the 3.0 threshold. When the student's major  
317 department recommends the latter, 30% of the total units in the major may be added to the  
318 candidacy form, but this total is for the entire duration of the graduate career. The  
319 additional courses can be ones already taken or courses to substitute for elective courses  
320 on the candidacy form. Note that the original grade, even with a substitution, cannot be  
321 eliminated but instead is counted in GPA calculations along with the new grade. Any  
322 course with a grade less than a "B" may be repeated at the graduate level, but no more  
323 than 9 units in the graduate career, no matter the number of units required in the degree  
324 program, can be repeated per University Policy F08-2.

325 Failure to raise the candidacy and SJSU cumulative GPA to 3.0 after completing these  
326 additional courses(s) will result in a termination of the student's candidacy and an inability  
327 to earn the graduate degree.

328 Credential candidates who fail to achieve a 3.0 GPA upon completion of the credential  
329 program will be precluded by the department from attempting additional coursework and  
330 therefore not be recommended for an award of a credential by the State of California.

331 **B. University Academic Disqualification**

332 Graduate students on probation or continued probation will be academically disqualified  
333 when the term GPA for a Fall, Winter, Spring, or Summer term is below 3.0. The  
334 disqualified status is shown on the transcript.

335 **C. Reinstatement following Academic Disqualification**

336 Graduate students disqualified from the university for the first time can petition to be  
337 reinstated, unless otherwise disallowed by an accrediting body or other governing agency.  
338 Reinstatement is a process separate from readmission. Students must file an application  
339 for readmission with CSU Mentor to register for classes following reinstatement.  
340 Application for readmission can be done during the semester in which the program of study  
341 is underway or in which the reinstatement petition is being considered.

342 A graduate student may petition for reinstatement on the basis of any of the following five  
343 categories:

344 **1. Raising the SJSU Cumulative GPA to 3.0 or Better.** The SJSU cumulative GPA can  
345 be raised through SJSU Open University coursework as part of a Program of Study (see  
346 below), although retroactive (after the last day of classes) actions by students, such as  
347 completion of Incomplete ("I") grades or course drops, can also raise the SJSU  
348 cumulative GPA.

349 **2. Extenuating Circumstances.** Reinstatements in this category will be granted only for  
350 serious and compelling circumstances that were clearly beyond a student's control and  
351 are clearly documented in the petition. The criteria for approval under this category are  
352 similar to those required for a retroactive (course) drop or retroactive (semester)  
353 withdrawal. Sometimes the approval of such retroactive petitions will raise the SJSU  
354 cumulative GPA to 3.0 or better (good academic standing), thus shifting to a Category 1  
355 approval. However, even in such cases, rescinding academic standing already posted  
356 to the record is very rarely approved.

357 **3. Special Consideration.** This category is reserved for students whose petitions cannot  
358 be accommodated within the other categories. Such students will have spent  
359 substantial time (five years or more) away from SJSU since their disqualification and  
360 can demonstrate that their life experiences have prepared them for a successful return  
361 to school. Often this request is accompanied by a change of major from that in which  
362 the disqualification occurred.

363 Because this category of reinstatement exists to give students a fresh start on their  
364 degree pursuit, past grades that led to the previous disqualification should not hinder a  
365 student's progress through the newly begun degree program. Circumstances could  
366 exist in which the original scholastic performance was so poor that, even with excellent  
367 progress through the new degree program, the GPA could not be returned to a 3.0  
368 level. Therefore, the previous grades should not be counted against the student. This  
369 can be effected by means of a Disregard of All Previous Graduate Coursework Petition.  
370 The corollary to this benefit is that none of the disregarded coursework may be used in  
371 the new degree program; however, satisfaction of the graduate-level Graduation Writing  
372 Assessment Requirement (GWAR) would carry over to the new program. By the same  
373 token, no courses from any source may be transferred into the new degree program.

374 **4. Petitioned Grade Change.** This category is reserved for changes in grade approved  
375 under Section III (Grade Appeal) and Section IV (Change of Grade) of University Policy  
376 S09-7. If a timely grade change results in an increase in the term GPA or in the SJSU  
377 cumulative GPA to 3.0 or better, the student may qualify not only for reinstatement  
378 under this category, but also for the rescinding of the academic standing of probation or  
379 disqualification (meaning that the academic standing is removed from the transcript).  
380 The rationale for the rescinding of academic standing is that the instructor and not the  
381 student made the error that led to an incorrect posting of academic standing. Generally,  
382 grade change must be made by the Drop Deadline of the following Fall or Spring  
383 semester. Further extension of this deadline will be considered only when there is  
384 documentation of the student's attempt(s) to contact the instructor and/or the  
385 department chair, and the late submission of the change of grade form is clearly beyond  
386 the student's control, as described in University Policy S09-7.

387 **5. Program of Study.** A graduate student must confer with his or her graduate advisor to  
388 develop a schedule of classes appropriate to the student's major. The courses must  
389 consist of a minimum of 6 units per term, and all must be taken in a single term. They  
390 must be letter graded, upper division (100-level), and taken through the SJSU Open  
391 University or SJSU's Extended Studies winter or summer session. The 100-level  
392 courses may or may not be part of the graduation requirements for the student's degree  
393 program. The advisor may require more than 6 units of coursework but no more than 9  
394 units. Graduate (200-level) courses are not permitted in the program of study, and  
395 disqualified students cannot enroll in 200-level courses. Courses taken prior to  
396 approval of the program of study via submission of the Graduate Petition for  
397 Reinstatement will not be accepted. Also precluded from the program of study are  
398 courses taken at another university, 300-level, 400-level, or 500-level courses, and  
399 lower-division courses. If the student plans to pursue a different degree program upon  
400 readmission to the university, the program of study must be applicable to the new major,  
401 be developed in conjunction with the graduate advisor of the new major, and  
402 demonstrate the student's capacity to complete the new graduate degree requirements.  
403 If a course on an approved program of study becomes unavailable, another  
404 reinstatement petition must be submitted and approved immediately after enrollment in  
405 a substitute course. Once the program of study has been completed successfully with a  
406 minimum GPA of 3.3 ("B+") and no grades lower than B, he or she will be reinstated  
407 and, after reapplication to the university, readmitted to the university and the  
408 department. Should the student fail to achieve the 3.3 minimum GPA, additional  
409 programs of study are permissible with entirely new classes and consent of the  
410 graduate advisor of the incoming major.

411 Reinstatement is not allowed for a second disqualification. Unless extenuating  
412 circumstances can be cited that result in rescinding the second disqualification, a Graduate  
413 Petition for Reinstatement will not be accepted from students who have been disqualified  
414 more than once.

415 Graduate students reinstated following university disqualification normally return on  
416 probation. Subsequently, they must achieve an SJSU term GPA of 3.0 or better each  
417 semester following readmission until their cumulative SJSU GPA is 3.0 or better. Failure to  
418 attain a minimum SJSU term GPA of 3.0 will result in a second and final disqualification.

#### 419 **D. Administrative Academic Probation and Disqualification**

420 Per Sections 41300.1 Title 5, "... [A] graduate student may also be placed on probation or  
421 may be disqualified by appropriate campus authorities for unsatisfactory scholastic  
422 progress regardless of cumulative grade point average or progress points. Such actions  
423 shall be limited to those arising from repeated withdrawal, failure to progress toward an  
424 educational objective and noncompliance with an academic requirement..."

425 Limitations. As with academic probation and disqualification, administrative academic  
426 probation must precede administrative academic disqualification in all but the most  
427 exceptional circumstances (see below). In most cases, a direct reassignment from good  
428 standing in the major to disqualification from the major is prohibited. In other words, at  
429 least one semester of probation in the major is required prior to disqualification from the  
430 major. The underlying philosophical premise is that students should be placed on notice

431 prior to disqualification. For example, a substandard grade in one course could not result in  
432 disqualification; rather, the student would be put on administrative academic probation and  
433 afforded the opportunity to repeat that class. Passage of the repeated course with the  
434 required grade would result in the return of the student to good standing. Programs can  
435 limit the number of semesters on probation in the student career to as few as one.

436 Transcript Notation. For graduate students, only administrative academic disqualification  
437 (not administrative academic probation) status should be noted on the transcript.

438 **Academic Progress in the Major**<sup>3</sup>. Most instances of administrative academic probation  
439 and disqualification result from probation in and disqualification from the major.<sup>4</sup>

440 Despite maintaining a SJSU cumulative GPA of 3.0 or better, a graduate student's  
441 academic performance in the major may fall below the minimum standards established in  
442 that major. In these cases, while students remain in overall good standing with the  
443 university, they are subject to probation in and disqualification from the graduate major. As  
444 with undergraduate programs, each college, school, department, and program (hereafter  
445 referred to as "program") may employ a policy of probation in, disqualification from, and  
446 reinstatement into the graduate major. The criteria must be reviewed and approved by the  
447 ADRRC.

448 Notification. Graduate programs must ensure that all students within the concerned majors  
449 are advised of these program-level criteria. At a minimum, criteria in addition to or differing  
450 from university regulations must be posted on departmental and/or program websites and  
451 any other program documents, such as student handbooks.

## 452 **Probation in the Major and Disqualification from the Major**

### 453 **1. Probation in the Major**

454 Departments and schools must notify students in writing of (new) probation in the major  
455 or disqualification from the major status no later than two weeks following the posting of  
456 university academic standing. They must also be provided with the conditions for  
457 release from administrative academic probation and the circumstances that would lead  
458 to administrative academic disqualification should probation not be cleared. There  
459 should be a mechanism to permit return to good standing from probation. Graduate

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<sup>3</sup> **Definition of Major.** For the purposes of this policy, "major" means a unique degree program. Specifically, each individual concentration is a degree program. For example, there is only one type of M.S. degree offered by the Department of Biological Sciences, that being the M.S., Biological Sciences. There are, however, multiple concentrations which may have different criteria related to probation and disqualification. Each of these concentrations is treated as its own major.

<sup>4</sup> **Supporting Student Success.** These guidelines protect the integrity of the university and of the discipline, which is imperative for those students remaining in the degree program, the employers who hire our graduates, and the faculty who provide oversight of the academic program. A high level of scholarship and of ethical and operational behavior is needed at the graduate level, and individual programs are given some leeway in developing standards for their programs that meet the needs of the community they are serving as well as the field of study in which the students will be claiming expertise. As with undergraduates, probation in the graduate program alerts students that their performance is less than satisfactory. The limited duration and resource-intensive nature of graduate programs and the expectation for a consistently high level academic performance from graduate students may require additional policies regarding satisfactory academic progress.

460 students must be advised to meet with an advisor in the major to design a study plan to  
461 return to good standing in the major. When administrative-academic probation occurs,  
462 students will be notified of the reasons in writing by the program with copies delivered to  
463 the Associate Dean of Graduate Studies and the Registrar.

## 464 **2. Disqualification from the Major**

465 When administrative academic disqualification occurs, students will be notified of the  
466 reasons in writing by the program with copies delivered to the Associate Dean of  
467 Graduate Studies and the Registrar. Disqualification from the major will be determined  
468 after every Fall, Winter, Spring, or Summer term.

469 The reinstatement process includes department and college-level approval.  
470 Reinstatement into the university does not guarantee reinstatement into the previous  
471 major. Graduate students who do not obtain department or college-level approval for  
472 reinstatement into their previous majors may petition for reinstatement into new majors.  
473 Unlike undergraduates, graduate students cannot be “undeclared” or “programless,” i.e.,  
474 they must obtain approval from some program to be reinstated. Reinstated students  
475 cannot be denied admission on the basis of their lack of good standing. The ADRRC is  
476 charged with establishing and evaluating the guidelines for reinstatement.

## 477 **3. Guidelines and Criteria for Programmatic Probation and Disqualification<sup>5</sup>**

478 **Qualifying or Comprehensive Exams.** In programs in which qualifying or  
479 comprehensive exams must be passed, policies governing exam procedure, for  
480 example, with regard to the number of times the exams may be attempted, must be  
481 formulated and publicized by the programs.

482 **Maximum Course Grade or GPA Requirements.** Programs may not require individual  
483 course grades to be higher than “B” for graduate students. At the most, a department  
484 may require that each course required for the degree program be passed at this  
485 standard. The corollary is that the maximum GPA that can be required for any set of  
486 courses cannot be higher than 3.0 for graduate students.

487 Admission requirements and degree requirements are different. Admission to a  
488 graduate degree program may include supplemental criteria such as a GPA greater  
489 than the 3.0 threshold. However, once a student is admitted to a major, the degree  
490 requirements must be limited to “B or better” for graduate students (Title 5).

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<sup>5</sup> **Examples.** Among the standards that a program might make mandatory is the achievement of grades of “B” in every class or in particular classes with a stipulated number of repetitions permitted. Similarly, an acceptable standard would be to require a “CR” in field, student teaching, or internship courses with a stipulated number of “NC” grades allowed for repetition. In addition, graduate students are expected to make reasonable progress through their degree program. One cannot, for example, have been admitted to one program but take no courses in it while taking courses in a second program. Usually graduate students must successfully form a master’s or doctoral committee. While the program should make every attempt to aid a student in forming a committee, the inability to do so would be grounds for dismissal from the program. Repeated failure to complete a project or thesis research proposal would constitute reasonable justification for disqualifying a student.

491 **Restrictions on Course or Unit Load Per Semester.** Programs may restrict a student  
492 to two attempts of any course offered by the program. The basic guideline is that the  
493 university rules for repeating courses should be followed unless the program chooses to  
494 be more lenient than the university. These sorts of criteria may be set as a minimum or  
495 maximum. For example, cohort programs may require that a minimum number of  
496 courses/units be taken each semester in order to best utilize resources or to ensure that  
497 the program is completed while student knowledge is still current. Alternatively, setting  
498 a maximum number of units may make sense for students on probation.

499 a. Approved course or semester withdrawals (W grades on the unofficial transcript)  
500 are considered to be without prejudice and should not be counted as an attempt  
501 at a course if the major program restricts the number of attempts for a course  
502 (per University Policy S09-7).

503 b. For graduate students, the university will use grade averaging in computing the  
504 SJSU GPA (per University Policy F08-2).

505 c. If the course in question is offered by another department, the program may  
506 consider only the first two attempts in determining probation or disqualification  
507 status. Clearly, the major department cannot restrict the number of times a  
508 student enrolls in a course offered by another department, but it is permitted, for  
509 instance, to ignore the grade from a third attempt to pass a class with a B or  
510 better.

511 A department may consider university probation or disqualification as a factor in  
512 determining probation or disqualification in the major.

513 **Exceptions.** Exceptions to the rule that administrative academic disqualification must  
514 be preceded by a probationary period may be made in the following cases:

515 a. In clinical courses, laboratory courses, student teaching assignments, or other  
516 types of programmatic requirements, there may be such serious concerns about  
517 the safety or well-being of the student, other students, clients, patients, and so  
518 forth, that repetition of the courses is not reasonable. For such courses or  
519 programmatic experiences, departments may establish “no repeat” policies, i.e.,  
520 a course may not be repeated if not passed on the first attempt. However, the  
521 “no repeat” option would not have to be in place to disqualify a student from a  
522 course. In clinical or lab settings in which safety or well-being are severely  
523 compromised, an instructor may disenroll a student from the course, which may  
524 lead to disqualification from the major. In general, the immediate move from  
525 good standing to disqualification (without a term of probation in between) should  
526 be associated with the inability to satisfy a specific course requirement on the  
527 first and only allowable attempt, not with a less specific programmatic  
528 requirement. Unless clearly falling into the category described here, courses by  
529 which immediate disqualification can be imposed must be approved in advance  
530 by the ADRRC.

531 b. A program can disqualify a student without a probationary period for behavior  
532 that fails to comply with professional standards of conduct appropriate to the field



533 of study. This conduct could occur in or out of class. It must be highly egregious  
534 for the disqualification action to be taken. Examples include threatening  
535 behavior, repeated disruptions of classes that interfere with the educational  
536 opportunities of other students, and repeated acts of professorial disrespect,  
537 badgering, rudeness, interruptions, and verbal or written abuse. The  
538 disqualification action is still appealable so it is advisable that the program  
539 consult with Graduate Studies before proceeding.

540 c. Conditional acceptance to a program is, in effect, acceptance under probation in  
541 the major. Typically, a specified set of courses or requirements must be passed  
542 prior to attaining good standing in the program. There may be time limits or unit  
543 limits established to satisfy the conditions, which, if not met, may lead to  
544 disqualification from the major degree program without an intervening term on  
545 explicit probation. Cohort programs must provide in their policies a reasonable  
546 accommodation for students who must stop out for legitimate reasons.

547 d. Teaching credential students do not receive a degree from SJSU and are subject  
548 to the regulations of the state legislature and licensing agency. Credential  
549 courses that exceed the seven-year limit cannot be revalidated. As with  
550 graduate master's degree programs in the CSU, the overall GPA and candidacy  
551 GPA must be at 3.0 or above for completion. In the case of credentials, a  
552 recommendation from the university to the state credentialing agency would be  
553 withheld without the requisite GPA. Students who fail to achieve this level of  
554 scholastic success or who are deemed dispositionally unsuitable for a teaching  
555 career can be precluded by the program from repeating courses or taking other  
556 courses to raise the GPA and so are effectively permanently terminated from the  
557 university without the credential recommendation.

#### 558 **4. Reinstatement after Administrative Academic Disqualification**

559 Without compelling reasons, administratively academically disqualified graduate  
560 students may not be reinstated to the major from which they were dismissed. Should a  
561 graduate student may find a new program willing to reinstate, transfer into that program  
562 will require program approval via a Graduate Change-of-Major application process  
563 without reapplication to the university, if permitted by the new department or school.  
564 However, should more than one semester pass without reinstatement, reapplication  
565 would be necessary. The student may not take courses in matriculated status before  
566 approval is secured. Disqualified students may not take graduate-level courses through  
567 Open University.

### 568 **III. Appeal of Administrative Academic Probation or Disqualification**

569 Upon receiving notice of administrative academic probation or disqualification, students should  
570 first consult with their advisors, then, if necessary, file a written appeal first with a program-  
571 level faculty committee, then with the appropriate ADRRC appeals officer, the Associate Dean  
572 of Undergraduate Studies or the Associate Dean of Graduate Studies. In either case, the  
573 appeal should be based on (a) advising or administrative errors, (b) actions by the department  
574 or school that were contrary to university policy, or (c) extenuating circumstances.

575 A critical first step in the appeal process is consultation by a student with an advisor  
576 representing the major in which reinstatement is sought. A report of the consultation and the  
577 advisor's recommendation should be forwarded to the ADRRC.

578 In cases of extenuation, a student must present evidence of extenuating circumstances  
579 beyond the his or her control that disrupted previously satisfactory academic performance, and  
580 documentation that such conditions will no longer affect academic performance.

581 Establishing and evaluating the procedure for the appeal process is the charge of the ADRRC.  
582 The following operating rules have been put into effect for appeals of probation and  
583 disqualification administrative academic probation and disqualification.

584 **A. Student Appeal Filing.** Students must submit a written appeal to the appropriate  
585 appeals officer of the ADRRC, the Associate Dean of Undergraduate Studies or of  
586 Graduate Studies, within one calendar month after the start of the succeeding Fall or  
587 Spring semester. The student name, ID, contact information (email and phone), unofficial  
588 transcript, and a personal statement must be included.

589 **B. Validity of Appeal.** The appeals officer is afforded the authority to determine whether  
590 adequate grounds exist for a formal hearing. He or she will conduct a review to determine  
591 whether the student has been treated according to the approved departmental/school  
592 policy (that is, whether policy has been faithfully executed by the department or school),  
593 whether the student was adequately and reasonably informed of the policy, whether an  
594 adequate and persuasive written record of actionable student conduct was constructed,  
595 and whether the student's conduct and/or course grade makes him or her subject to the  
596 consequences of the policy. If the case cannot be settled by consultation with  
597 department/school personnel and if the complaint is based on violation of an approved  
598 departmental policy that the ADRRC deems to be confusing, unclear, or unfair, then the  
599 ADRRC will form a subcommittee and schedule a hearing, normally within 45 working days  
600 of receiving the student appeal.

601 **C. Subcommittee Structure.** The subcommittee will be chaired by the Associate Dean of  
602 either Undergraduate Studies or Graduate Studies, based on the student career, and he or  
603 she will also be a voting member. The subcommittee will further consist of one college  
604 Associate Dean as a second voting member, chosen on a rotating basis. The Associate  
605 Dean of the college in which the student's program resides will also serve but as a  
606 nonvoting member. The third voting member, again on a rotating basis, will be an ADRRC  
607 member who is not an Associate Dean.

608 **D. Hearing Rules.** Documentation can be submitted by either party but must be disclosed  
609 to the other party. Testifying individuals may include the student complainant, the  
610 department chair/school director or a designee, and other individuals requested by either  
611 party if deemed relevant by the subcommittee chair. Nontestifying individuals present for  
612 emotional support or legal representation may not speak unless directly addressed.

613 **E. Decisions.** Unless additional testimony or significant investigation is needed following  
614 an appeal hearing, the ADRRC subcommittee will notify the student of its decision in writing  
615 within 10 working days. Of the three voting members of the subcommittee, a majority is  
616 needed for a decision.

617 Students have the right to consult with the University Ombudsperson at any point during this  
618 process.

619 Approved: April 18, 2016

620 Vote: 14-0-1

621 Present: Bruck (nonvoting), Brooks, Sen, Sofish, Campsey, Branz (nonvoting),  
622 Walters, Kaufman, Sullivan-Green, Abdukheir, Medina, Medrano, Khan,  
623 Wilson, Simpson, Nash, Amante.

624 Absent: Gay, Rees

625 Financial Impact: None

626 Workload Impact: None

627 Financial Impact: Not significant

6  
7 **Policy Recommendation**  
8 **Departmental Voting Rights**  
9

10 Legislative History: Rescinds F66-6 related to voting privileges for faculty on leave.  
11 Rescinds F02-4 and S98-2 both of which pertained to departmental voting rights. F02-4  
12 arose from deliberations about whether and how temporary faculty may participate in  
13 nomination and selection of department chairs, and a concern that the previous policy  
14 (S98-2) appeared to exclude temporary faculty from such participation.

15  
16 Whereas, The voting processes associated with nominations, selection and  
17 recall of department chairs; and decisions relating to curricula,  
18 policies and other business of academic departments requires  
19 clarification; and

20  
21 Whereas, Participation of all faculty in departmental decision-making are critical for  
22 democratic participation in shared governance; and

23  
24 Whereas, Meaningful engagement of departmental faculty is an essential  
25 component of assuring the integrity of departmental business and  
26 commitments to students; and

27  
28 Whereas, The current CSU/CFA Agreement provides this guidance regarding  
29 department chair assignments:

- 30  
31 20.30 Department chairs shall normally be selected from the list  
32 of tenured or probationary faculty employees recommended by  
33 the department for the assignment.  
34 20.31 Such department chairs shall perform duties and carry out  
35 responsibilities assigned by the President.  
36 20.32 Such department chairs shall be appointed by the  
37 President and shall serve at the pleasure of the President.

38  
39 now, therefore, be it

40  
41 Resolved: That F02-4, S98-2, and F66-6 be replaced by this policy; and be it  
42 further

43  
44 Resolved: That the administration, in consultation with the Senate, investigate  
45 options and subsequently acquire an appropriate resource to facilitate  
46 online voting at all levels (department, college, university); and be it  
47 further

49 Resolved: That the attached policy be implemented following approval by the  
50 President.

51  
52  
53 Rationale: A number of voting related issues have arisen over the intervening 14  
54 years following implementation of F02-4. These include consideration of the various  
55 procedures employed in academic departments for such issues as curricular  
56 changes, policies, determinations of what issues require formal or informal votes by  
57 faculty, implications of appointment fractions, and the opportunities as well as the  
58 limitations of technological resources. This proposed update to the departmental  
59 voting rights policy seeks to provide greater clarity and guidance on such issues. In  
60 addition, as revisions were made, voting guidelines found in both the Senate  
61 constitution (Article II section 3c) and bylaws (1.7) were taken into consideration.

62  
63  
64 Approved: 4/18/16

65 Vote: 9-0-0

66 Present: Laker, Shifflett, Beyersdorf, Becker, Gleixner, Curry, Grosvenor,  
67 Romero, Mathur

68 Absent:

69 Financial Impact: None expected.

70 Workload Impact: None expected.

71

## Departmental Voting Rights

73 The ideals of higher education are rooted in principles of democracy and shared  
 74 governance. Our first principle is to ensure that each faculty member be empowered to  
 75 participate in decision-making processes. This policy revision is intended to facilitate  
 76 this aim. Voting rights described in this policy exclude all personnel matters, but include  
 77 all other departmental matters. Nomination and election of Department Chairs is  
 78 covered under S14-8

79  
 80 1. Definition. Departmental voting rights are the rights granted to faculty to have a  
 81 voice, through voting, on matters related to the department(s) they are formally affiliated  
 82 with, including but not limited to governance, curriculum, operations, and leadership.

83

84 2. Department of permanent assignment.

85

86 For purposes of this policy, "department of permanent assignment" means the  
 87 academic department or equivalent unit officially designated for a faculty  
 88 member at the time of appointment, or the department to which he/she has  
 89 been subsequently officially reassigned on a permanent basis.

90

91 3. Regular Faculty Departmental Voting Rights

92

93 Regular faculty have departmental voting rights in proportion to their permanent  
 94 assignment in a department or departments.

95

96 3.1 Voting rights of regular faculty are terminated by suspension,  
 97 complete retirement, or other termination of employment.

98

99 3.2 Voting rights of regular faculty are suspended for any semester in  
 100 which the individual holds a full-time administrative or other non-faculty  
 101 position in the university.

102

103 3.3 Leaves. Unless otherwise determined by department policy, regular faculty  
 104 who would be entitled to participate in departmental proceedings if not on leave,  
 105 may participate and vote while on leave, provided they take part in the  
 106 deliberations preceding the vote.

107

108 3.4 Faculty Early Retirement Program (FERP). Faculty retired under the FERP  
 109 retain departmental voting rights. They retain a full vote regardless of their  
 110 academic assignment in a given semester and can vote provided they take part in  
 111 the deliberations preceding the vote.

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113

114 4. Temporary Faculty Departmental Voting Rights.

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116 Temporary faculty have proportional voting rights in the department(s) in which  
 117 they serve equal to the proportion of time they are serving in the department(s).

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4.1 Voting rights of temporary faculty are terminated by suspension, complete retirement, or other termination of employment.

4.2 Voting rights of temporary faculty are suspended for any semester in which the individual holds a full-time administrative or other non-faculty position in the university.

4.3 Leaves. Unless otherwise determined by department policy, temporary faculty who would be entitled to participate in departmental proceedings if not on leave, may participate and vote while on leave, provided they take part in the deliberations preceding the vote.

## 5. Department Chair Voting Rights.

As primary steward of a department, the department chair has full voting rights exclusively in the department they chair during their term, whether or not it has been their department of permanent assignment and regardless of the level of assignment (i.e., 0.4, 0.6).

## 6. Student, staff, or other non-faculty voting rights.

While students, staff, or other non-faculty may participate on some departmental committees, organizations, and other such groups, they may not be granted departmental voting rights.

## 7. Matters requiring formal votes.

Matters requiring formal votes by all faculty shall minimally include nomination and selection of chairs, departmental mergers, name changes, establishment of standing committees and the membership for committees such as: RTP, curricula, hiring, admissions. Matters requiring formal votes exclusively by regular faculty (tenured, tenure track) shall include curricular policies and program requirements for students (inclusive of establishing or modifying courses, standard texts and materials).

The regular faculty (tenured and tenure track) must approve through a formal vote a department policy that articulates the process to be used for approval of curriculum at the department level prior to advancing to the college level.

## 8. Voting Methods.

Department faculty (regular and temporary) will determine the acceptable mechanism and timeline for voting (e.g., paper ballots, double envelope, email, online, show of hands) for department matters in general. They may select different methods for various types of decisions (i.e., nomination and selection of chairs, committee establishment and actions, curricula) if desired, unless otherwise stipulated or precluded by University policy, collective bargaining agreement, and/or

167 laws. If the Department does not have an established voting procedure at the time  
168 a decision is to be made, a vote by secret ballot conducted by the Chair and  
169 documented in meeting minutes shall be the default practice.

170  
171 8.1 Any selected method must include a process for verifying the proportion  
172 and eligibility of those voting.

173  
174 8.2 When a vote has been by secret ballot, the method used and the  
175 reporting of results must be done in such a way as to not reveal the identity  
176 of voters.

177  
178 8.3 Voting shall only be conducted after a proposal has been discussed in  
179 person (inclusive of online tools).

180  
181 9. Absentee voting.

182  
183 Because of the importance of deliberations in resolving conflicts and determining  
184 policies, proxy and absentee voting in departmental matters is permissible only if  
185 authorized by a specific departmental policy.



1 **San José State University**  
2 **Academic Senate**  
3 **Curriculum and Research Committee**  
4 **April 25, 2016**  
5 **First Reading**  
6

**AS 1622**

7 **Policy Recommendation**  
8 **Academic Certificate Programs: Review and Approval**  
9 **Process**

10  
11 **Rescinds:** S12-5 and S13-10  
12

13 **Rationale:**

14 Executive Order #806 from the Chancellor's office provided a framework for offering  
15 certificate programs and encouraged the development of such programs. The existing  
16 certificate policies, S12-5--Policy Recommendation, Review and Approval Process for  
17 Academic Certificate Programs and S13-10--Policy Recommendation, Modify the  
18 Review and Approval Process for Academic Certificates, provide the review and  
19 approval process for the current certificate process at SJSU (including earning  
20 certificates through Open University). As described in Title 5, California Code of  
21 Regulations, Section 40400 provides that the Board of Trustees, upon recommendation  
22 of the faculty of a campus, shall issue a certificate to a student who has completed the  
23 prescribed course of study. However, certificate 'programs' cannot be completed entirely  
24 through Open University.  
25

26 **Resolved:** That the following be adopted as policy; and be it further

27 **Resolved:** That all certificate programs at SJSU must be reviewed and approved  
28 under the process outlined in the attached guidelines; and be it further

29 **Resolved:** That, within two years, certificate programs that predate the adoption of this  
30 policy must be reviewed and approved under the attached guidelines; and  
31 be it further

32 **Resolved:** That only certificates from approved certificate programs can be awarded  
33 and posted on transcripts.  
34

35 **Certificate Guidelines**  
36 **Types of Certificate Programs**  
37

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

42 2) Academic certificate programs

- 43 a) **Definition:** Certificate programs are classified as “Academic” if students receive  
44 academic credit for any courses in the program.
- 45 b) Types of Academic certificate programs
- 46 i) Basic (undergraduate level)
- 47 (1) **Definition:** Basic certificate programs provide opportunities for  
48 students to pursue specialized, often pre-professional, focused  
49 educational objectives that may be separate from a degree program.
- 50 (2) **Jurisdiction:** Basic certificate programs are under the jurisdiction  
51 of the Undergraduate Studies (UGS) Committee and administered by  
52 the Office of Graduate and Undergraduate Programs (GUP).
- 53 ii) Advanced (graduate level)
- 54 (1) **Definition:** An advanced certificate program offers post-  
55 baccalaureate students coursework leading to a specific, applied,  
56 focused goal.
- 57 (2) **Jurisdiction:** Advanced certificate programs are under the  
58 jurisdiction of the Graduate Studies and Research (GS&R) Committee  
59 and administered by GUP.
- 60 3) Other certificate programs
- 61 a) **Definition:** Certificate programs are classified as “Other” if no academic credit or  
62 grade is awarded for completion of courses in the program.
- 63 b) **Jurisdiction:** College of International and Extended Studies oversees these  
64 certificates in consultation with the AVP of GUP.

### General Guidelines for Academic Certificate Programs

- 67
- 68 1) Self-supporting certificate programs, both basic and advanced, credit and non-credit, will  
69 be administered by College of International and Extended Studies, but curricular reviews  
70 will be overseen by GUP.
- 71 2) State-support certificate programs must be credit bearing and must go through the  
72 curricular review process overseen by GUP.
- 73 3) Academic certificate programs should establish at least one advisor or director to  
74 oversee certificate programs within the unit.
- 75 4) Certificate programs that are classifiable as “Academic” that do not meet the criteria for  
76 this policy must be discontinued or go through a review process prior to Fall 2018.

### Specific to Academic Basic Certificate Programs

#### Requirements

- 77
- 78
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- 80
- 81 1) Basic certificate programs must include a minimum of 9 units and maximum of 18 units of  
82 coursework. Programs may require that all prerequisite coursework has been completed  
83 prior to enrolling in the basic certificate program. At least 6 units must be completed at  
84 SJSU.

85 2) Basic certificate programs may include lower-division and upper-division courses  
86 numbered 1 through 199 (excluding individual studies, directed reading, supervision, and  
87 credit/no-credit courses).

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

90 4) Unless otherwise stated in the catalog, courses taken as part of an SJSU Academic  
91 Certificate program can be applied to an approved major, minor, or emphasis program  
92 where one is required for the student's degree. Unless otherwise stated in the catalog,  
93 courses taken for a major or minor may be applied to a basic certificate program upon  
94 approval from the basic certificate program advisor/director.

95 5) Students must have a minimum GPA of 2.0 in basic certificate coursework in order to  
96 be awarded a certificate. However, departments or comparable units may elect to set  
97 more stringent standards to ensure the quality of certificate holders with respect to the  
98 program.

99 6) The advisor/director of the program is responsible for verifying a student's satisfactory  
100 completion of the academic requirements established for the program and for forwarding a  
101 copy of the certificate completion form to the Office of the Registrar. The Office of the  
102 Registrar records the completion of the program on the student's transcript.

### 103 **Specific to Academic Advanced Certificate Programs**

#### 104 **Requirements**

105 1) Advanced certificate programs must include a minimum of 9 units and maximum of 18  
106 units of coursework.

107 2) Advanced certificate programs must be comprised of courses numbered 100  
108 through 296 (excluding individual studies, directed reading, supervision, and  
109 credit/no-credit courses).

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

112 4) With the approval of the department or school, units may be applied to both an  
113 advanced certificate program and a graduate degree program offered by the  
114 department.

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

117 a) The choice of grading requirements may have implications for transferability to  
118 degree programs.

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

122 c) A maximum of 4 units of coursework may be repeated. The grade used for the  
123 GPA for the advanced certificate is the average of the initial grade and the grade  
124 upon repeating the course.

125 d) Advanced certificate courses are available to matriculated (regular or special  
126 session status) and non-matriculated (Open University) students. A maximum of 6

127 units may be taken through Open University. However, the program cannot be fully  
128 completed through Open University.

129 e) While advanced certificate courses can be taken through Open University, a  
130 maximum of 30% of any graduate degree program units can be completed from  
131 another institution and/or units from Open University (including advanced certificate  
132 courses) at SJSU with approval from the department or school.

133 6) The advisor/director of the certificate program is responsible for verifying a student's  
134 satisfactory completion of the academic requirements established for the program and for  
135 forwarding the certificate completion form to Graduate Admissions and Program  
136 Evaluations (GAPE). After review, GAPE notifies the Office of the Registrar which then  
137 records the completion of the program on the student's transcript.

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

140 8) Admission

141 a) Students seeking an advanced certificate in matriculated status must apply for  
142 admission and will be evaluated at the university level with respect to the applicable  
143 entrance requirements and then according to the approved requirements set forth by  
144 the individual certificate program. A department or program can propose more  
145 restrictive requirements subject to approval by the GS&R committee.

146 b) Admission to an advanced certificate program requires a bachelor's degree from an  
147 accredited institution, with a major in the appropriate field(s) of study, as well as a  
148 GPA of at least 2.5 (where A=4).

149 c) There is no conditional admission to advanced certificate programs.

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

157 e) Where appropriate, some form of portfolio presentation, performance audition, or  
158 other evidence of specific competence may be required for admission. Such criteria  
159 will also be listed in the catalog.

160

### 161 **Process for Proposing and Reviewing Academic Certificate Programs**

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

164 2) Proposal Content:

165 a) SJSU College Dean Curricular Proposal Approval Form(s).

166 b) Brief statement of purpose.

167 c) Clearly stated learning outcomes mapped to coursework.

168 d) Catalog copy, which includes the following:

- 169 i. Brief statement of purpose.
- 170 li. Admissions requirements.
- 171 iii. Course requirements.
- 172 iv. Any prerequisites for the certificate program.
- 173 v. Total number of units.
- 174 g) GPA needed to receive the certificate if other than a minimum of 2.0 for basic
- 175 certificates and 3.0 for advanced certificates.
- 176 h) Program advisor.
- 177 i) For advanced certificates: number of units applicable (if any) to a degree and/or
- 178 major depending upon matriculation status (with the caveat that the units may not be
- 179 uniformly applied but require advisor consent).
- 180 3) Submission process
- 181 a) Academic certificate programs (either basic or advanced) may be proposed by
- 182 department, school or college curriculum committees.
- 183 b) Proposals may be submitted, reviewed, and approved at any time during the
- 184 academic year.
- 185 c) For entry into the catalog, the approval must be registered with GUP according to
- 186 published catalog deadlines.
- 187 4) Review process for new proposals
- 188 The reviewing bodies are responsible for timely review and approval of academic certificate
- 189 programs:
- 190 a. Proposals from either department or college level curriculum committees are
- 191 submitted to the appropriate department chair(s) or school director(s) for review.
- 192 b. Upon approval, the department or school reviews are then submitted with a copy
- 193 of the proposal to the appropriate curriculum committee(s) and college dean(s) for
- 194 review and approval.
- 195 c. Upon approval of the college deans, a copy of the proposal (along with reviews
- 196 from departmental/school and deans) is submitted to the Chair of the appropriate
- 197 operating committee.
- 198 i. If the program contains any 200 level courses, the materials are referred to
- 199 the Chair of the GS&R Committee for review.
- 200 ii. If the program does not contain any 200 level courses, the materials are
- 201 referred to the Chair of the UGS Committee for review.
- 202 iii. During duty days, within one week, the committee Chair will determine if
- 203 the Committee needs to review the proposal. If no full committee review is
- 204 required, the proposal and accompanying reviews are submitted to the
- 205 Provost via the appropriate office (GS&R for programs with 200 level courses
- 206 or UGS for proposals with 100 level programs) with a statement from the
- 207 Chair specifying that a review from their committee was not necessary.
- 208 d. If review by the appropriate operating committee is necessary, the Chair of the
- 209 operating committee will send recommendations from the committees, along with the

210 proposal and accompanying reviews, to the Provost via the GUP office (GS&R for  
211 programs with 200 level courses or UGS for proposals with 100 level programs).  
212 e. The Provost makes the final decision on whether or not to approve the certificate  
213 program.

214 5) Review process for existing certificate programs

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

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

219

220 **Approved (C&R):** April 18, 2016

221 **Vote:** 9-0-0

222 **Present:** Anagnos, Bacich, Buzanski, Clements, Heil, Mathur, Schultz-Krohn,  
223 Sibley, Stacks

224 **Absent:** Backer, Matoush, Sarras

225 **Financial Impact:** Certificate programs have the potential to increase revenue if  
226 students enroll through special session.

227 **Workload Impact:** As certificate programs are developed or adopted:

228 1. The development of certificate proposals will require one faculty  
229 member to oversee each program.

230 2. Proposals will increase the number of materials for review and  
231 approval for curriculum committees, Chairs/Directors, Deans, UGS or  
232 GS&R, and the GUP office.

233 3. CMS and Enrollment Services may have increased workload to  
234 matriculate certificate students.