

SAN JOSE STATE UNIVERSITY ACADEMIC SENATE

2018/2019

Agenda

May 13, 2019, 2:00 pm – 4:00 pm

Engineering 285/287

- I. **Call to Order and Roll Call:**
- II. **Approval of Minutes:**
Senate Minutes of April 22, 2019
- 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 –
EC Minutes of April 15, 2019
EC Minutes of April 29, 2019
 - B. Consent Calendar –
Election Calendar of 2020
 - C. Executive Committee Action Items –
- V. **Unfinished Business:**
- VI. **Policy Committee and University Library Board Action Items (In rotation)**
 - A. Professional Standards Committee (PS):
 - B. Organization and Government Committee (O&G):
AS 1742, Policy Recommendation, Amendment A to S10-5; Charge and Membership of Sustainability Board (First Reading)

AS 1743, Policy Recommendation, Amendment B to S16-8; Selection and Review of Administrators (First Reading)
 - C. University Library Board (ULB):
AS 1744, Sense of the Senate Resolution, In Support of Increased Funding for the California State University System Electronic Core Collection (Final Reading)
 - D. Curriculum and Research Committee (C&R):
AS 1737, Policy Recommendation, Blended Bachelor's and Master's Program (Final Reading)

E. Instruction and Student Affairs Committee (I&SA):
AS 1741, Policy Recommendation, Rescind F75-6, Test of English as a Foreign Language (TOEFL) Requirement for Resident Alien Students (Final Reading)

AS 1739, Policy Recommendation, Rescind and Replace S75-12, Maximum Unit Load During Intersession; Summer Session; Credit Hours (Final Reading)

VII. Special Committee Reports:

VIII. New Business:

IX. State of the University Announcements:

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

X. Adjournment

2018/2019 Academic Senate

**MINUTES
April 22, 2019**

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

Ex Officio:

Present: Frazier, Van Selst, Manzo,
Lee, J., Rodan
Absent: None

CHHS Representatives:

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

Administrative Representatives:

Present: Ficke, Wong(Lau),
Faas, Day, Papazian
Absent: None

COB Representatives:

Present: He, Bullen, Khavul
Absent: None

Deans / AVPs:

Present: Olin, Ehrman, Elliott, Stacks
Absent: None

EDUC Representatives:

Present: Marachi, Mathur
Absent: None

Students:

Present: Fernandez-Rios, Gallo, Gill
Kethepalli, Pang, Rodriguez
Absent: None

ENGR Representatives:

Present: Sullivan-Green, Ramasubramanian, Kumar
Absent: None

Alumni Representative:

Absent: Walters

H&A Representatives:

Present: Khan, Ormsbee, McKee
Absent: Riley, Mok

Emeritus Representative:

Present: McClory

SCI Representatives:

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

Honorary Representative:

Present: Lessow-Hurley

SOS Representatives:

Present: Peter, Wilson, Curry, Trulio, Raman
Absent: None

General Unit Representatives:

Present: Trousdale, Hurtado,
Higgins, Monday, Emmert
Absent: None

II. Approval of Academic Senate Minutes– The Senate minutes of March 25, 2019 were approved as is.

III. Communications and Questions –

A. From the Chair of the Senate –

Chair Frazier announced that he made a mistake in an email announcement and the Senate would not be discussing the Board of Academic Freedom and Professional Responsibility (BAFPR) at today's Senate meeting.

Chair Frazier recognized Senator Lessow-Hurley. Senator Lessow-Hurley congratulated Dean Elliott for the library's efforts in fundraising and announced that the Humanities Endowment is now funded at \$1 million (applause). Senator Lessow-

Hurley also noted how truly unique the Special Collections are and urged all Senators to visit the library and check out the materials collection. It is the only publically available materials collection in the world. There is also a new presentation practice room that students can practice their oral presentations in at the library. Senator Lessow-Hurley encouraged Senators to support a library endowment.

Chair Frazier welcomed ASCSU Chair Catherine Nelson, who was visiting today.

Chair Frazier also recognized what an amazing facility the Student Recreation and Aquatics Center (SRAC) is and encouraged Senators to visit the facility.

B. From the President of the University –

President Papazian announced that the facility is free for students, but they have been paying for it with fees since 2003.

There was a ribbon cutting ceremony for the Spartan Food Pantry last week.

We are breaking ground on this Thursday on the new Science Building and it is the first academic building this campus has seen in thirty years. On every floor there will be labs for teaching and for research. We will not wait another thirty years for another new academic building.

The President just came from an event, “Pizza with the President,” where students discussed a lot of different things such as affordable housing, student hunger, and safety on campus, etc. The President thanked AS President Manzo for organizing this event.

Two bills the CSU is advocating for this year include the CSU Doctorate of Occupational Therapy, and a resolution seeking to put on the ballot \$8 billion in capital funds. Of this money, \$4 billion would go to the UC, and \$4 billion to the CSU. There would be funds in there to address every campus’ needs in some form or another.

Questions:

C: Kudos for the food pantry. Regarding our housing insecurity, where are we with that?

A: Housing is clearly a stress issue for our students and students across the state. We are trying to find out exactly what the real issues are so we can figure out if these are short term problems or chronic issues. For instance, it is a problem with a roommate in the dorm, or not being able to find affordable rent. We need to address the individual needs of our students. We have hired four case managers just to address these issues and students in crisis. These counselors will meet with the student and determine what the issue actually is and how best to address the issue. If it is not having a place to sleep, we make available rooms in our residence halls for students in need. However, we have about 10,000 students that are not using the financial aid they are eligible for. Students have a fear of taking out a loan that they think they

won't be able to pay back. The average loan for a student that gets a degree at SJSU is about \$23,000. If the student completes the degree with a \$23,000 loan debt they will be able to pay that back, because it is a manageable amount over the course of a working career. The problem is if they drop out without completing a degree and they have this loan debt, that is not a good place for them to be. This is another reason we are focused on student success. Other times their financial aid package might need to be repackaged a little bit so it works for them. We are also in the process of hiring another financial literacy person that would work specifically with this program to work with students and can teach them how to manage their financial aid package. One thing that is difficult to do is to provide a financial plan if a student has financial aid eligibility and isn't taking it because think of the thousands of students that are taking it. There has to be an evaluation done. The one place I am not going to do what students asked for, is to provide spaces in the parking lots so students can live out of their cars. I don't believe keeping a student in a car is solving a homeless problem. We need to put a roof over their head. You have to deal with safety, etc. If you see a student that is having this kind of difficulty, please refer them to us so we can focus on taking care of it.

Q: Are there any indications yet where the May revise will fall?

A: No, it is all guesswork right now. We don't really know where the tax revenues are after April 15, but there is no reason to think the tax revenues are down. It looks like they might be up a little bit. We don't expect it to go down from the Governor's proposal. There may even be places where the legislature can augment it. We'll have to wait and see, but we don't expect any surprises there.

Q: Could you give us an update on the Area D issue? Is the CSU still pressuring us on this, or has that gone away?

A: Nothing ever goes away. I'm still contemplating it. I'm not sure there is another solution to the one that was negotiated and so we will get that resolved. I remain a little uncomfortable about it as I pointed out in the Senate meeting in which it was passed. It passed by only one vote and I don't really like the language that was in it. I just need to revise it. That was a very gracious way of reminding me I need to do it. Thank you.

Q: Does the Strategic Plan include anything for faculty given we spend so much time here?

A: It is very difficult to be a faculty or staff member on this campus what with having to make the commutes our faculty and staff have in order to find an affordable place to live. We are working on a couple of housing options close to campus that will allow faculty to live nearby and engage more with the campus. However, these things don't happen quickly. These are big partnerships, or we need to raise money. We are having all those conversations. These discussions are still in progress. Hopefully, we will have more solutions in the next couple of years. One thing I have to say is that as we move forward, we need to build up. We have lots of land where we can easily build up. We were looking for faculty to share what they would like and what their needs are in that survey we sent out. We did get a number of responses and that will

really help us moving forward.

IV. Executive Committee Report:

A. Minutes of the Executive Committee:

Executive Committee Minutes of March 18, 2019- No questions.

Executive Committee Minutes of April 10, 2019-

Questions:

Q: There is a comment about the 75 faculty searches, what is the yield for that?

A: (Provost) I can guess. As of last week, we had about 45 in hand, but a number are pending. If I had to guess, I'd say around 65.

B. Consent Calendar:

Consent Calendar of April 22, 2019 – No objections or dissent.

C. Executive Committee Action Items:

V. Unfinished Business:

Senator White presented *AS 1737, Policy Recommendation, Blended Bachelor's and Master's Program (First Reading)*.

Questions:

Q: On line 43, where you note that one of the objectives is, "to provide an accelerated route to a graduate professional degree with simultaneous award of both bachelor's and master's degrees," are you assuming all graduate programs will have professional degrees, or would other programs be eligible as well.

A: Yes, it would be eligible as well.

Q: Would the committee consider moving line 59 where it reads, "The blended policy, therefore, differs from..." to line 64 so it doesn't look like criteria?

A:

Q: My second question is on line 84 where it reads, "Departments may require more than 60 undergraduate degree applicable units before students may apply to the blended degree program." Can you give examples of when departments might require this?

A: Some departments felt like they needed classes above the limit, but we can look at that.

Q: Can you replace the word "blended" with "combined"?

A: We can't change the wording because that is the wording in the coded memorandum.

Q: Can you clarify then?

A: Yes, we will look at this.

Q: Can students switch from blended back to regular baccalaureate degree or the other way around?

A: Yes, they can switch from blended back to regular baccalaureate program.

Q: Can they move from blended to a regular masters degree?

A: We did not consider this. I will take it back to the committee for consideration.

Q: Would the committee consider that the senior project be integrated with the master's thesis?

A: The committee will review.

Senator Sullivan-Green presented *AS 1731, Policy Recommendation, Rescind and Replace University Policy S05-4, Qualifications for Student Office Holders (Final Reading)*.

The Senate voted and AS 1731 was approved unanimously as written.

Senator Sullivan-Green presented *AS 1732, Rescind University Policy F10-1, The Use and Abuse of Alcohol and Other Drugs (Final Reading)*.

The Senate voted and AS 1732 was approved as written with 2 Nays.

Senator Sullivan-Green presented *AS 1739, Rescind and Replace University Policy S75-12, Maximum Unit Load During Intersession; Summer Session; Credit Hours (First Reading)*.

No Questions.

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

A. Organization and Government Committee (O&G):

Senator Shifflett presented *AS 1738, Senate Management Resolution, Amendment of Bylaw 5, Membership of the Committee on Committees (Final Reading)*.

The Senate voted and AS 1738 was approved unanimously as written.

Senator Shifflett presented *AS 1735, Policy Recommendation, Amendment A to University Policy F15-13, Updating the Board of General Studies Membership, Charge, and Responsibilities (First Reading)*.

Questions:

Q: Could the committee consider specifying wherever you have “GWAR” whether that is Undergraduate only or is that Graduate as well?

A: O&G will consider this.

Q: In section 3.4.3, you use “reject” in the first sentence and then “decision not to approve” later. Does that mean when the proposal comes forward to GEAC would they vote to reject or disapprove immediately, or is there an opportunity for a program to revise and resubmit?

A: Absolutely, that is covered earlier and in fact there can be no vote to reject without prior opportunity for the GE Coordinator and the Chair to come in and talk. What this is saying is if GEAC proposes to reject then it shall provide the course

coordinator and Curriculum and Research with written feedback regarding their decision. However, prior to this, there is the opportunity.

Q: This policy addresses a very narrow aspect of GE. Would O&G consider trying to situate a discussion around shared governance and what we mean by a GE program?

A: What O&G will bring forward will be confined to membership and charge. Whether we have a GE program definition is up to Curriculum and Research and the Board of General Studies and will evolve next year when the GE Guidelines are due.

Q: When I hear GEAC, I think CSU GEAC. Would the committee consider the “GE Review Committee.” On line 211 you have, for lack of a better term, a civility clause. Would the committee consider rephrasing 2.1?

A: The CDO raised this a few meetings ago and O&G was convinced that having that statement was important to include. We did run the language past the CDO, but we will discuss this some more.

Q: Would you consider that the context for the GE plan is already addressed in red towards the end of the document? I ask that because those type of discussions are already taking place and I wonder if that might be enough?

A: Let me clarify then respond. This is in the rationale section. The reason that is there in non-specific terms is that as a campus we’ve decided it is important to look at assessment at the program level. That would take a separate taskforce. A taskforce is currently engaged in those discussions. O&G is confident that they will lead us in a direction that is beneficial to the campus. I’m not sure if that is enough until we discuss it in O&G.

Q: Would you consider adding a liaison to the campus or WASC assessment group to this committee?

A: The Director of Assessment sits on it. That person also sits on Program Planning.

Senator Shifflett presented *AS 1740, Policy Recommendation, Amendment A to University Policy S17-4, Membership of the Student Success Committee (First Reading)*.

Senator Shifflett presented the first reading. A motion to suspend Senate rules and switch to a second reading was seconded and approved. Senator Shifflett proposed an amendment that was friendly to the body to change the title in lines 26 and 34 to “Senior Associate Vice President for Enrollment Management.” **The Senate voted and AS 1740 was approved with 1 Nay.**

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

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

Senator White presented *AS 1736, Amendment A to University Policy S14-9, Guidelines for Concentrations (Final Reading)*. Senator White presented an amendment that was friendly to the body to line 20 to add, “IV.A and IV.B after

“I.B.” Senator White presented an amendment that was friendly to the body to line 84 to change, “the next” to “their next.” Senator Mathur presented an amendment that was friendly to the body to line 71 to remove “and College of...” and replace with “or College of...”. **The Senate voted and AS 1736 was approved as amended unanimously.**

D. Instruction and Student Affairs Committee (I&SA):

Senator Sullivan-Green presented *AS 1741, Policy Recommendation, Rescinds University Policy F75-6, Test of English as a Foreign Language (TOEFL) Requirement for Resident Alien Students (First Reading)*.

Questions:

Q: Line 83 is not clear to me. Would the committee review the language?

A: Yes.

Q: Would the committee consider revising the title? People search on the title.

A: This should be clearer when we add in that it rescinds and replaces.

Q: Would the committee consider clarifying what “equivalent” means in “TOEFL or equivalent?”

A: Yes

Q: Would the committee consider any references to the TOEFL score be changed to a percentage or be rank based?

A: We can’t because the 500 number is in the California code.

Q: What if we have a doctoral student that at the time of admission doesn’t have citizenship from a country where English is not the primary language and doesn’t have a baccalaureate degree but has a masters degree. I’m concerned he/she would have to take the TOEFL?

A: We had lots of discussion on that language. There are guidelines on which countries have primary language as English. This is not a decision anyone at the university makes, they follow the guidelines. This is also why we have the waiver option in there that would allow a student with an atypical situation to waive it. What we did find was that a lot of international schools require it anyway.

Q: Given the code requirement, what are we really adding?

A: We aren’t adding we are clarifying as well as putting in language based on current procedure.

E. Professional Standards Committee (PS):

VII. Special Committee Reports:

A. Exceptional Admissions Report by Sharon Willey, Senior AVP for Enrollment Management, Time Certain: 2:30 p.m.

AVP Willey reported that there is data from 2007 to come to today. In 2007 there were 273 freshmen as special admits, and 181 transfers. We went from 273 freshmen

in 2007 to 23 in Fall 2018, and from 181 transfers to 19 in 2019. This gives you a sense of the reductions that have been made in exceptional admissions.

Questions:

Q: To what can we attribute that enormous drop in exceptional admissions?

A: SJSU has become a much more selective institution. Our incoming fall cohort now has an average of 3.45. Every year we have been impacted has led us to become a much more selective campus.

Q: Are you concerned that since we have become a much more selective university that the character of the incoming class may have changed in a way that doesn't fit our mission as well as it might have in 2007?

A: We definitely are limiting our access. In some populations we have seen growth such as with our Latinx population. In other populations there has been decline. We have started some additional outreach efforts to target populations such as African-American students. We have also increased outreach in other local areas, such as Oakland. We do also have Spartan Pathways, so if a student can't get into the major they want but are CSU eligible they are admitted as undeclared until they can find a major. We admitted about 100 students under Spartan Pathways.

A: (President Papazian) There is an assumption that having a higher GPA puts the local students at a hometown disadvantage. I actually think we have talented students in every local area. The key is to ensure that those students have pathways to come. We are working actively with K-12 students in the local area. The Latinx student population has increased. There is no reason these populations can't do well. By having high standards, we are getting really good students from all of these communities.

Q: How is this impacting our first generation students?

A: I don't have the number of how many of those students are included in the numbers. Some may be included in the EOP admissions. We can look at that.

Q: Is any outreach done to students that leave early to determine why they are leaving after being admitted?

A: We don't do a good job of reaching out to these students to determine the cause. This is something we need to improve. This is one of our initiatives.

Q: What is the difference between Spartan Pathways and the Eastside Promise?

A: Spartan Pathways was established in 2012 for students that didn't get admitted to major they wanted, but are CSU eligible. The Eastside Promise is a partnership only with the Eastside Union High School District that has over 25,000 students right here. With the Eastside Promise, if a student doesn't get into the major they want, but has an eligibility index of at least 3300 then he/she will be admitted to SJSU as an undeclared student.

Q: Can you tell us what percentage of students that come to admitted Spartans Day

actually end up attending SJSU?

A: Typically around 20% of Freshmen and 45% of transfer students.

B. Athletics Reports by Annette Nellen, Chair, Athletics Board, Tamar Semerjian, Faculty Athletics Representative (FAR), Marie Tuite, Athletics Director, Eileen Daley, Sr. Associate Athletics Director, and David Rasmussen, Sr. Associate Athletics Director for Compliance, Time Certain: 3:00 p.m.

Chair Nellen reported that the Athletics Board (AB) reports to both the President and the Academic Senate. The AB is required to give an annual report to the Academic Senate. There are six faculty members on the AB including the FAR. There are three members from the Athletics Department, the AS President, the AS Director of Extracurricular Affairs, the President of Spartan Foundation or designee, and the President or her designee (the Chief of Staff). Chair Nellen introduced Tamar Semerjian, Marie Tuite, Eileen Daley, and David Rasmussen.

The FAR, Tamar Semerjian, reported she took over as FAR in January. FAR Semerjian has been to the NCAA Convention, as well as the Student Athletic Advising Committee. FAR Semerjian reported that from what she has seen thus far, Athletics is very focused on student advising and student health. From what the FAR has seen, we have some very high academic achieving student athletes at SJSU. There were some legislative issues discussed at the NCAA Convention primarily around transfer rules. The transfer rules are more rigid in the Mountain West Conference than they are in the NCAA. Next week they will be discussing graduate student transfers.

Sr. Associate Athletics Director, Eileen Daley, reported on the Academic Progress Rate (APR). Only athletes that received a scholarship count in the APR. They can earn up to 2 points per semester. One point is for remaining eligible, and the other is for being retained at SJSU. The NCAA will look at a four-year benchmark of 930. The goal of the Athletics Department is to reach 985. Two years ago we got to 983. We are hoping next year to get to that goal. In terms of eligibility, we are talking about minimum units passed and they must count toward graduation. The athlete must also be enrolled full-time. The student athlete must also graduate within five years. In 2004-2005, had the second worst score in the nation in terms of football. That is not the case today. This year we have a 970 overall for all 22 teams. A 950 equates to a 50% graduation rate. Last year Athletics had a goal of a 60% response rate from faculty, and actually had a 74.1% response rate. Director Daley thanked faculty. Seventy-three percent of the teams have over a 3.0 GPA. Fifty-two percent of the student athletes have over a 3.0 GPA. Twenty-five percent of student athletes have over a 3.5 GPA.

Director Daley introduced Laura Alexander, the Head Football Trainer for SJSU. Trainer Alexander reported on student concussions. Football is not the only high risk sport for concussions. The protocol used for every athlete is to be examined immediately by the Athletics Trainer and within 24 hours by a physician. After a concussion is diagnosed, Athletics issues a notification letter. Each athlete has an

Athletic Adviser. We notify the adviser of the details of the event and what accommodations they will need in terms of their classes, etc. This letter goes from the Academic Adviser to the student's faculty. Before a student can return to the sport they have cognitive tests. They can't go back to the sport until they can go back to class. All students are taught to recognize the signs of a concussion and quite often we find out from other students that are concerned about their teammates.

Trainer Alexander introduced Marie Tuite, Athletics Director for SJSU. Director Tuite reported that Athletics is committed to the Academic Achievement of our athletes, and we are going to follow the rules and do it the right way. We are also going to work hard to be competitive in the Mountain West Conference.

Questions:

Q: Are professors briefed or trained on what to expect and watch for when a student returns after a concussion?

A: Throughout the process of a concussion, the professor should receive multiple letters about the athlete's progress. They may return to class with no limitations, or they may return with partial limitations. You should get written updates about where the student is in the process until they are 100%.

Q: Thank you for this report. Are we going to be able to determine over time if concussions are going down?

A: We have actually seen a decrease in concussions from the beginning of the report to this year. We are also teaching athletes how not to put themselves at risk and proper techniques.

Q: What is the process if a student doesn't report a concussion? Could they still play?

A: Yes. However, there have been numerous times when I've approached (Trainer Alexander) an athlete that didn't look right. I know the student athletes and their personalities and if they do not appear right, I will approach them. The coach doesn't have a say in any of this. Most of the time the student athlete will say they don't feel right, or a teammate will approach me and say that someone isn't acting right. Trainer Alexander travels with the team to every game.

Chair Nellen noted that some student athletes have said they don't even want to acknowledge they are student athletes in class, which is troubling. These students don't feel valued as much as other students, so anything you can do to help us make them feel as valued as other students would be wonderful. Also, most of the coaches are members of the General Unit of the Senate and please keep them informed of Senate and committee vacancies.

VIII. New Business:

IX. State of the University Announcements:

A. CSU Faculty Trustee (by standing invitation): The CSU Faculty Trustee

submitted his report electronically to the Academic Senate.

B. Statewide Academic Senators:

There are still two competing resolutions on the GE Taskforce Report. There is a resolution to accept the resolution and provide feedback and then there is a resolution to completely reject the report.

There was a resolution on Ethnic Studies which came up as a result of the body's decision not to support the Ethnic Studies bill because the ASCSU was concerned about setting a precedent by supporting the legislature making curriculum decisions.

There is a resolution to have the model curriculum from Engineering made into a transfer model curriculum.

There is a resolution to extend a paper presented to the ASCSU on Student Success by augmenting it with feedback from students and alumni.

There is a resolution on the impact of Artificial Intelligence and what that might mean for the institution going forward.

There are 23 Academic Leadership Awards at the ASCSU level and only 30 applicants. The Statewide Senators strongly encouraged faculty to apply for submit a colleague for an award that have had innovative thinking.

ASCSU Chair Nelson reported that the biggest item is the GE Taskforce Report. This will be very interesting from a parliamentary point of view to see how the resolutions play themselves out. Chair Nelson has heard from nine campuses and seven asked to reject the report. There are several other responses in the works. The other thing on the radar is AB 1460 which establishes an Ethnic Studies graduation requirement for the CSU and the ASCSU is strongly opposed to it and will be testifying to the legislature.

Questions:

Q: I hope you accept the report in the end so that it can be referred for consideration and further input. If it goes the other way and it is rejected, will you call on Academic Affairs to take up the discussion of the content and changes?

A: We were having that conversation earlier. I would suspect if Academic Affairs was sufficiently interested in doing something like that there might be a piece that might not be too dramatic or controversial, for example there is a recommendation to put E4 in Area A, or they might take up the taskforce report having a value section called Diversity and Social Justice and that might be a way to get at our colleagues concerns without having the legislature tell us what to do. Whether or not we would do something like the recommended Diversity and Social Justice requirement and whether it would be in Area E, I have no idea. This is just an example of what could come out of it, or nothing could come out of

it.

Q: Another argument that could be made about why you should oppose AB 1460 has to do with it paving the way for privatization of those courses that would be required. This opens the door for people trying to fulfill those requirements and I suspect that online courses would be used to fulfill the Ethnic Studies requirement, which would end up watering down the courses and make them lower quality.

A: Interesting argument. I have not heard that before.

Q: Thank you for joining us today. I have heard from students on other campuses that they do not get a vote in their Academic Senates and at SJSU we have the AS President and six students that are members of the Academic Senate. I was wondering what kind of conversations you have with the campuses to encourage them to support shared governance and students on their Senates?

A: I don't have a good answer to your question. I don't remember since I've been on the Senate addressing that issue. Some campuses are Academic Senates and some are Faculty Senates. There are arguments for both.

C. Provost:

D. Associated Students President:

AS President Manzo reported that AS just wrapped up their elections. Next year AS will have a new structure. The only difference as far as the Academic Senate is concerned is that the AS Vice President will sit on the Academic Senate next year. The new AS President is Brandon Parent. The elections had a 9.45% turnout.

At the last board meeting AS endorsed SB 24 and AB 930.

Senator Grace Pang was recognized as the CSU Student Advocate of the year by the California State Student Association (CSSA).

AS also has scholarships coming up. AS gives out about \$82,000 in scholarships and the applications are due by May 1, 2019.

Next week there is a Grad Slam on Wednesday, April 24, 2019, 5-8 p.m. Student Union Ballroom. This is an opportunity for graduate students to give a three-minute presentation about something other students know nothing about and the best presentation gets a monetary award.

AS is also hosting the Student Leadership Gala in two weeks.

This week the AS President will be making a recommendation to the Board of Directors on a new Executive Director.

Questions:

Q: What are your plans to expand the voting rate?

A: We changed our Board of Directors so one of our directors is now the AS Director of Communications and Outreach, so hopefully that Board of Director can focus on this. Possibly take advantage of the screen technology around campus.

Q: Last year or the year before the voting turnout for AS elections was around 13%, what are the reasons for the decrease this year?

A: We are trying to get there. It is difficult to get students interested. We did get a lot of clout after the AS House moved. Also, we have three less director seats due to our restructure.

E. Vice President for Administration and Finance:

VP Faas announced that last week we had two great events, the Spartan Recreation and Aquatic Center (SRAC) opening, and the permanent Food Pantry. This coming Thursday we also have groundbreaking on the new Science Building.

Questions:

Q: Do you have any updates on the new Chief of the University Police Department?

A: We are in the background check phase. That takes six to eight weeks. We hope to have someone on board by early June 2019.

F. Vice President for Student Affairs:

VP Day thanked the Deans for a wonderful meeting on Student Success and Advising.

There has been a sharp decline using the mobile food pantry due to the opening of the permanent food pantry. We have had over 1,000 students use the food pantry since we opened at the beginning of the month.

SRAC is extraordinary, please visit it.

We are in the process of conducting a review of student conduct on campus.

We have just completed our student wellness reviews of counseling and general medicine. VP Day will share as much information as he can.

Questions:

Q: Have you had inquiries from other campuses about our food pantry? How are other campuses handling food insecurity? Are we a model for anyone, or are we modeling after others?

A: Our pantry is a model visually. We have a partnership with the local food bank. However, I am not aware of anything specific. I think we will be a model, at least in some respects.

Q: Do you have any updates on the funding with the Department of Social

Services for legal services for immigrants?

A: Not yet, but I imagine that is on our agenda for tomorrow.

Q: Are there plans to disseminate the information in the COACHE survey to other divisions like Student Affairs?

A: The VPSA will reach out to the Provost.

G. Chief Diversity Officer:

The Faculty Diversity Committee has organized a faculty diversity teaching showcase in two days on Wednesday, April 24, 2019. There will be food and presentations by faculty nominated by students.

X. Adjournment: The meeting adjourned at 5:00 p.m.

Executive Committee Minutes
April 15, 2019
ADM 167, 12:00 p.m. to 1:30 p.m.

Present: Frazier, Peter, Ficke, Shifflett, White, Marachi, Faas, Day, Manzo, Papazian, Riley

Absent: Lee, Mathur, Sullivan-Green, Wong(Lau)

1. The Executive Committee approved the minutes of April 10, 2019.
2. The Chair notified the Executive Committee that he had reformatted AS 1730, Amendment A to University Policy S15-3, Leaves of Absence for Students.

Updates from the President:

The 2nd VP of Research and Innovation candidate is on campus.

The Student Recreation and Aquatics Center opens Tuesday, April 16, 2019.

April 25, 2019 is the groundbreaking on the new Science Building.

The new Permanent Food Pantry recently had its ribbon cutting ceremony.

The university is working on the issue of student homelessness, however, it is a complex issue. The President has four case managers that work with students in crisis to find solutions. The President thanked VP Day and his team for all their hard work.

One idea the President is not considering is housing students in cars in the parking lots as has been suggested recently. Students need a roof over their heads and the President and VP Day are working to ensure they find housing solutions for our students. However, the President is concerned that students are not taking advantage of student loans out of fear of accumulating debt. Over 10,000 students that were eligible turned down financial aid. Sometimes part of the problem is that students are living in bad home environments and at some point they need to make the difficult decision to move on campus and take out student loans.

The President thanked the committee members for their hard work.

Questions

C: The efforts being made on campus to support students and to address homeless and food insecurity issues are being noticed by potential faculty members that visit the campus and it is having a positive impact.

Q: Do you plan on implementing group Strategic Planning?

A: President Papazian will report back to the committee on this issue.

3. From the AS President:

The Executive Director search has come to an end. The candidate selected will be announced on April 24, 2019.

AS elections are underway and debates are happening today on campus. Election results will be announced on Thursday.

On April 22, 2019 AS will host Pizza with the President for students.

On May 1, 2019, AS will host the Grand Slam Graduate Student Competition where students will explain their research to someone who has never heard of it. The students that does this the best will win a monetary award.

The AS Printshop is celebrating its 50th Anniversary this year and will be having special discounts.

AS has completed their budget process for next year and have added additional textbook vouchers for students.

The new AS Board takes over on June 1, 2019. They will be undergoing the transition process throughout May.

4. From the Vice President of Administration and Finance (VPAF):

At 7:30 p.m. today, the VPAF will host a safety walk on campus that begins at 9th Street and E. San Fernando.

VP Faas advised the Executive Committee that students and employees can opt out of the biometric scanner and use their ID instead at the SRAC.

5. From the Vice President for Student Affairs (VPSA):

There were 18,400 students and family members here on Saturday. About 4,700 were students and this is a very good sign.

The permanent food pantry had an opening event this morning. VP Day and his team will be watching to see how the mobile food band is influenced by the Permanent food pantry.

Questions:

Q: Why were there so many students at admitted Spartans Day?

A: It is a good sign. VP Day will keep the Executive Committee informed.

Q: Is there a deadline to commit?

A: Yes. We are waiting to hear back from the Chancellor's Office on our request to expand the local admitting area. This gives students within commuting distance an extra bump up in their GPA.

Q: Do we track students that transfer out to determine why?

A: Yes, we need to create an environment where aspiring students can thrive. We need to determine if they came with the intent to leave or whether we are not offering them something they need. A member commented that when he started at SJSU the classes were much smaller. Another member noted that we need to figure out a better way to talk about what we do well. If we are losing our best students, then we need to be concerned. We also need to research what type of programs will engage students their first year to make that a meaningful experience.

A member noted that the National Association of College Academic Advisers (NACAA) came out and reported that we need to improve our advising and we need more connection between students and faculty in their second year.

6. From the Provost:

The Provost will be meeting with the Deans tomorrow to discuss how to request lines for next year based on curriculum needs and not a replacement line for a faculty member.

Questions:

Q: Can we plan on hiring based on RSCA?

A: Yes, RSCA activity must be involved. We will look at the balanced need of the department. Tenure density should be near 50%. It is a big balancing act.

Q: How does this model take into account the department instead of majors?

A: In the constellation of responsibilities the department has a commitment to hire as many tenure/tenure-track faculty as we can.

Q: What is the timeline for potential hires for RSCA and assigned time?

A: We need RSCA results by May 2019. There are two RSCA pieces. The Provost wants to see how successful deans are in hiring before they release information for the next cycle. Tomorrow she will ask the deans to publish RSCA timelines.

7. From the Policy Committees:

a. From the Professional Standards Committee (PS):

The PS Committee will have a first reading of the Board of Academic Freedom and Professional Responsibility (BAFPR) for the Senate.

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

C&R will have a final reading of the Concentrations Policy as well as a first reading of the 4+1 Blended Bachelor's and Master's degree policy.

- c. From the Organization and Government Committee (O&G):
O&G will be bringing a final reading of a Senate Management Resolution amending Bylaw 5 as well as an update to the membership of the Student Success Committee and a revision to the Board of General Studies (BOGS) policy. The committee discussed whether the BOGS policy should come back to the Senate as another first reading or a final reading.
8. The meeting adjourned at 1:31 p.m.

These minutes were taken and transcribed by the Senate Administrator, Eva Joice, on April 26, 2019. The minutes were edited by Chair Frazier on April 26, 2019 and approved by the Executive Committee on April 29, 2019.

Executive Committee Minutes
April 29, 2019
ADM 167, 12:00 p.m. to 1:30 p.m.

Present: Frazier, Sullivan-Green, Peter, Ficke, Shifflett, White, Marachi, Faas, Day, Manzo, Riley, Wong(Lau), Mathur

Absent: Lee, Papazian

1. The Executive Committee approved the minutes of April 15, 2019.
2. The Executive Committee approved the appointment of Cisar, Raman, and Jensen to the Institutional Review Board (IRB).
3. Firearms/Weapons Policy:
The Executive Committee discussed a proposal to rescind the Firearms/Weapons policy (old policy from Spring of 1969 (S69-18)) once a Presidential Directive is issued to replace it. This discussion is pending further consultation with the President's office.
4. Updates from the Administration:
 - a. From the Vice President for Student Affairs (VPSA):
We are in the "Intent to Enroll" stage. Our international student enrollment is down.

We have received the final reports on the evaluations we had done on advising and student wellness area. In general, there are some very dedicated staff on the campus. Faculty are satisfied with the student success centers. However, students are not happy with the advising they receive. There is a disconnect between AARS and college advising. The technology is also inconsistent. VP Day will be working on this.

Questions and Comments:

C: The recent Student Success Symposium was very well received.

Q: Where exactly are the challenges in advising coming from?

A: There is different information being given by AARS and the student success centers. In addition, there are customer service concerns with AARS and a need for training.

C: The lines are not always clear in advising.

C: The "Ask Me" tables during finals are well received.

Q: Are students taught the difference between AARS advising and faculty advising?

A: Sometimes the information being given out is not correct. We have to get this corrected.

Q: Do you see changes to Retention and Transition Services?

A: Absolutely. We need to determine everyone's role and how to work together.

b. From the AS President:

AS had "Pizza with the President" last week and got very good feedback.

On May 1, 2019, from 1 p.m. to 2 p.m. AS hosted an ice cream meet-and-greet for students with San Jose City councilmembers. There were four councilmembers in attendance.

AS approved \$20,000 for Undergraduate and Graduate Professional Development and Travel Funds. This will be a pilot program for three years and will then be reviewed.

AS is researching the historical background related to SSETF activity.

Questions:

Q: What is the status of hiring a new Executive Director?

A: We are in background check right now and will announce soon.

Q: Can students apply for funds for Professional Development for Fall 2019?

A: Yes.

c. From the CSU Statewide Senate: Not present – no report.

d. From the Chief Diversity Officer (CDO):

Sue Rankin will design the campus climate survey for Fall. Rankin & Associates have a good understanding of the work. On one issue: Students tend to lump everything under harassment, whereas employees lump it under bullying.

One focus group has been reserved for lecturers

Craig Alimo is organizing a retreat and a full day of diversity training with Social Work. Craig is also organizing other retreats.

The Title IX hearing process is going well. The CDO commended all who attended the hearings and stayed all day to ensure everything went well. We are the second campus to hold hearings in the new manner.

- e. From the Provost:
The Honors Convocation is this Friday and there will be almost 600 students. The Provost encouraged faculty to attend. Your students want to see you.

Questions:

Q: Where are we with the COACHE survey?

A: The responses are a little uneven across the colleges, but the report is being work on. The Provost will send something out hopefully over the summer.

- f. From the Vice President of Administration and Finance (VPAF):
There are three “revenue opportunity” efforts for this week.

Questions:

Q: The legislative analyst said the CSU is directly responsible for certain costs, so if we are redirecting money from our pensions, how will this work? Are efforts being made to address this?

A: We’ve offered out pension plans we can’t afford. Our bargaining unit contracts are for three years and our budget isn’t. The contract should be contingent on funding from the governor.

5. University Governance Award (UGA):

Nominees for the University Governance Award are supposed to be submitted to the Student Honors Committee, which no longer exists. Therefore, the Executive Committee needs to step in. Several students were nominated, and the Senate Chair will inform the President.

6. From the policy committees:

a. Organization and Government (O&G):

The Executive Committee discussed the membership of the Sustainability Board particularly with regard to VPs or their designees. The committee discussed adding “or designee.” O&G’s proposal would remove VPs/designees. O&G is also concerned about the size of the Sustainability Board. O&G sought clarification if the VPs need to be on the board. Also, a member expressed concern there is only one student on the committee and suggested dropping some faculty representation.

Questions:

Q: Would O&G consider pulling off administrators?

A: Yes.

b. Instruction and Student Affairs (ISA):

ISA will be bringing to the Senate on May 13: policies on intersession and summer session, TOEFL, Student Governance Award, and if time, the Absence Policy.

- c. Professional Standards (PS):
PS is working on resolutions on the guidelines for late adds, BAFPR, and range elevation.
 - d. Curriculum and Research (C&R):
C&R will be bringing to the Senate resolutions on the 4+1 blended BA and Master's degree. The committee is also working on a curriculum policy, ORUs, and minors.
 - e. Committee on Committees (CoC):
The Executive Committee discussed nominees for the Faculty Diversity Committee, and vacancies on the Budget Advisory and Writing Requirements Committees.
 - f. From the Vice Chair:
The Special Committee set up to respond to the GE Task Force Report has created a survey and faculty are encouraged to respond. Focus groups are also being help next week.
7. The meeting adjourned at 1:29 p.m.

These minutes were taken and transcribed by the Senate Administrator, Eva Joice, on April 29, 2019. The minutes were edited by Chair Frazier on May 6, 2019 and approved by the Executive Committee on May 6, 2019.



**SAN JOSÉ STATE
UNIVERSITY**

Academic Senate Office
ADM 176, 0024

GENERAL ELECTIONS
2020 Calendar

Timeline	Election Events
Thursday, January 30	Cover letter with instructions and petitions sent to all faculty. Petitions on line/attached.
Friday, February 21	Nominating petitions due in Senate Office (ADM 176).
Monday - Friday February 24 – February 28	Verification of petitions and preparation of ballots.
Monday, March 2	Ballots prepared and info sent to faculty via college deans or directly.
Friday, March 13	Voting deadline 5 p.m.
Monday - Wednesday March 16 – March 18	Senate Administrator verifies appointment times for faculty that voted with College Deans’ Offices.
Thursday - Friday March 19 – March 20	Final ballot count by the Senate AVC and Senate Administrator.
Monday, March 23	Results reported to Academic Senate.

Approved: April 9, 2019
Committee on Committees

Approved: April 10, 2019
Executive Committee

Approved: _____
Academic Senate

1 SAN JOSE STATE UNIVERSITY
2 Academic Senate
3 Curriculum and Research Committee
4 May 13, 2019
5 Final Reading

AS 1737

6
7 **POLICY RECOMMENDATION**
8 **Combined Bachelor's and Master's Programs Policy**

9 Whereas: No current university policy exists to guide the development of a combined
10 Bachelor's to Master's degrees program at San José State University, and

11 Whereas: [Coded Memorandum AA-2012-01](#) specifies the minimum requirements for
12 establishing a "blended degree model" which at SJSU shall be referred to
13 as the Combined Bachelor's and Master's Programs (CBMP) Policy, and

14 Whereas: The CBMP would support students in the pursuit of advanced degrees in
15 the same or different fields, and

16 Whereas: Adopting this model may streamline students' pathway to completing the
17 Master's degree program, and

18 Whereas: Title 5 requires completion of a minimum of 120 units for a Bachelor's
19 degree and a minimum of 30 units for a Master's degree, and

20 Whereas: This policy differs from university policy [S89-2](#) on graduate credit for
21 undergraduates, which permits students to take as many as 6 units of
22 graduate work in their last undergraduate semester and apply those units
23 (via petition, and only if those units are not counted towards
24 undergraduate requirements) to a subsequent graduate program.

25 Whereas: The decision to offer a CBMP would be exclusively the decision of the
26 department/school faculty with curricular approval following normal SJSU
27 processes; therefore, be it

28 Resolved: That programs interested in establishing a CBMP be allowed to offer the
29 program as described in this policy.

30 Approved: 05/06/2019

31 Vote: 9-0-0

32 Present: Marc d'Alarcao, David Emmert, Cynthia Fernandez-Rios, Susana Khavul,
33 Cara Maffini, Anand Ramasubramanian, Winifred Schultz-Krohn, Pam
34 Stacks, Brandon White

35 Absent: Thalia Anagnos, Lynne Trulio

36 Workload Impact: A temporary increase in workload at department, college, and
37 university level for curriculum committees, chairs, associate deans,
38 Undergraduate Studies staff and College of Graduate Studies staff
39 as programs develop curriculum and application processes for a
40 CBMP.

41 A significant increase in workload is anticipated for Graduate
42 Admissions Program Evaluation, Registrar's Office, and financial
43 aid staff members to develop business processes and PeopleSoft
44 applications for tracking and implementation.

45 Financial Impact: None anticipated

Combined Bachelor's and Master's Programs Policy

I. Academic Objectives of a Combined Bachelor's and Master's Program (CBMP)

1. To provide an accelerated route to a graduate degree.
2. To provide a seamless process whereby students (first time freshman or transfer) can progress from undergraduate to graduate status without having to apply through the Admissions Office.

II. Establishment of a CBMP

Academic units that choose to establish a CBMP must follow the normal curricular review process. This program must meet the following minimum criteria:

1. Title 5 requires the completion of a minimum of 120 units for a Bachelor's degree and a minimum of 30 units for a Master's degree. Thus, a minimum of 150 units are required for a combined program. In a given situation where a Master's degree exceeds 30 units, the curriculum could be designed such that the excess units would be absorbed into the undergraduate portion of a CBMP.
2. The roadmap for the program must include at least one semester in which students enroll in both undergraduate and graduate courses.
3. Academic units may only implement programs combining existing Bachelor's and Master's degree programs in the same support mode (i.e. all self-support or all stateside-support).
4. Curricula for a CBMP must adhere to existing campus curriculum policies for both Bachelor's and Master's degrees.
5. The College of Graduate Studies, Undergraduate Studies and the Registrar shall develop guidelines and processes for administration of a CBMP.

III. Admission to a CBMP

1. Individual programs will develop a degree roadmap for completion of a CBMP.
2. The process for applying to a CBMP will be internal to the university. Students do not apply for a CBMP through Cal State Apply.
3. All lower division undergraduate coursework shall be completed prior to admission to a CBMP.
4. Students must either be enrolled in or have completed the undergraduate GVAR prior to admission into the program.
5. To apply to the program, the student must successfully have completed a minimum of 60 undergraduate degree applicable units and not more than 120 undergraduate degree applicable units.
6. A minimum of 2.5 GPA in the last 60 semester units attempted is required.
7. A program may stipulate more rigorous standards for admission than the minimum criteria.

87 **IV. Change to Graduate Status in a CBMP**

- 88 1. At the end of the semester in which a student completes 120 degree-applicable
89 units (undergraduate or graduate), the student transitions to graduate status.
90 2. Once admitted to graduate standing, students must maintain an overall 3.0
91 GPA or better in courses that appear on the Formal Study Plan and adhere to
92 all graduate policies and procedures.
93 3. The Registrar's Office in consultation with the College of Graduate Studies shall
94 develop processes for transitioning students from undergraduate to graduate
95 status.

96 **V. Award of Degrees**

- 97 1. The student applies to graduate for the Bachelor's degree the semester before
98 the student will complete the Bachelor's degree requirements. Upon evaluation
99 of the Bachelor's degree requirements, if the student has satisfied all
100 requirements for the Bachelor's degree, the degree will be awarded.
101 2. If a student admitted into a CBMP opts out of, or fails to complete, the Master's
102 degree portion of the program, graduate level coursework already counted
103 towards completion of the Bachelor's degree may not be used towards the
104 completion of a subsequent Master's degree, even if admitted for a future term.

7 **Policy Recommendation**
8 **Rescind and Replace S75-12, Maximum Unit Load**
9 **During Intersession; Summer Session; Credit Hours**
10

11 WHEREAS: In July 1974, The Board of Trustees repealed Section 40201 of Title V, thus (1)
12 repealing the maximum number of units a student can earn in any California
13 State University and College Summer Session, and (2) leaving the control of
14 summer session student workload a campus matter, as is the case for regular
15 terms, and
16

17 WHEREAS: On July 1, 2011, federal law (Title 34, Code of Federal Regulations, sections
18 600.2 and 600.4) requires all accredited institutions to comply with the federal
19 definition of the credit hour. For all CSU degree programs and courses bearing
20 academic credit, the "credit hour" is defined as the amount of work represented
21 in intended learning outcomes and verified by evidence of student achievement
22 that is an institutionally established equivalency that reasonably approximates
23 not less than (1) one hour of classroom or direct faculty instruction and a
24 minimum of two hours of out-of-class student work each week for approximately
25 fifteen weeks for one semester hour of credit, or the equivalent amount of work
26 over a different amount of time; or (2) at least an equivalent amount of work as
27 required in (1) of this definition for other academic activities as established by
28 the institution, including laboratory work, internships, practice, studio work, and
29 other academic work leading to the award of credit hours; and (3) a credit hour
30 is assumed to be a 50-minute period, and
31

32 WHEREAS: In Fall 2017, the Organization and Government Committee called for review of
33 S75-12, Maximum Unit Load during Intersession; Summer Session; Credit
34 Hours, finding that it sets a maximum number of units a student can earn in
35 intersession that does not correspond with current enrollment unit limits for
36 Summer and Winter sessions, and
37

38 WHEREAS: The following proposed policy, is in exact proportion to the University policy on
39 students workload in effect for regular semesters during the academic year, and
40 follows similar procedures for exceptions to the stated policy; therefore be it
41

42 RESOLVED: That S75-12 Maximum Unit Load During Intersession; Summer Session; Credit
43 Hours be rescinded and the following policy adopted:
44

Credit Hours and Maximum Unit Load During Interession and Summer Session

1. Students may register for a maximum of four semester units during a three-week session, and six units during a five-week session, and twelve units during a ten-week session without special approval.

2. Students wishing to register for additional units must obtain written approval from the Associate Dean of the College in which the student's major is housed, using the same procedures and requirements as utilized during the regular semester program of the University.

57 Approved: April 29, 2019
58 Vote: 12-0-0
59 Present: Gill, Grindstaff, Hill, Hurtado, Khan, Kim, Kinney, Manzo, Pang, Sen,
60 Sullivan-Green, Walters, Wilson
61 Financial impact: None
62 Workload impact: None
63

6
7 **Policy Recommendation**
8 **Rescind F75-6, Test of English as a Foreign Language**
9 **(TOEFL) Requirement for Resident Alien Students**
10

11 Legislative History: The Academic Senate at its meeting of November 24, 1975, passed
12 F75-6 as a resolution on the Test of English as a Foreign Language (TOEFL)
13 requirement for applicants who were neither citizens educated in the U.S. nor “foreign”
14 students. The specific student group targeted in this policy was called “Resident Aliens,”
15 i.e., permanent residents granted an immigration visa. They did not fall into either the
16 category of citizens educated in the U.S. or international students and were thus exempt
17 by default from the admission requirements applied to these two groups. Because a
18 permanent resident was not required to present evidence of English proficiency, such a
19 student was often admitted to the University without proof of adequate language skills to
20 succeed in their academic program. Therefore, it was resolved that permanent residents
21 who graduated from a “foreign” high school be required to achieve a minimum score of
22 500 on the TOEFL and further resolved that this requirement may be waived in the
23 Admissions Office if the applicant met certain well defined criteria indicating English
24 language proficiency.

25
26 In the course of the Organization and Government Policy Committee’s review of senate
27 policies during Fall 2017, the Instruction and Student Affairs Policy Committee was
28 tasked with reviewing and updating F75-6 in accordance with current University policies
29 and practices.

30
31 Whereas: The language in F75-6 is outdated, and

32
33 Whereas: This policy was specific to permanent residents only, and

34
35 Whereas: This policy makes reference to citizenship status which is irrelevant, and

36
37 Whereas: This policy does not mention any English Proficiency Tests other than
38 TOEFL, and

39 Whereas: This policy does not concur with Sections 40752.1, 40802.1, and 41040 of
40 Title 5 of the California Code of Regulations specifying the CSU English
41 language requirements for applicants or Executive Order 975: Policy
42 Governing the English Language Examination
43 (<https://www.calstate.edu/eo/EO-975.html>), and therefore be it

44 Resolved That University Policy F75-6 be rescinded and replaced with the following.

45 **English Language Proficiency Requirement for Student Admissions**

46 This policy is driven by the following principals:

- 47 • Having a strong understanding of the English language is important for success
48 at SJSU;
- 49 • It is important to demonstrate evidence of language proficiency prior to being
50 admitted into the University; and
- 51 • All interfaces should have consistent information, including all University
52 promotional material, informational literature, and websites;

53 **Undergraduate Students:**

54 Applicants who have graduated from a secondary or high school in a country where
55 English is not the primary language or who have not attended school at the secondary
56 level or beyond for at least three years full time where English is the principal language
57 of instruction are required to submit a minimum score of 500 (paper) or 61 (internet).
58 Scores should be submitted to the Office of Undergraduate Admissions.

59

60 Some majors may require a score higher than the campus minimum.

61 Alternative methods, such as the International English Language Testing System
62 (IELTS), Pearson Test of English (PTE), or other comparable tests assessing English
63 fluency may also be used.

64 **Post-baccalaureate and Graduate Students:**

65 Applicants who have graduated from a secondary or high school in a country where
66 English is not the primary language or who have not attended school at the secondary
67 level or beyond for at least three years full time where English is the principal language
68 of instruction are required to submit a minimum score of 550 (paper) or 80 (internet).
69 Scores should be submitted to Graduate Admissions and Program Evaluations (GAPE).

70

71 Some majors may require a score higher than the campus minimum.

72 Alternative methods, such as the International English Language Testing System
73 (IELTS), Pearson Test of English (PTE), or other comparable tests assessing English
74 fluency may also be used.

75 **General Information:**

76 This requirement may be waived in the Office of Undergraduate Admissions or
77 Graduate Admissions and Program Evaluations if the applicant meets at least one of
78 the following criteria:

- 79 1. The applicant has completed three years or more of study at a secondary or
80 high school in the U.S.
- 81 2. The applicant has completed 72 semester/108 quarter transferable units at an
82 accredited college or university in the U.S.
- 83 3. The applicant has studied full-time at a U.S. college or university for at least
84 three years.

85 Applicants who do not meet any of the above criteria may have the department chair or
86 designated program admissions representative petition on their behalf to waive the
87 English language proficiency requirement. Such petitions are rarely approved.

88

89 Approved: April 29, 2019
90 Vote: 15-0-0
91 Present: Bullen, Gill, Grindstaff, Hill, Hurtado, Khan, Kim, Kinney, Manzo, Nash,
92 Ng, Pang, Sen, Sullivan-Green, Walters, Wilson, Yao
93 Financial impact: None
94 Workload impact: None
95

1 **San José State University**
2 **Academic Senate**
3 **Organization and Government Committee**
4 **May 13, 2019**
5 **First Reading**
6

AS 1742

7
8 **Policy Recommendation**
9 **Amendment A to University Policy S10-5;**
10 **Charge and Membership of Sustainability Board**

11 Legislative History: The charge and membership information for the Sustainability
12 Board is contained in S10-5. This proposal seeks to update the charge and
13 membership of this board.
14

15
16 **Whereas:** A comprehensive review of the charge and membership of
17 university committees with input from policy committees, operating
18 committees, special agencies, and other university committees has
19 been conducted, and
20

21 **Whereas:** Additional consultation was deemed needed, and has been done,
22 for the Sustainability Board, therefore be it
23

24 **Resolved:** S10-5 be amended as noted in this proposal.
25
26

27 **Rationale:** Throughout the review process, O&G sought to balance broad representation
28 with the practicality of a reasonable size to committees. In the process of examining the
29 present composition and proposed additions from the Sustainability Board, O&G's
30 perspective on the need, in particular for representatives from the vice presidents,
31 differed from that of the Sustainability Board. Careful consideration was given to input
32 from the Senate, Vice Presidents, the Dean's representative to the Sustainability Board,
33 the Senate's Executive Committee, and the Sustainability Board.
34
35

36 **Approved:** 5/7/19

37 **Vote:** 10-0-1

38 **Present:** Capizzi, Curry, French, Gallo, Higgins, Grosvenor, McClory
39 Ormsbee, Rodan, Saldamli, Shifflett

40 **Absent:** Millora
41

42 **Financial Impact:** None

43 **Workload Impact:** None
44
45

Recommendation

Charge

Working in conjunction with the University Director of Sustainability, the Board functions as a Special Agency of the Academic Senate and advises and makes recommendations to the Academic Senate and the President in the following areas: setting and measuring progress towards meeting University-wide goals to promote sustainability across academic and non-academic divisions; and benchmarking SJSU sustainability efforts relative to state and national leaders in university sustainability. The Board serves as an advisory resource to academic departments on sustainability-related curriculum. The Board also works with appropriate units in the university as a resource for centralizing and effectively communicating information to the campus on SJSU's sustainability efforts, ~~both internally and externally~~; integrating sustainability into key planning documents and procedures; and educating and engaging with campus stakeholders ~~and external partners~~ on sustainability through research, projects, workshops, and other events.

Membership

- Director, Sustainability [EXO]
- Provost's ~~or~~ designee [EXO]
- VP for Advancement's ~~or~~ designee [EXO]
- ~~VP for Student Affairs's or designee~~ [EXO] Ex Dir Student Union
- AVP of FDO ~~or designee~~ [EXO]
- ~~Executive Director Spartan Shops Eats or designee~~ representative designated by VP Admin-finance [EXO]
- 1 College Dean [EXO]
- 1 Representative from Martin Luther King, Jr. Library designated by Dean [EXO]
- 1 Representative from Transportation Solutions designated by AS Executive Director [EXO]
- 1 faculty, Business
- 1 faculty, Education
- 1 faculty, Engineering
- 1 faculty, Health and Human Sciences
- 1 faculty, Humanities and the Arts
- 1 faculty, Science
- 1 faculty, Social Science
- 1 faculty, General Unit
- 5 faculty-at-large
- 1 member of staff
- ~~AS Director of Comm. & Envr. Affairs.~~ A.S. Director of Sustainability Affairs [EXO]
- 1 student

Note: Process information, originally embedded with membership would now be in a separate section of the policy as follows:

91 Faculty. ~~One faculty member from each representative unit of the Senate.~~ Five at-large
92 faculty members of the Board shall be recommended by the Academic Senate
93 Executive Committee and appointed by the Academic Senate. All appointed Faculty
94 members will serve for staggered three year terms. Faculty members serve a 3-year
95 term which is renewable for one additional 3-year term. When filling initial appointments,
96 the Chair of the Committee on Committees will stagger the terms of non ex-officio seats.
97

98 Deans: ~~One college dean recommended by the Council of Deans and appointed by the~~
99 ~~President in consultation with the Provost.~~ Deans will be selected by the council of
100 deans and will serve two-year terms.

101
102 Students: One student appointed by the VP of Student Affairs from the membership of
103 officially recognized student organizations focused on sustainability. Students will serve
104 one-year terms and can be re-appointed.

105
106 Staff: One member of the staff appointed by the President in consultation with the
107 Executive Committee. All appointed Staff members will serve for staggered three year
108 terms.

109
110 The Chair of the Board will be elected by the membership at the last meeting of each
111 Spring semester and will serve a one-year term.

112
113 Vacancies in appointive seats shall be filled for the balance of the term in the manner
114 prescribed for the original appointments. If any member is absent from three
115 regularly scheduled committee meetings, or repeatedly does not perform assigned
116 committee duties, the committee chair may request a replacement from the Chair of the
117 Committee on Committees.

118
119 Solicitation of applications to serve on the Sustainability Board will be made through the
120 normal Committee on Committees process for the seats designated for faculty
121 members. Faculty interested in serving on this committee will submit a brief letter of
122 interest that includes information regarding their background, experience and
123 engagement with sustainability issues. When multiple applications are submitted for a
124 seat, the Executive Committee of the Academic Senate will select individuals to serve.
125 In considering applicants, attention should focus on the person's expertise, background,
126 and interest in areas related to sustainability, and the need for broad representation.

127
128
129 Where Board recommendations to the President involve matters of serious concern to
130 the campus community, the President will normally consult with appropriate Academic
131 Senate committees before implementation.

7
8 **Policy Recommendation**
9 **Amendment B to University Policy S16-8;**
10 **Selection and Review of Administrators**

11 Legislative History: S16-8, followed by amendments in Spring 2017, constitute current
12 policy on the selection and review of administrators.
13

14
15 Whereas: Organizational changes have resulted in positions residing outside of
16 academic affairs with responsibilities directly connected to faculty, and
17

18 Whereas: Organizational changes have resulted in the establishment of director
19 positions previously titled Associate Vice President, and
20

21 Whereas: Re-titled positions are at a level and with responsibilities such that they
22 need to be included in S16-8, therefore, be it
23

24 Resolved That section 1.1 of S16-8 be amended as follows:
25

26 1.1 Applicability. This policy applies to searches for and reviews of Management
27 Personnel Plan (MPP) administrators who serve university-wide as vice
28 presidents; those within the Academic Affairs Division including the provost,
29 deputy provost, deans and all other associate vice presidents, directors, or
30 equivalent positions; and equivalent positions outside Academic Affairs whose
31 primary responsibilities concern faculty teaching, research, service, or
32 RTP/evaluations. Where not otherwise specified, ~~the words 'academic~~
33 ~~administrators' as used in this policy~~ means all ~~those~~ the above positions in the
34 Academic Affairs Division.
35

36 and be it further,
37

38 Resolved That section 1.3 of S16-8 be amended as follows:
39

40 1.3 Composition of Search Committees. Committees shall be large enough to allow for
41 sufficiently broad representation, yet small enough so as not to be unwieldy. When
42 feasible, an odd number of voting members will be appointed to eliminate the possibility
43 of tied votes. Faculty, students, administrators and staff shall be represented.

44 Consideration should be given to representation of the diversity of the campus. Faculty
45 shall comprise a majority on all search committees for administrators in the academic

46 affairs division, a majority on all search committees for administrators outside academic
47 affairs whose primary responsibilities concern faculty teaching, research, service, or
48 RTP/evaluations, and at least one third of other committees. If appropriate, alumni and
49 community representatives may serve on search committees.

50
51 and be it further,

52
53 Resolved: that section 2.2 of S16-8 be amended as follows

54
55 For all offices covered by this policy, a review committee shall be appointed and constituted in
56 accordance with the procedures specified in Part 1, Sections 1.3 and 1.4 of this policy. ~~The~~
57 ~~Provost Vice Presidents~~ shall not be eligible to serve on committees to review academic
58 administrators for in their division.

59
60
61 Rationale: With position titles and location of positions within the university changing it
62 was necessary to review the policy on selection and review of administrators. The
63 changes proposed here allow for search and review committees to have a majority of
64 faculty in cases where, regardless of division, the position is primarily related to the
65 work of faculty.

66
67
68
69
70 Approved: 5/6/19

71 Vote: 11-0-0

72 Present: Capizzi, Curry, French, Gallo, Higgins, Grosvenor, McClory,
73 Ormsbee, Rodan, Saldamli, Shifflett

74 Absent: Millora

75
76 Financial Impact: None

77 Workload Impact: None

1 **San José State University**
2 **Academic Senate**
3 **University Library Board**
4 **May 13, 2019**
5 **Final Reading**
6

AS 1744

7
8 **Sense of the Senate Resolution**
9 **In Support of Increased Funding for the California State**
10 **University System Electronic Core Collection**

11 Legislative History: On January 17-18, 2019, a resolution in support of increased
12 funding for the Electronic Core Collection (ECC) passed the CSU Academic Senate
13 unanimously as AS-3351-18/FGA/AA (Rev) -- see attached. The ECC is a bundle of
14 electronic resources (see list below) shared by all CSU libraries. The ECC is funded
15 directly by the Chancellor's Office, but the allocation of \$5 million has not increased
16 since 2008.

17
18 WHEREAS: The ECC allows all CSU students access to materials no matter the size
19 and budget of their campus, which in turn leads to their success. Further,
20 the value of this collection helps campuses meet accreditation standards
21 of WASC in information literacy and critical thinking. Fiscally, this is the
22 most efficient way to maintain library collections because this combined
23 purchasing power saves the CSU an estimated \$15 million annually; and
24

25 WHEREAS: The ECC is reviewed annually by the systemwide Electronic Access to
26 Resources (EAR) Committee for reduction and/or replacement of
27 resources to ensure efficient use of funding; and
28

29 WHEREAS: The CSU Council of Library Directors (COLD) is faced with major cuts to
30 the Electronic Core Collection (ECC) due to inflation and lack of funding
31 increases, thereby damaging teaching, learning, research, and creative
32 activities by faculty and students in the CSU; and
33

34 WHEREAS: The Academic Senate of San José State University strongly supports
35 centralized funding of an Electronic Core Collection (ECC) of library
36 information resources for all CSU campuses; and
37

38 WHEREAS: The Academic Senate recognizes that centralized acquisitions of
39 electronic resources allow the CSU system to leverage its purchasing

40 power to negotiate costs that may be unachievable at the individual
41 campus; therefore, be it

42
43 RESOLVED: That the Academic Senate strongly supports increasing base ECC
44 funding: 1) to address resource cost inflation and prevent a reduction in
45 the number of ECC resources currently being offered; and 2) to allow
46 expansion of the ECC so that all CSU students and faculty, regardless of
47 campus affiliation, have access to a strong and diverse collection of
48 resources; be it further

49
50 RESOLVED: That this resolution be shared with the Chancellor; the Assistant Vice
51 Chancellor, Academic Technology Services; the CSU Academic Affairs
52 Council; The CSU Council of Library Directors (COLD); and the
53 committees charged with oversight and management of the ECC.

54
55 Approved: Monday, May 8, 2019
56 Vote: 9-0-0
57 Present: Taylor, Marachi, Tian, Barron, Smith, Harlan, Ramsour, Sasikumar,
58 Megwalu
59 Absent: Crudo, Roy, Gaylle
60 Financial Impact: None
61 Workload Impact: None

62
63 ADDENDUM:

64
65 *The ECC is currently composed of the following resources:*

66
67 *ABI Inform (ProQuest)*
68 *Academic Search Premier (EBSCO)*
69 *Academic Complete eBooks (ProQuest)*
70 *American Chemical Society Journal Archives*
71 *American Council of Learned Societies America History and Life (EBSCO)*
72 *Biological Abstracts (Thomson) CINAHL (EBSCO)*
73 *Communication and Mass Media Complete (EBSCO)*
74 *CQ Researcher Digital Dissertations Package A (ProQuest)*
75 *Ethnic NewsWatch*
76 *GenderWatch*
77 *Global Newsstream (ProQuest)*
78 *Grove's Music*
79 *JSTOR Arts and Sciences (12 collections)*
80 *Life Sciences Collection (JSTOR)*

81 *MathSciNet*
82 *Mergent Online Modern Language Association (EBSCO and ProQuest)*
83 *NetLibrary (EBSCO)*
84 *Oxford English Dictionary*
85 *Project Muse Standard Collection*
86 *PsycARTICLES (EBSCO and ProQuest)*
87 *PsycINFO (EBSCO and ProQuest)*
88 *Safari Tech Books (ProQuest)*
89 *Sociological Abstracts (ProQuest)*
90 *SpringerLink Online Historical Backfiles*
91 *SCOAP3 Westlaw: Campus Research – News and Life*
92 *Wiley Interscience Backfile*
93 *Wiley-Blackwell Backfile*
94
95 ATTACHMENT: AS-3351-18/FGA/AA (Rev)
96

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-3351-18/FGA/AA (Rev)
November 8-9, 2018

Increased Funding for the Electronic Core Collection (ECC)

RESOLVED: That the ASCSU recognize that the CSU Council of Library Directors (COLD) is faced with major cuts to the Electronic Core Collection (ECC) due to inflation and lack of funding increases, thereby damaging teaching, learning, research, and creative activities by faculty and students in the CSU; and be it further

RESOLVED: That the Academic Senate of the California State University (ASCSU) urge the Chancellor to increase the funding for the Electronic Core Collection (ECC), in order to address increasing costs and continue to reap the advantages of collective purchasing power; and be it further

RESOLVED: That the ASCSU distribute this resolution to CSU Board of Trustees, CSU Chancellor, CSU campus Presidents, CSU campus Senate Chairs, CSU Provosts/Vice Presidents of Academic Affairs, Council of Library Directors (COLD), CSU ERFSA, and the California State Student Association (CSSA).

RATIONALE: *The ECC started in 1999 and in 2008, the Academic Senate of the California State University endorsed the Virtual Library AS-2854-08/AA of which the Electronic Core Collection (ECC) collection is part for CSU students and faculty. Since 2008, the budget has stagnated at \$5 million with no augmentations in ten years. As a result, due to increasing costs of information resources and inflation, the purchasing power of the ECC has diminished and information sources cut to keep within the budget.*

The ECC allows all CSU students access to materials no matter the size and budget of their campus, which in turn leads to their success. Further, the value of this collection helps campuses meet accreditation standards of WASC in information literacy and critical thinking. Notably, fiscally this is the most efficient way to maintain library collections because this combined purchasing power saves the CSU an estimated \$15 million, annually.

The ECC currently includes 52 online collections and databases (list attached). During the 2017-18 academic year, there were 17,774,233 full-text downloads from the CSU Libraries online resources by CSU students and faculty.

Resources in the Electronic Core Collection

- *ABI Inform (ProQuest)*
- *Academic Search Premier (EBSCO)*
- *Academic Complete eBooks (ProQuest)*

- *American Chemical Society Journal Archives*
- *American Council of Learned Societies*
- *America History and Life (EBSCO)*
- *Biological Abstracts (Thomson)*
- *CINAHL (EBSCO)*
- *Communication and Mass Media Complete (EBSCO)*
- *CQ Researcher*
- *Digital Dissertations Package A (ProQuest)*
- *Ethnic NewsWatch*
- *GenderWatch*
- *Global Newsstream (ProQuest)*
- *Grove's Music*
- *JSTOR Arts and Sciences (12 collections)*
- *Life Sciences Collection (JSTOR)*
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- *Modern Language Association (EBSCO and ProQuest)*
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- *PsycARTICLES (EBSCO and ProQuest)*
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- *Sociological Abstracts (ProQuest)*
- *SpringerLink Online Historical Backfiles*
- *SCOAP3*
- *Westlaw: Campus Research – News and Life*
- *Wiley Interscience Backfile*
- *Wiley-Blackwell Backfile*

Approved Unanimously – January 17-18, 2019