

SAN JOSE STATE UNIVERSITY ACADEMIC SENATE

2019/2020

Agenda

December 16, 2019, 2:00 pm – 5:00 pm

Engineering 285/287

- I. **Call to Order and Roll Call:**
- II. **Approval of Minutes:**
 - Senate Minutes of November 18, 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 November 4, 2019
 - EC Minutes of December 2, 2019
 - B. Consent Calendar –
 - Consent Calendar of December 16, 2019
 - C. Executive Committee Action Items –
 - AS 1761, Sense of the Senate Resolution, Celebrating 20 Years of Service Learning at San José State University (Final Reading)***
- V. **Unfinished Business:**
- VI. **Policy Committee and University Library Board Action Items (In rotation)**
 - A. Curriculum and Research Committee (C&R):
 - AS 1760, Policy Recommendation, Undergraduate Students Earning Graduate Credit (First Reading)***
 - B. Instruction and Student Affairs Committee (I&SA):
 - AS 1741, Policy Recommendation, English Language Proficiency Requirement for SJSU Applicants (First Reading)***
 - AS 1759, Policy Recommendation, Students' Rights to Timely Feedback on Class Assignments (First Reading)***
 - C. Professional Standards Committee (PS):
 - AS 1756, Amendment B to University Policy S15-8, Retention, Tenure, and Promotion for Regular Faculty Employees: Criteria and Standards (Final Reading)***

***AS 1755, Policy Recommendation, Updating and Changing
Titles Associated with Faculty Affairs (Final Reading)***

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

E. University Library Board (ULB):

VII. Special Committee Reports:

VIII. New Business:

IX. State of the University Announcements:

A. Vice President for Administration and Finance

B. Vice President for Student Affairs

C. Chief Diversity Officer

D. CSU Faculty Trustee (by standing invitation)

E. Statewide Academic Senators

F. Provost

G. Associated Students President

X. Adjournment

2019/2020 Academic Senate

MINUTES
November 18, 2019

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

Ex Officio:

Present: Rodan, Curry, Van Selst
Frazier, Mathur, Parent
Absent: None

Administrative Representatives:

Present: Wong(Lau), Faas, Del Casino, Day
Absent: Papazian

Deans:

Present: Ehrman, d' Alarcao, Lattimer
Absent:

Students:

Present: Kaur, Delgadillo, Gallo,
Trang, Birrer, Roque
Absent: None

Alumni Representative:

Present: Walters

Emeritus Representative:

Present: McClory

Honorary Representative:

Absent: Lessow-Hurley

General Unit Representatives:

Present: Higgins, Masegian, Monday
Absent: None

CHHS Representatives:

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

COB Representatives:

Present: He, Khavul
Absent: None

EDUC Representatives:

Present: Marachi

ENGR Representatives:

Present: Sullivan-Green, Kumar, Okamoto
Absent: Ramasubramanian

H&A Representatives:

Present: Khan, McKee, Kitajima, Coelho, Riley
Absent: None

SCI Representatives:

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

SOS Representatives:

Present: Peter, Wilson, Jackson, Hart, Lombardi
Absent: None

II. Approval of Academic Senate Minutes– The Senate minutes of October 7 and October 28, 2019 were approved as written (47-0-2).

III. Communications and Questions –

A. From the Chair of the Senate –

Chair Mathur announced that the Chancellor had extended the deadline for providing information for President Papazian's 3rd year review until March 22, 2020, and faculty should have received an email regarding this extension.

AS 3397-19A, a resolution passed by the ASCSU, tasked campus senates to provide feedback regarding a CSU-wide ethnic studies requirement. Subsequently, our senate passed SM-F19-2 that asked the Executive Committee to submit a report on an Ethnic Studies graduation requirement to the ASCSU by November 1, 2019. Our committee submitted the report. The ASCSU Academic Affairs Committee met and will develop a

recommended implementation of an ethnic studies system requirement. Once it is finalized and cleaned up Chair Mathur or one of the CSU Statewide Senators will distribute to the Senate.

There is a lot of opportunity to provide input for the search for our new Chancellor. Senator Curry sent a message to the Senate as did Chair Mathur. Checkout the Chancellor's recruitment website.

The President and the Senior AVP of University Personnel sent out a campus message today about Staff Awards. Please consider nominating a valued staff member by December 13, 2019.

The President's Office has also sent out an email inviting Senators to the senate holiday party on December 12, 2019 at 6:30 p.m. at her house.

The President had a scheduling conflict today and could not attend today's meeting.

Chair Mathur noted that AS 1758 from the C&R Committee is being withdrawn from today's meeting.

B. From the President of the University – Not present

IV.

Executive Committee Report:

A. Minutes of the Executive Committee:

Executive Committee Minutes of October 14, 2019-

Senator Khan asked about page 4 where it indicates PS is working on a lecturer policy, and asked if Chair Peter could elaborate?

Senator Peter explained this is the lecturer policy that PS has been working on since 2010. The Senate discussed aspects of it last year. The Provost met with PS to give his feedback on it. Some of the changes have to do with changes from the Collective Bargaining Agreement.

Executive Committee Minutes of October 21, 2019- No questions

B. Consent Calendar:

There was no dissent to the Consent Calendar of November 18, 2019 as amended by Senator Marachi.

C. Executive Committee Action Items:

VI. Unfinished Business:

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

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

Senator Sullivan-Green presented *AS 1752, Policy Recommendation, University Governance Awards for Students; Student Service (First Reading)*

Senator McKee made a motion to suspend the rules and make this a final reading. The motion passed with 3 Nays and 1 Abstention. Senator Shifflett presented an amendment to line 33 to read, “shall be granted the award if they attend at least 80% of the meetings, and have a recommendation from the committee chair.” The Shifflett amendment passed. **AS 1752 passed as amended unanimously.**

B. Professional Standards Committee (PS):

Senator Peter presented *AS 1756, Amendment B to University Policy S15-8, Retention, Tenure, and Promotion for Regular Faculty Employees: Criteria and Standards (First Reading)*.

Questions:

Q: Thank you for this edit. Would you consider asking the committee to put in the “4.0” on line 57 after “effective teaching”?

Q: Would the committee consider referring directly to the SOTES or putting “effective” in quotes so that we know it is referring to that particular label from the survey. I also thought “in survey components” might not be clear to all faculty serving on these committees. Again, perhaps refer specifically to the SOTEs or say “effective teaching as indicated by quantitative and qualitative student evaluations”?

A: The survey instrument might change and we don’t want to have to change the policy each time the survey instrument changes. The phrase “in survey components” is there to emphasize what is true, but many people don’t realize that we are supposed to evaluate all components of the survey and not just the final question. We were struggling with a way to say you need to look at the sum total of the survey results both qualitative and quantitative. However, we will keep talking about it.

Senator Peter presented *AS 1755, Policy Recommendation, Updating and Changing Titles Associated with Faculty Affairs (First Reading)*.

Questions:

Q: What happens if there is disagreement over what change should be made?

A: PS will make the recommendation to the Provost and President and they can sort it out.

Senator Peter presented *AS 1753, Policy Recommendation, Rescinding S73-19, Faculty Personnel Records (Final Reading)*.

Senator French presented an amendment that was friendly to the body to line 15 to change “S73-12” to “S73-19”. **The Senate voted and AS 1753 passed unanimously.**

Senator Peter presented *AS 1754, Policy Recommendation, Rescinding F85-8, Performance Evaluation Procedures and Criteria for Employees in Unit 4 – Academic Support (Final Reading)*. **The Senate vote and AS 1754 passed unanimously.**

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

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

Senator White presented an amendment that was friendly to the body to line 48 to include representatives from, “the Curriculum and Research Committee,” before “Program Planning Committee.” Senator White presented an amendment to line 46 to replace “five” with “seven” before “years.” The amendment was seconded. Senator Frazier presented an amendment to the White Amendment to change it to read “at the latest every seven” before “years.” The Senate voted and the Frazier amendment to the White Amendment failed. The Senate voted and the White amendment passed with 1 Abstention. Senator Jackson presented a motion to postpone this resolution until February 2020 or later. The motion was seconded. Senator Shifflett called the question. The Senate voted on the Shifflett motion and the motion failed. Debate resumed. Senator Shifflett presented an amendment that was friendly to the body to line 275 after “for a recommendation,” to add “to reject the proposal” and strike “not to approve.” Senator Chin presented an amendment to line 269 to change, “No vote to recommend rejection of a proposal shall...” to read, “No vote to recommend rejection, including a 50/50 split vote of a proposal ...”. Senator Chin withdrew her amendment. Senator Shifflett presented an amendment to line 269 to change, “No vote to recommend rejection shall be forwarded until departmental representatives have been...”. Senator Van Selst presented an amendment to the Shifflett amendment to change it to read, “No committee recommendation for rejection shall be forwarded until departmental representatives have been...”. The Van Selst amendment was seconded. The Van Selst amendment passed. The Senate voted and the Van Selst/Shifflett amendment failed (17-20-12). Senator Peter presented an amendment to delete, “as needed” on line 278. The Peter amendment passed with 3 Nays. Senator Shifflett presented an amendment to line 46 to read, “...at least every seven years in concert with GEAC’s program planning process.” The Shifflett amendment was friendly to the body. **The Senate voted and AS 1735 passed as amended with 5 Nays and 2 Abstentions.**

Senator Shifflett presented *AS 1750, Amendment to Senate Constitution regarding Administrative Representatives (Final Reading)*.

Senator Shifflett presented a friendly amendment to line 12 to strike, “a staff member.” Senator Marachi presented a friendly amendment to line 12 to change, “Senior Director, Faculty Affairs” to “Senior Director of Faculty Affairs.” Senator Van Selst made an amendment that was friendly to the body to change “adding” to “specifying” on line 11. Note: Vote needs a majority of total membership of Senate. (38-0-0).

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

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

Senator White presented *AS 1757, Amendment A to University Policy F18-5,*

University Grading System (Final Reading).

Senator Del Casino presented an amendment to line 17 to add a new sentence, “A graduate student may petition for a maximum above 40% to the College of Graduate Studies. The petition must be approved by their Department Chair.” Senator Chin presented an amendment to the Del Casino Amendment to change “Department Chair” to “Department Chair and/or Department Graduate Coordinator.” The Chin amendment was friendly to the body. The Del Casino/Chin amendment was without objection and friendly to the body. The Senate voted and AS 1757 was approved unanimously.

VIII. Special Committee Reports:

Report from the General Education Special Committee by Chair Mathur, Past Chair Frazier, Senator White, and the Vice Provost for Undergraduate Education, Thalia Anagnos.
Time Certain: 3:30 p.m.

There is always something going on with GE. There are about ten different things going on at the ASCSU regarding GE at any one time. This is only one of them. There was a taskforce for two years at the CSU Statewide level. The taskforce report was finalized in February and released to the 23 campuses. The GE Taskforce report included five basic proposed changes. One recommendation was to reduce the total number of GE semester units from 48 to 42, another recommendation was to eliminate GE Area E, and some other suggestions. In March 2019 our campus, unlike many of the other campuses that responded almost immediately in opposition to the GE Taskforce Report, took a measured approach and formed a special committee to survey the campus and give broad response to the CSU GE report. Chair Mathur was appointed Chair of that special committee. The committee met every week for two months in Spring 2019 to develop and send out a survey to faculty and students and collect data.

The GE Special Committee surveyed faculty and students, conducted focus groups, and also held a large town hall meeting. Faculty were asked different questions regarding statements made in the report and one was whether they felt GE was stagnant (as stated in the report), and about 88% of faculty felt that GE was stagnant, lacked coherence, and did GE keep students from graduating on time, as well as needed reform on campus.

Faculty noted that the proposed framework would narrow the breadth and diversity of the GE curriculum and felt that students needed broader training and not reductions in GE. GE also teaches particular skills. Faculty felt although the pathways might be attractive, this could be a barrier to graduation because students might feel like they were fixed to a particular pathway. GE takes many forms and faculty felt that the changes would decrease our graduation rates. Faculty also felt that the proposed recommendations would be a tremendous increase in faculty workload, and that lecturers could be lost if categories of GE were eliminated or reduced.

There was also a lot of concern about the elimination of area E. Area E is the area where we address exploration and mental health issues as well as connections to the campus. Cutting this category out could have an impact on students in terms of their mental health. Many

faculty were concerned about the reduction in American Institutions (AI) units from 6 to 3 units. They noted that this reduction is coming at a time when student engagement in our country is needed more than ever. Faculty also felt that cutting out first-year courses would be detrimental to students. Some faculty liked the reduction in units so that units in the major could be increased, and some felt we should eliminate GE altogether.

Chair Mathur and Vice Provost Anagnos went through all the responses on the student responses that were open-ended. We did not expect the positive responses we got from students. Many students felt GE was a great way to broaden their horizons, meet new people, and experience students from abroad. This was a very positive thing. Students were very supportive of double counting and it was very important to them. Many students liked the classes they got in area E. Students were concerned about getting to the 120 units in a timely manner. Students felt learning about themselves was important. Many students felt that they would not be able to get all the information they got in the AI classes if those 6-units were cut. Students also liked the Humanities and American Studies interdisciplinary option. There was not a lot of support for pathways. Many students also felt getting on a pathway would extend their time to graduation. Similar themes were noted in the student focus group. In the town hall meeting, participants were concerned about the impact of the proposed changes in relation to our graduation rates, but also noted the resiliency of our faculty in adapting to change.

The overall findings of this report include the following. First, across all the groups there was a strong feeling that the proposed recommendations would have impact on graduation rates in a negative way. Faculty and students wanted to retain area E and American Institutions. Faculty and students found GE to have alternative ways of thinking and cutting pathways would be negative. Faculty and students felt GE gave them more opportunity for diversity and inclusion.

Chair Mathur and the committee asked for endorsement of the full report so they could forward it on December 1, 2019.

Questions:

Q: Will you be reporting to other bodies on this campus like AS?

A: We aren't required to by our SM Resolution, but we can take it to them.

Q: Are we looking for an endorsement today?

A: Yes.

Q: Can Senator Van Selst comment on the CSU Statewide GE Taskforce?

A: The GE Advisory Committee at the CSU Statewide level is not obligated to do anything with the data since it is advisory, but I'm sure we will look at this kind of information. The kind of work our report shows is exemplary.

Senator Peter presented a motion to support the report. The motion was seconded. **The Senate voted and the Peter motion was approved unanimously.**

Chair Mathur thanked the committee members.

VIII. New Business:

IX. State of the University Announcements:

A. Vice President for Student Affairs: Not present.

B. Chief Diversity Officer:

The CDO's Office is continuing with the Campus Climate Study. They are submitting the IRB approval for the study soon. The committee will meet at the end of the week to complete the evaluation of the survey items.

The CDO has supported and collaborated with Undergraduate Education and the CDO had 25 faculty members attend a seminar on teaching practices. Vice Provost Anagnos did some great work looking at the Dashboard and how it can be used in a collegial way and not just for individual faculty. This is part of the CDO's year-long work with the College of Science to improve teaching practices and innovation and develop a cohort to look at closing the achievement gap for underrepresented students. The CDO is meeting with various colleges to try and support the work they are doing in terms of closing the achievement gap.

The CDO has been approved for a search for a new Title IX investigator to add to her team. The CDO office is close to 200 intakes already this year and that is a significant increase from last year. Last year they had about 570 for the entire academic year. The CDO does not believe there are more cases, but that students, faculty, and staff are feeling more comfortable and willing to coming forward to report incidents.

The CDO is working with the Provost and Student Affairs looking at faculty diversity. The CDO has been working with the College of Engineering as well with their search committees.

Question:

Q: Since we only have one investigator, is that person in charge of all 200 cases? What type of reports are coming in in terms of faculty-student, student-student, athlete, etc.?

A: The CDO's Office has a Title IX Investigator and a Coordinator who both work full time on investigations. The CDO also shares some investigators with university personnel. In addition, the CDO sometimes contracts out for investigators. Lots of cases that come in are about incidents that happened a long time ago and involve survivor counseling and support. The majority of cases are student-on-student. There are some staff and faculty. There is an annual report that breaks down the cases. That report is on the CDO's website.

C. CSU Faculty Trustee (by standing invitation): The CSU Faculty Trustee submitted his report electronically to the Academic Senate. Trustee Sabalius announced that he recently got married. The Senate congratulated him.

D. Statewide Academic Senators: Moved to next meeting.

E. Provost: Moved to next meeting.

F. Associated Students President: Moved to next meeting.

G. Vice President for Administration and Finance: Moved to next meeting.

- X. Adjournment:** A motion was made to extend the meeting by 10 minutes by Senator Rodan. The motion was seconded. The Senate voted and the motion failed. The meeting adjourned at 5:02 p.m.

Executive Committee Minutes
November 4, 2019
ADM 167, 12:00 p.m. to 1:30 p.m.

Present: Curry, Faas, Marachi, Shifflett, Wong(Lau), Peter, Sullivan-Green, White, McKee

Absent: Mathur, Del Casino, Papazian, Parent, Frazier, Day

1. The Executive Committee approved the minutes of October 21, 2019 unanimously (7-0-1).
2. The Consent Calendar was approved (8-0-1).
3. The committee discussed the Chair of the Accreditation Review Committee. The Chair must be a faculty member appointed by the Provost. The Provost Office has been contacted, but no chair has been appointed. This may have been because there was one vacant faculty seat. That seat has now been filled. Chair Mathur will reach out to the Provost to finalize a Chair for this Committee.
4. The committee discussed a Sense of the Senate Resolution, "Observing the 20th Anniversary of the Center for Community Learning & Leadership and Student Engagement in Service-Learning." Amendments were suggested by Senators Shifflett, Marachi, and Faas.
5. University Updates:
 - a. Vice President for Student Affairs (VPSA): Not Present.
 - b. Chief Diversity Officer (CDO):

The CDO confirmed that she and Vice Chair McKee have been officially appointed as co-chairs of the Committee on Professional and Ethical Expectations in the Workplace. The committee discussed the charge. A member suggested that the committee not hold back using the term "bullying" where and when appropriate.

The committee discussed an issue with pronouns: some professors are not willing to use the term "their" instead and "he/she."

The CDO has been given clearance to hire another investigator that is urgently needed. The new process takes lots of resources and the current investigator and coordinator are part-time.

There were 22 on-campus focus groups held to assist with the development of the Campus Climate Survey. The participation by faculty and staff was robust compared to the student participation. The survey will be distributed in

March 2020. The results will be available next fall and will be released to everyone at the same time in a town hall meeting.

c. Provost: Not Present

d. CSU Statewide Senate:

The process for the Chancellor search has begun. A stakeholder committee has been established that includes Faculty Trustee Sabalius. The committee will have two representatives from the ASCSU. One will be the Chair of the ASCSU and the other will be elected from eight nominees on a ranked ballot on November 6, 2019. The dates for the Listening Tours have been announced and will be Tuesday, November 12, 2019 at Sacramento State, 12-2 p.m. and Wednesday, November 13, 2019 at CSU East Bay, 12-2 p.m. There will be seven sessions total and the comments will be made known.

Chair Mathur has submitted SJSU's Ethnic Studies Report and CSU Statewide Senator Curry noted the campus should be very proud of it. The CSU Academic Affairs Committee began discussions this week about the reports.

A member suggested that the Provost's report on Ethnic Studies at SJSU be shared with the ASCSU Academic Affairs Committee.

The ASCSU Liaison Report from the California State Student Association (CSSA) contained a question of concern from a student asking, "What if a campus did not want Ethnic Studies?" Students are being told to contact the Chair of their Senates and get on the agenda.

e. Vice President of Administration and Finance (VPAF):

A retreat was held to kick off the fundraising campaign and lasted two days last week. All deans and associate deans were invited. There were 14 speakers. Each dean and associate dean was asked to provide three ideas to raise funds for. It was very productive.

6. Policy Committee Updates:

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

O&G will be bringing a Constitutional Amendment that adds the Vice President of Research and Innovation and the Senior Director of Faculty Affairs, with two college deans remaining. The size of the Senate will not increase.

O&G continues to discuss the Board of General Studies (BOGS).

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

I&SA has finished a review of the Syllabus website and will be sending changes to GUP.

I&SA will also be sending a referral on SJSU Cares to GUP.

I&SA will be bringing the University Governance Award, and either the TOEFL or the Student Rights to Timely Feedback proposals to the Senate at the November 18, 2019 meeting.

- c. Professional Standards Committee (PS):
PS will have four or five resolutions for the Senate on November 18, 2019. Two will rescind old policies. Another resolution will modify a teaching descriptor to the RTP policy and will come as a first reading.

PS may also have a resolution that will allow the Senate Office to change the name of the AVP of Faculty Affairs in existing policies to either Sr. Director of Faculty Affairs or the Provost. PS is working with the Provost to determine which name goes in each policy and will provide a complete list for the Senate and Senate Office. There are over 200 instances where this occurs in Senate policies.

- d. Curriculum and Research Committee (C&R):
C&R will have between one and three policy amendments for the next Senate meeting including resolutions on the grading policy and post baccalaureate students.

7. The meeting adjourned at 1:32 p.m.

These minutes were taken by the Senate Administrator on November 4, 2019. The minutes were transcribed by the Senate Administrator on November 13, 2019. The minutes were reviewed by Chair Mathur and Vice Chair McKee on November 13, 2019. The minutes were approved by the Executive Committee on December 2, 2019.

Executive Committee Minutes
December 2, 2019
ADM 167, 12:00 p.m. to 1:30 p.m.

Present: Curry, Marachi, Shifflett, Wong(Lau), Peter, Sullivan-Green, White, McKee, Del Casino, Papazian, Mathur, Frazier, Parent, Day

Absent: Faas

1. The Executive Committee approved the minutes of November 4, 2019 as amended by Senators Shifflett and Peter (11-0-2).
2. The committee discussed and selected nominees for the Accreditation Review Committee and Strategic Planning Steering Committee (11-0-2).
3. The President reminded Senators about the Holiday Party for the Senate at the President's home on December 12, 2019 at 6:30 p.m.

Question:

Q: There is pushback with census outreach. No matter what is said, there is a feeling that participation will lead to people being out to get participants.

A: You can't force people to participate, but there is a lot of federal funding at risk. There are real costs. If California is way under-counted then we will lose federal funding and we will not be able to support our communities. We have to make this process as safe and anonymous as possible for our students and faculty.

C: We need to put out information to pre-empt some of the questions. We also need to let students know their participation is really important. People need to have a clear picture why being counted is so very important. We also need to make sure we are communicating the right information regarding the process.

C: Associated Students (AS) has a Lobby Committee that is working on this. Students want to know it is safe.

C: The census reports have disappeared from the community data online and this is very alarming and we need to be aware of this issue.

C: We need to keep reporting that San José is the 10th largest city as one of the key reasons that we should participate in the census, and we need to put information about this and the percentage of under-represented minorities here at SJSU on the SJSU website.

Q: Can you comment on the Campus Safety Plan?

A: We are still in the process of developing this plan. We are looking at safety holistically. The campus leadership is looking at different areas of safety and safety concerns. We have collected information from different groups on campus. The President's Leadership Council has also given significant input. There are lots of good ideas. President Papazian appreciates the Senate's interest in the

Firearms Policy and other safety issues. Part of the work is going to be with the city. We also need to look into details about what to do in areas like student housing.

President Papazian commented that this was a very personal issue for her that she takes very seriously.

C: Safety and housing also affects the ability to recruit faculty and students. President Papazian hopes affordable housing will help with recruitment down the road.

4. The committee discussed the search committee nominations for the new Vice Provost for Institutional Effectiveness and Strategic Analytics (VP-IESA) and provided feedback. Provost Del Casino's goal is to have the VP-IESA oversee the Director of Institutional Research, Academic Scheduling and Space Management as well as accreditation. Provost Del Casino commented that this is not a new MPP position, we have the same number of MPPs as before. This is just a restructuring of positions currently on the books within Academic Affairs.
5. The committee discussed a Sense of the Senate Resolution, "*Observing the 20th Anniversary of the Center for Community Learning & Leadership (CCLL) and Student Engagement in Service-Learning.*" Amendments were suggested by Senators Shifflett and Del Casino. The committee discussed issues that might arise from not honoring all service learning organizations on campus in the resolution, because the Center for Service Learning is not the only service learning organization on campus. The members discussed whether the goal was to honor only the CCLL, or every service learning organization. Questions were asked as to why we weren't simply endorsing the ASCSU Statewide Resolution? Seeing no support to move forward with the resolution, a motion was presented to table it. This motion was seconded. The committee voted and the motion to table passed (12-0-2). Senator Curry will research the ASCSU Statewide resolution and inform the Executive Committee about where they can view the contents of that resolution.
6. AS President:
AS is asking for nominations for students interested in serving as Student Trustee to the Board of Trustees. The deadline to apply is January 8, 2020. The AS President would be forwarding the recommendations. He will send a message to the Academic Senate regarding the process.
7. Vice President for Student Affairs (VPSA):
The number of fraternity-related incidents across the nation is on the rise. The VPSA is taking action now to meet with all the fraternities on campus as well as their parent organizations.

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

These minutes were taken by the Senate Administrator on December 2, 2019. The minutes were transcribed by the Senate Administrator on December 3, 2019. The minutes were reviewed by Chair Mathur on December 5, 2019. The minutes were approved by the Executive Committee on December 9, 2019.

**Consent Calendar
SJSU Academic Senate Meeting
December 16th, 2019**

Add to Committee	Last/First Name	Zip	Term	Phone	Seat/College
Faculty Diversity Committee	Friendly, Rayna	0075	2020	43718	Seat E – Education
Accreditation Review Committee	Frazier, Stefan	0093	2022	44443	Seat K – Department Chair
Strategic Planning Steering Committee	Iwasaki, Yoshi	0052	2020	42971	Seat G – Department Chair

Remove from Committee	Last/First Name	Zip	Term	Phone	Seat/College
Faculty Diversity Committee	Briceño, Allison	0074	2020	43730	Seat E – Education

5 **SENSE OF THE SENATE RESOLUTION**
6 **Celebrating 20 Years of Service-Learning at**
7 **San José State University**

8
9 **Whereas:** In January 2000, SJSU responded to the California Governor and California
10 State University system's Call to Service by establishing the Center for Service-
11 Learning, now the Center for Community Learning & Leadership, and

12
13 **Whereas:** 80,000 SJSU students representing all SJSU Colleges have contributed more
14 than 1,400,000 hours of service through service-learning courses in partnership
15 with hundreds of community-based organizations, and

16
17 **Whereas:** A desired outcome of the SJSU *Transformation 2030 Strategic Plan* is “to
18 expand experiential learning opportunities for all SJSU students to sharpen
19 requisite skill sets needed when entering the workforce through... service-
20 learning projects,” therefore be it

21
22 **Resolved:** That the University recognize the time and commitment of faculty in
23 implementing service-learning as a high impact innovative pedagogy applicable
24 to scholarship, service to students, the University, and the community, and be it
25 further

26
27 **Resolved:** That the University recognize community partners and students who have
28 engaged in service-learning as a mutually beneficial collaboration, and be it
29 further

30
31 **Resolved:** That the University recognize the Center for Community Learning & Leadership
32 past and present staff for guiding, overseeing and providing infrastructure for
33 curricular service-learning for the past 20 years, and be it further

34
35 **Resolved:** That the SJSU Academic Senate endorse the Academic Senate, CSU Resolution
36 (AS-3345-18/AA (Rev) September 6-7, 2018), [Observing the 20th Anniversary of](#)
37 [the CSU Center for Community Engagement, and Student Success in Service](#)
38 [Learning and Community Engagement](#), and be it further

39
40 **Resolved:** That this Sense of the Senate Resolution be distributed to the California State
41 University Chancellor, Board of Trustees, the Chair of the Academic Senate of
42 the CSU, and SJSU Faculty.

43
44 **Approved:** December 9, 2019

45 **Vote:** 13-0-0

46 **Present:** Mathur, Shifflett, Curry, Parent, Sullivan-Green, McKee, Frazier,
47 Marachi, Peter, Wong(Lau), Day, White, Faas

48 **Absent:** Papazian, Del Casino

49 **Financial Impact:** None

50 **Workload Impact:** Preparation and Distribution by Senate Office

6 **POLICY RECOMMENDATION**

7 **Undergraduate Students Earning Graduate Credit**

8 Whereas, University Policy S89-2 was developed to provide guidance on how
9 undergraduate students may earn graduate credit while still an undergraduate student,
10 and

11 Whereas, University Policy S89-2 unnecessarily restricts SJSU undergraduate students
12 from earning the number of graduate units permissible by Title 5 Section 40510 for
13 transfer into a graduate program, therefore be it

14 Resolved, that S89-2 be rescinded effectively immediately and the new policy described
15 below be approved.

16 **Undergraduate students earning graduate credit**

- 17 1. Students shall petition through their major advisor to take graduate level courses.
18
- 19 2. Students will have applied to graduate from their baccalaureate degree program
20 prior to enrolling in graduate level courses.
21
- 22 3. Students shall meet the following criteria before enrolling in graduate level
23 courses:
 - 24 a. No more than 30 units are needed to complete the baccalaureate degree at
25 San Jose State University;
 - 26 b. None of the courses to be taken for graduate credit is required for the
27 baccalaureate degree;
 - 28 c. A grade point average of 2.75 or better on all work completed in upper
29 division standing at San José State University;
 - 30 d. A maximum of 15 units is attempted in the semester in which the courses for
31 graduate credit are proposed.
32
- 33 4. Graduate credit will appear on the student's official transcript, but that credit does
34 not imply admission to any graduate degree program.
35
- 36 5. The student may not elect to take letter-graded graduate courses as CR/NC
37 when graduate credit is requested.
38
- 39 6. If a student is admitted to a graduate degree program, the maximum graduate
40 credit earned through the process described herein is limited to 30% of the total

41 units of the master's degree and must be approved by the appropriate program
42 authority.

43

44 Approved: 12/2/2019

45 Vote: 9-0-0

46 Present: Thalia Anagnos, Marc d'Alarcao, Tabitha Hart, Anoop Kaur, Paul
47 Lombardi, Cara Maffini, Anand Ramasubramanian, Winifred
48 Schultz-Krohn, and Brandon White

49 Absent: Susana Khavul, Kelly Masegian, Raquel Coehlo, and Pam Stacks

50 Workload Impact: None anticipated

51 Financial Impact: None anticipated

52

53

1 San José State University
2 Academic Senate
3 Instruction and Student Affairs
4 December 16, 2019
5 First Reading

AS 1759

6
7 **Policy Recommendation**
8 **Students' Rights to Timely Feedback on Class Assignments**
9

10 **Rescinds and Replaces:** F13-1 Students' Rights to Timely Feedback on Class
11 Assignments

12
13 **Effective Date:**

14
15 **Legislative History:** F13-1 was adopted in Fall 2013 in response to concerns that
16 grading policies were fragmented and did not include expectations for feedback to
17 students on assignments. The policy was meant to be temporary until a comprehensive
18 grading policy was created. In Fall 2018, the Academic Senate approved F18-5, which
19 incorporated a majority of grading policies related to final course grades; however, F18-
20 5 did not include language relating to student feedback.

21
22 **Whereas:** F13-1 was meant to be a temporary policy until such time as an omnibus
23 revision of grading policies and procedures was passed, and

24
25 **Whereas:** A number of policies have been enacted encompassing grading issues,
26 but have specifically excluded students' rights to timely feedback on class
27 assignments, and

28
29 **Whereas:** Faculty have a responsibility to provide timely feedback to students
30 regarding their work, therefore be it

31
32 **Resolved:** That F13-1 be rescinded and be replaced with the following.

33
34 **Approved:** December 9, 2019

35
36 **Vote:** 15-0-0

37
38 **Present:** Delgadillo, Haight, Hill, Johnson, Khan, Kitajima, Muller, Parent,
39 Rollerson, Roque, Sen, Sorkhabi, Sullivan-Green, Trang, Walters,
40 Wilson, Yao

41
42 **Absent:** Honda, Wolcott

43
44 **Financial Impact:** Small amount of work to the faculty to adjust their assignment
45 schedules.

46 **Workload Impact:** None.

47

48

49 **Students' Right to Timely Feedback on Class Assignments**

50 Feedback on an assignment is a student's right. Timely feedback enables a student to
51 successfully progress and complete a course; therefore, faculty should provide
52 feedback in a timely manner. When assigning student work, faculty should indicate the
53 expected timeframe when feedback will be provided, and if a delay occurs, students
54 should be notified of the new expected timeframe. When feedback on an assignment
55 affects performance on subsequent assignment(s), the due date for the subsequent
56 assignment(s) should enable students to maximize their performance on the
57 assignment(s).

6
7
8 **POLICY**
9 **RECOMMENDATION**
10 **Amendment B to University Policy S15-8**
11 **Retention, Tenure and Promotion for Regular Faculty**
12 **Employees: Criteria and Standards**
13
14

15 Resolved: That S15-8 be amended as shown in the ~~strikeout~~ and underline of the
16 excerpted policy.
17

18 Rationale: Professional Standards has become aware of several limitations in the
19 “baseline” teaching descriptor of our RTP policy. This descriptor sets the
20 minimum standards in teaching expected for tenure.
21

22 The main purpose of our amendment is to achieve the policy’s original intent
23 that teaching be evaluated holistically and fairly, using multiple sources of
24 information, including but not limited to the Student Opinion of Teaching
25 Effectiveness surveys (SOTES.)
26

27 First, our revised language seeks to correct a problem with the way the current
28 language discusses the “norms” of our SOTES. As one example of the
29 problem, it is sometimes the case that a SOTE evaluation of 4.0 is “below the
30 norm” as set by the Student Evaluation Review Board, even though the SOTE
31 instrument states that a “4” means that the student agrees that the instructor is
32 “effective.” Thus, faculty who are judged to be “effective” by their students are
33 sometimes judged to be “below the norm” with important negative
34 consequences for their professional advancement. Our proposed language
35 corrects this problem by providing needed flexibility, indicating that the survey
36 results can be “either within appropriate norms or otherwise offer a
37 preponderance of evidence of teaching competence and effectiveness
38

39 The committee also inserted a reference to “course syllabi and other teaching
40 materials.” These materials are already commonly present in dossiers, but the
41 explicit inclusion of this language reminds evaluators that information beyond
42 the SOTES must also be considered. We further reinforce this point by
43 referencing “a holistic judgment of effective and competent teaching” elsewhere
44 within the descriptor.
45
46
47
48

49 *Approved: December 10, 2019.*

50 *Vote: 10-0-0*

51 *Present: He, Cargill, Peter, Monday, Kumar, Mahendra, Kemnitz, Birrer, Chin, Riley.*

52 *Absent: none.*

53 *Financial Impact: No direct impacts*

54 *Workload Impact: No direct impact*

55 **POLICY RECOMMENDATION**
56 **Amendment B to University Policy S15-8**
57 **Retention, Tenure and Promotion for Regular Faculty Employees:**
58 **Criteria and Standards**

59

60
61 ~~3.3.1.3.2 Baseline. The candidate has taught assigned courses that are well crafted and~~
62 ~~appropriate for the catalog description. The candidate has taken measures to~~
63 ~~correct any problems identified earlier in either direct observations or prior~~
64 ~~performance evaluations. Recent direct observations are supportive. Student~~
65 ~~evaluations, taking into account the nature, subject, and level of classes taught,~~
66 ~~generally within the norms by the end of the review period, particularly for classes~~
67 ~~within the candidate's primary focus and any curriculum specifically identified in the~~
68 ~~appointment letter.—~~

69
70 3.3.1.3.2 Baseline. The candidate has documented effectiveness and competence in
71 teaching, particularly for classes within the candidate's primary focus and any
72 curriculum specifically identified in the appointment letter. Assigned courses are
73 well crafted and appropriate for the catalog description, as shown in course syllabi
74 and other teaching materials. The candidate has taken measures to correct any
75 problems identified earlier in either direct observations or prior performance
76 evaluations. Recent direct observations are supportive. By the end of the review
77 period, student surveys of teaching effectiveness, taking into account the nature,
78 subject, and level of classes taught, also support a holistic judgment of effective
79 and competent teaching. Survey results are either within appropriate norms or
80 otherwise offer a preponderance of evidence of teaching competence and
81 effectiveness.

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9 **POLICY**
10 **RECOMMENDATION**
11 **Updating and Changing Titles Associated with Faculty Affairs**
12

13
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15 Resolved: Bylaw 15a shall be used to editorially correct university policies that contain
16 obsolete references to the Academic Vice President for Faculty Affairs (AVP
17 FA), to the Office of Faculty Affairs, or to other obsolete variations of those
18 titles; be it further

19
20 Resolved: The title replacing the various versions of the AVPFA will be either the
21 “Senior Director, Faculty Affairs” (SDFA) or “Provost or designee” depending
22 upon whether the policy reference concerns primarily the implementation of
23 policy (SDFA) or whether it concerns primarily the creation of policy or
24 occasions when academic judgment is required (Provost or designee),
25 respectively; be it further

26
27 Resolved: The Professional Standards Committee shall collaborate with
28 representatives of the Provost and UP Faculty Affairs to recommend a list of
29 titles that should be changed to the “Provost or designee.” Upon approval of
30 this list by the Provost and the Senior Associate Vice President for
31 University Personnel, bylaw 15a shall be invoked and the titles on the list
32 changed to “Provost or designee,” with all other AVPFA references changed
33 to “Senior Director, Faculty Affairs;” be it further

34
35 Resolved: References to title of the office (e.g., “Office of Faculty Affairs”) will be
36 handled in the same manner as references to titles of the officer.

37
38 Resolved: This policy will expire immediately after the title changes referred to above
39 are complete.

40
41 Rationale for the Recommendation:

42
43 The reorganization of the Office of Faculty Affairs from the Academic Division to
44 University Personnel came with changes in the title of the officer in charge of the
45 organization as well as a change in title to the organization. Unfortunately, there are more

46 than 200 references to the titles and offices in policy that were made obsolete by the
47 reorganization. Editing policies to conform to the new titles is possible under our existing
48 bylaw 15a. However, there are a few functions of the old AVPFA that need to be under
49 control of the Provost, according to the division of labor between policy matters (Provost)
50 and implementation matters (SDFA) as we understand it. For example, "Provost or
51 designee" should be used where academic judgment is required. So while use of bylaw
52 15a is desirable, care must be taken to be sure the old responsibilities get distributed to
53 the appropriate new officers. This recommendation seems to us the most efficient way
54 to take care of the problem.

55

56 Approved: November 4, 2019

57

58 Vote: 8-0-0

59

60 Present: He, Cargill, Peter, Monday, Kumar, Mahendra, Kemnitz, Birrer

61

62 Absent: Riley, Chin

63

64 Financial Impact: No direct impact

65

66 Workload Impact: No direct impact

67

1 San José State University
2 Academic Senate
3 Instruction and Student Affairs
4 December 16, 2019
5 First Reading
6

AS 1741

7 **Policy Recommendation**
8 **English Language Proficiency Requirement for SJSU**
9 **Applicants**

10
11 **Rescinds and Replaces:** F75-6 Test of English as a Foreign Language (TOEFL)
12 Requirement for Resident Alien Students

13 **Effective Date:**

14 **Legislative History:** The Academic Senate at its meeting of November 24, 1975,
15 passed F75-6 as a resolution on the TOEFL requirement for applicants who were
16 neither citizens educated in the U.S. nor “foreign” students. The specific student group
17 targeted in this policy was called “Resident Aliens,” i.e., permanent residents granted an
18 immigration visa. Because a permanent resident was not required to present evidence
19 of English proficiency, such a student was often admitted to the University without proof
20 of adequate language skills to succeed in their academic program. Therefore, it was
21 resolved that permanent residents who graduated from a “foreign” high school be
22 required to achieve a minimum score of 500 on the TOEFL and further resolved that this
23 requirement may be waived in the Admissions Office if the applicant met certain well-
24 defined criteria indicating English language proficiency.
25

26 **Whereas:** Having a strong understanding of the English language is important for
27 success at SJSU, and

28 **Whereas:** It is important to demonstrate evidence of language proficiency prior to
29 being admitted into the University, and

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

31 **Whereas:** F75-6 was specific to permanent residents only, and

32 **Whereas:** F75-6 makes reference to citizenship status which is irrelevant, and

33 **Whereas:** F75-6 does not mention any English Proficiency Tests other than TOEFL,
34 and

35 **Whereas:** F75-6 does not concur with Sections 40752.1, 40802.1, and 41040 of Title
36 5 of the California Code of Regulations specifying the CSU English
37 language requirements for applicants or Executive Order 975: Policy

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Governing the English Language Examination
(<https://www.calstate.edu/eo/EO-975.html>), therefore be it

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

Approved: December 2, 2019

Vote: 9-0-0

Present: Delgadillo, Haight (non-voting), Honda (non-voting), Kitajima, Parent,
Rollerson, Roque, Sullivan-Green, Trang, Wilson, Yao

Absent: Hill, Johnson, Khan, Muller, Sen, Sorkhabi, Walters, Wolcott

Financial Impact: None.

Workload Impact: None.

51 **University Policy**
52 **English Language Proficiency Requirement for SJSU applicants**
53

54 Undergraduate Students:
55

56 The following undergraduate applicants (including transfer applicants) are required to
57 submit a score of 500 or above on the Test of English as a Foreign Language (TOEFL)
58 to the Office of Undergraduate Admissions:
59

- 60 • Who have graduated from a secondary or high school in a country where English
61 is not the primary language and
62
- 63 • Who have not attended school at the secondary level or above for at least 3
64 years full time where English is the principal language of instruction
65

66 Some majors may require a score higher than the campus minimum. Alternative
67 methods, such as the International English Language Testing System (IELTS), Pearson
68 Test of English (PTE), or other comparable tests assessing English fluency may also be
69 used.
70

71 Post-baccalaureate and Graduate Students:
72

73 The following post-baccalaureate or graduate applicants are required to submit a score
74 of 550 or above on the Test of English as a Foreign Language (TOEFL) to the Office of
75 Graduate Admissions:
76

- 77 • Who come from a country where English is not the primary language and
78
- 79 • Who do not possess a baccalaureate degree from a post-secondary institution
80 where English is the principal language of instruction.
81

82 Some majors may require a score higher than the campus minimum. Alternative
83 methods, such as the International English Language Testing System (IELTS), Pearson
84 Test of English (PTE), or other comparable tests assessing English fluency may also be
85 used.
86

87 This requirement may be waived in the Offices of Undergraduate Admissions and
88 Graduate Admissions and Program Evaluations if the applicant meets one or more of
89 the following criteria:
90

- 91 1. The applicant has completed three years or more of study at a secondary
92 or high school in the U.S.
93
- 94 2. The applicant has completed 72 semester/108 quarter transferable units
95 at an accredited college or university in the U.S.
96

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3. The applicant has studied full-time at a U.S. college or university for at least three years.

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102

4. The department graduate admissions representative requests that a waiver be granted after consultation with the College of Graduate Studies to assess English language proficiency.