SAN JOSÉ STATE UNIVERSITY ACADEMIC SENATE

2023/2024
Agenda
December 4, 2023/2:00 to
5:00 pm In Person
ENGR 285/287

I. **Call to Order and Roll Call:**

II. **Land Acknowledgement:**

III. **Approval of Minutes:**
   A. **Approval of the Senate Minutes of November 6, 2023**

IV. **Communications and Questions:**

   A. From the Chair of the Senate
   B. From the President of the University

V. **Executive Committee Report:**
   A. Minutes of the Executive Committee:
   Executive Committee Minutes of October 30, 2023

   B. Consent Calendar:
   Consent Calendar of 12-4-23
   Election Calendar for 2024

   C. Executive Committee Action Items: **None**

VI. **Unfinished Business:** *none*

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

   A. Professional Standards Committee (PS):
   AS 1864, Amendment B to University Policy S99-8, Professional Responsibility (Final Reading)

   AS 1861, Amendment A to University Policy F17-3, Selection and Review of Department Chairs and Directors (First Reading)

   B. University Library Board (ULB):

   C. Curriculum and Research Committee (C&R):
   AS 1863, Policy Recommendation, Credit for Prior Learning (First Reading)

   AS 1862, Amendment C to University Policy S19-3 University Writing: Writing Requirements/ Guidelines, University Writing Committee (Final Reading)

D. Organization and Government Committee (O&G):
   AS 1860, Policy Recommendation, Eligibility to Serve on the Senate, Amendment to Senate Constitution, Section II.2 and Senate Bylaws - Section 1.3 (Final Reading)

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

VIII.   Special Committee Reports

IX.   New Business: none

X.   State of the University Announcements:
   A. Provost
   B. Vice President for Student Affairs
   C. Interim Chief Diversity Officer
   D. CSU Statewide Representative(s)
   E. Associated Students President
   F. Vice President for Administration and Finance

XI.   Adjournment

2023-2024 Academic Senate Minutes
November 6, 2023

I.　Call to Order and Roll Call

Vice Chair Hart confirmed the quorum and the meeting was called to order at 2:02 p.m. Chair Sasikumar reminded members that the meeting is recorded for the purpose of taking minutes and the recording will be destroyed when the minutes are completed. The Chair requested all senators to sign in using either the QR code or the signup sheet. 42 Senators were present.

Ex Officio: 　Present: Curry, Multani, Rodan, Sasikumar, Van Selst, 　Absent: McKee	**HHS Representatives:** 　Present: Baur, Chang, Sen 　Absent: None
Administrative Representatives: 　Present: Del Casino, Faas 　Absent: Day, Lee, Teniente-Matson	**COB Representatives:** 　Present: Chen 　Absent: None
Deans / AVPs: 　Present: d'Alarcao, Kaufman, Meth, Shillington 　Absent: None	**EDUC Representatives:** 　Present: Mathur, Munoz-Munoz 　Absent:
Students: 　Present: Brown, Chevis-Rose, Gambarin, Guzman, 　Tikawala 　Absent: Mejia	**ENGR Representatives:** 　Present: Wong 　Absent: Kao, Sullivan-Green
Alumni Representative: 　Absent: Vacant	**H&A Representatives:** 　Present: Blanco, Frazier, Kataoka, Lee 　Absent: Han, Sabalius
Emeritus Representative: 　Present: Jochim	**SCI Representatives:** 　Present: French, Heindl, Muller 　Absent: Shaffer
Honorary Representative: 　Present: Peter 　Absent: Buzanski, Lessow-Hurley	**SOS Representatives:** 　Present: Buyco, Hart, Haverfield, Pinnell, Raman 　Absent:
General Unit Representatives: 　Present: Flandez, Johnson, Masegian, Pendyala 　Velarde, 　Absent: None	

II.　　Land Acknowledgement:

Interim Chief Diversity Officer Dawn Lee read the land acknowledgement.

III.　　Approval of Academic Senate Minutes:

A. Approval of Senate Minutes of October 2, 2023 (37-0-4)

B. Approval of Senate Minutes of October 16, 2023 (38-0-3)

The Chair acknowledged the minutes takers Joanna Gaona and Maharsh Soni (for 10/02 minutes) and Reiko Kataoka (for 10/16 minutes) for their work.

IV. Communications and Questions

A. From the Chair of the Senate:

The Chair acknowledged Diwali (Hindu Festival of lights) and announced the holiday reception for all senators at the President's residence on November 30, 3-5 pm
- New senator Gita Mathur from the College of Business joined the Senate.
- The Committee on Senate Representation has formed.
- The Senate leadership had a meeting with a CSU Trustee Jean Firstenberg and another meeting with NACADA (National Academic Advising Association) reviewers.
- There will be a talk by Ken Yeager, a prominent activist and politician, sponsored by the Political Science Department.
- President Teniente-Matson is absent today, and Provost Del Casino will present the President's update.

B. From the President: (by Provost Del Casino)

The provost announced that the "President's Report" slides will be distributed to senators. The slides lists President's priorities as follows:
- Holistic Student Academic Success
- Leading the Campus (transparency) to a financially sustainable and balanced budget
- Rebuilding a Culture of Caring, Trust and Inclusivity
- Best in Class: Institutional Values and Strategic Plan Recalibration
- Business of Running the University

The provost shared updates on the following points:
- There is an ongoing search for the Chief Diversity Officer (CDO) and a new search for the Chief of Staff.
- Black Student Success Report – This is a systemwide report. SJSU was asked for recommendations and focus areas of the campus. The President formed a tri-chair group with: Shaun Fletcher, Professor in Journalism, Patience Bryant from ODEI, and Tijon White from EOP. They will be supported by VP Barrera and the CDO.
- Mission, Vision, and Values (MVV): The Strategic Planning Steering Committee reviewed the MVV statements. The SPSC will review the goals and outcomes next.
- Budget: There will be some mid-year adjustment given our financial obligations and our current financial position. The Budget Advisory Committee will make recommendations. I have had a conversation

with the deans on teaching schedules so that students will know what may or may not be on the schedule.

Questions:

[Q]: Can you explain what caused the need to shift the schedule?
[A]: One is compensation requirements that are retroactive to July. Another is structural budget problems. We cannot borrow money this year so we have to make it up somehow. We do not lose seats, so the students can continue to progress through their degrees while managing the financial situation.

> [Follow up Q]: But we were told to cut 70-90 sections in our college in the next few weeks. We do consolidate, but we are likely to lose sections, starting with electives and GE courses. Could there be a message from the administration to students about this situation?
> [A]: We cannot offer four electives with 15 seats if we can do with two electives with 30 seats, but I will take a look to see the best options for us.

[Q]: The cut could be equivalent to over 100 FTE, which will be more for lecturers. How did you arrive at this number? Also, since it is going to affect upper division classes, why not wait and see if it fills? Finally, wouldn't it make more sense to wait until registrations are over?
[A]: For the number, we see our financial position and work backwards to arrive at the number. For the third question, if we know we cannot offer as many sections as before, it is better we consolidate now so the students know what they can take. If we wait until January, the chaos will be more severe.

[Q]: There was an increase in tuition fee, then the new chancellor came in, then 95% of CFA members approved a strike authorization, then more budget cuts was announced. The budget cycle is July, so this is suspicious. There is a presentation of a reverse picture on CSU budget with plenty of operating money, reserves, etc. If there is austerity, why not dip into those funds?
[A]: Each campus is different. We have $180 million, but most of it is not general fund reserve. The system does not move funds across campuses, so we do not have access to anything beyond this campus. We also have new compensation requirements.

[Q]: Has there been a rise in the campus safety issue? The Clery Report does not show anything concerning but there has been a rise in discussion around campus safety.
[A]: No, it is more of preparedness. We have a new Emergency Operation Manager and we had a lot of exercises.

[Q]: I appreciate consolidating sections now than dropping them later. Is the campus using smart planners to pick which sections should be kept?

[A]: Not much, but now we have functionality on those tools. We are also looking to see if there are rooms for which we can increase room capacities.

[Q]: You mentioned that we cannot borrow more. Why?
[A from CFO Faas]: We have access, but it is for operating funds. It is a different bucket and there is a limit on how much we can borrow to cover structural deficits.

[Q]: Much of the issue seems to be the impact of salary negotiation. Would we have taken different decisions if it is not taken into calculations?
[A]: Yes.

[Follow up Q]: What would they have been?
[A]: In retrospect, it would have been better to resolve it at one sweep and deal with the raises through different strategies, but we did not do that.

[Q]: Course cuts were a major concern at the CSSA (Cal State Student Association). What has been done from the President's Office to communicate with students about it and to assure that they can graduate on time?
[A]: Before we communicate, we want to make sure what we can and cannot do. The top priority is that students can graduate. Some elective courses may not be available but there are enough seats in required major courses.

[Q]: On the Black Student Success Report and the Task Force, is there any student on the task force?
[A]: There are students in the task force and there is a student outcome.
[Follow up A from CDO Lee]: The tri-chairs represent faculty, staff, and students. One priority is to focus on students, with a longer-term goal of creating a comprehensive recruitment and retention strategy for black students and a shorter-term goal of looking at a retention strategy for black scholars. These are the areas in which students would be involved.

V.   **Executive Committee Report:**

A. **Minutes of the Executive Committee: May 1, September 25, October 9, and October 23, 2023** (All were approved.)

B. **Consent Calendar: November 6** (approved)

C. **Executive Committee Action Items:** None

VI.   **Unfinished Business:** None

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

A. University Library Board (ULB): None

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

Senator Baur presented the *SMR Amendment to Senate Constitution, Section II.2 and Senate Bylaws, Section 1.3 (First Reading).*

Questions:
[Q]: On the selection process, it says two deans are selected by college deans. What about the third representative? How would the third member be selected?

[Q]: To make that change requires a constitutional amendment by asking the entire campus. Has there been any conversation about how many times we need to ask the campus for a constitutional amendment? Should we suggest the Special Committee incorporate this request to their work so that we get a lot of broad feedback on these particular changes?

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

Senator Wong presented *Amendment C to S19-3 Requirements/Guidelines, University Writing Committee (First Reading).*

Questions:

[Q]: The proposal says that the alternative assessment must include the process where a student can work to meet the standard. It is usually done as coursework. What would such an alternative process look like?
[A]: It is pretty open at the moment. It can be a series of assignments or portfolio development. The purpose is to make sure that the department has a rigorous process that students go through until they meet the level.

D. Instruction and Student Affairs Committee (I&SA): None

E. Professional Standards Committee (PS):

Senator French presented *Amendment B to S99-8 Policy on Professional Responsibility (First Reading).*

Questions:

[Q]: Where did the definition of 'bullying' come from?
[A]: It is derived from five different sources, four of which are different university policies, including the one from Chico State, the CSU Chancellor's Strategic Work Group, and the Black Student Success Report, which also has a very useful definition of bullying and other unprofessional conduct in it.

[Q]: Is this report going to include cyber bullying because people can be targeted anonymously and it is important for us?
[A]: It explicitly included cyber bullying.

[Q]: There was discussion on bullying at the President's Office and various groups. Has the committee had discussions with these various entities on the campus, including the task force that were around for about two years?
[A]: We have not specifically taken this definition and solicited feedback for it. Parts of it were modified based on feedback from specific members of that task force and other members of the administration. We are going to update S99-9 on the enforcement by the Board of Professional Responsibility, and we will discuss with the administration how to address this kind of conduct.

[C]: I second the idea of sending suggestions to PS to make this language as perfect as possible. Regarding section 3.a, there are cases where co-workers are not respecting and defending free inquiry when the approach to the research is different from their own.

[C]: At Statewide and Chancellor's Office discussions on the Cozen & O'Connor report, there were very serious discussions whenever the word 'bullying' was used. I suggest there be some communication, and with Leora Freedman in particular, to get rid of any obstruction in the future.
[A]: I am aware of that, but there were members who felt very strongly that we should call out bullying specifically because that is what it is about, and that we should call it what it is, but we will take that into consideration.

VIII. **Special Committee Reports:** None

IX. **New Business:** None

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

A. Statewide Academic Senators: (by Senator Curry)

A written report was sent to all the senators. We had three days of policy committee meetings and two days of plenary. Our plenary began with a discussion on interruption and ground rules of how we behave. It is important to figure out how to bring together faculty from various campuses with diverse cultures and ways of interacting in addition to different roles as representatives.

There is a trustee meeting this week. The link for the agenda was shared with you. The discussion regarding CALGETC, AB 928, and GE continues. A summary of the passed resolutions is also available to all of. Sometimes we are asked to collect feedback on certain agenda in order to align as a system.

6

Our new Chancellor asserted that the CSU is a great university that serves the nation and it should be known both in the state and federally for funding. She feels that more needs to be done for that, and I agree with her.

Questions:

[Q]: On the public relations campaign, did you feel that this was marketing as if university is something to market?
[A]: Not at all. It was a way of speaking about what we do best, which is to educate.

B. **Provost:** (by Provost Del Casino)

Academic Affairs (AA) is working on organizational structure with Enrollment Management (EM) moving into AA. This will not add any new position, but we will centralize some of the functions and implement a Shared Services model to remove duplication and support enrollment strategy per the president's request. We will deal with the budget by looking at areas including class sizes, RSCA funding, and assigned times. Other efforts include: trying to get some flexibility within the (CSU) system to be able to use the revenue; finding ways to enroll students on the State side with self-support items to support faculty, but it will take time.

Questions:

[Q]: Are there any updates on the reorganization of Undergraduate Educations, regarding the timing?
[A]: I am looking at some functions related to registration and also whether certain positions are necessary or the right position. I will look at all the pieces in the current budget environment. By January, I hope to have a good plan.

[Q]: On the need to figure out possible cuts, wouldn't it make a better sense to wait until the beginning of January when we know how each section is filled?
[A]: We have to get a sense of what we can do now, including research activities for the spring. We need to tell people earlier than later to avoid chaos. Also, putting classes back later is easier than cutting them later.

[Q]: Did you receive, in response to strike authorization, instructions from the Chancellor's office to make further cuts at SJSU?
[A]: No.

[Q]: Had you factored into the budget the likely retroactive faculty salary increases, what might you have done differently particularly in terms of class scheduling?

[A]: We have not returned to the 2017 level of student-to-faculty Ratio (SFR). We increased the number of faculty during the pandemic, and some colleges are still 5 or 6 lower than 2017 SFR. So, there is room to do some work. The commitment is to allow students to graduate.

[Q]: There was communication regarding the PaCE fund and potentially developing a program with that fund. I also heard about a potential opportunity of GE pathways. Could you talk about what that is and what that means to the campus if those two were related?
[A]: The system has a competition for building Self Support programs through the PaCE Commission, which I am on now. For the GE, there is a question regarding whether we should support students who do not have enough for transfer yet. There are also other conversations with some potential international partners about dual degree programs. Most countries do not have GE, so if we could develop curriculum, it could reach that audience and will be a sea-change on the self-support side. On the transfer, the self-support side does not have the same regulations in terms of what it means for transfer students to come on board.

> [Follow up Q]: If a student is disqualified due to insufficient GE units, can they continue here rather than taking classes somewhere else?
> [A]: Yes.

[Q]: What would be done to be transparent with students about the courses? Students deserve transparency and active communication.
[A]: I agree. I just need to know what classes are there. We are asking people about strategies and what's feasible. For electives, it would be cool to be able to take graduate-level courses as a junior or senior.

[Q]: Do you have a feeling about what percentage of classes will be cut?
[A]: I don't know. I need the colleges to do the work to find out what's feasible within parameters. We will know better in December.

[Q]: There are certain certification programs that lead into Bachelor's degrees and careers. Also, a lot of international students are looking for CPT or OT opportunities. Could there be an opportunity for more individual studies for credit with certain companies?
[A]: There are some strategies that the Career Service is thinking to provide opportunities for students. It is a challenge for international students who are interested in coming and having that experience in this location.

C. **Chief Diversity Officer (CDO):** (by Interim Chief Diversity Officer Lee)

One of the priorities in Black Student Success Report – focusing on students – was mentioned earlier. The other two are to focus on staff and faculty and around a retention of Black faculty and Black staff.

We will be creating mentorship programs with opportunities for professional development for faculty who work with RTP and adjunct faculty and another program for more professional development opportunities for staff.

On the CDO search, we will send the announcement on the opportunities for you all and the Senate Executive team to meet the next group of candidates.

Questions:

[Q]: On the professional development of staff, I'm curious to know why staff members do not have a place for shared governance. We continue to develop professionally but we do not have a place to go to use it.
[A]: The tri-chairs will decide how they want to approach. They might create a working group, but we will give them a space to define the work. Black Community leaders are interested in aspects of professional development. I will be here to support as best as I can.

[Q]: On the timelines and the nature of the programs you described, what would we expect to see in the upcoming months?
[A]: The Chancellor's Office received the preliminary report from us in terms of our priorities and a budget for funding. We were asked to prioritize things that are achievable in the next year and a half for a shorter-term, and the longer-term is approximately 3 years. So, we are working on that broad timeline, but I think a lot will come down to how much funding we get. The CSUs have not received any information on how the funding will be distributed. So, a lot of that might change, and we are waiting for information.

[Q]: I heard during summer that the Project Rebound would be next in line to receive funding from the Chancellor's office. In the past week, I learned that the program is yet to receive funding. Do you have any information about this?
[A]: Before answering the question, let me say one more thing on the Black Student Success Report. The way we approach it is that we're developing it for our Black students and faculty and we will support other strategies pertaining to other students and faculty, not just Black Students and Faculty.
[A on the Project Rebound from VP Day]: I work with the group on Project Rebound and I believe they received funding. It may be that it hasn't been allocated yet, but the grant was provided.

[Q]: What is the university doing to support our Palestinian, Israeli, Jewish, and Muslim students, who are currently dealing with fear, anger, and sorrow? What can we do?
[A]: Our team is working to ensure concerns from students, staff, and faculty are heard and also addressed on a case-by-case basis. We have had

meetings with student organizations and there have been reminders not to tolerate violence. Police Chief Carrol has been working on this, as well.

[A from VP Day]: In addition, there are a number of tactical things and homecoming happening, so we are working to ensure that our events are safe. We have done healing circles and individual conversation, and these works will continue for a while.

[A from CDO Lee]: We have also tried to coordinate and listen to any student organizations who want to organize or protest in public spaces.

[Q]: I appreciate what is going on from the Student Affairs. Is there any comprehensive approach to support faculty as well?

[A]: We have addressed that as well because the necessary resources and support are different for the faculty. There was also a message sent out.

[A from Provost Del Casino]: There has been a question about what faculty would do in classrooms, also relating to academic freedom. There are no easy resolutions, but we are paying attention and trying to respond to that.

[A from CDO Lee]: It's important for faculty to have support resources, be prepared for the conversations, and have ability to determine what is appropriate to address in each class.

[C]: This is a point of information. The ASCSU report includes the response to the resolutions AS 3659 "Condemning Acts of Terrorism, War Crimes, Crimes Against Humanity, and Genocide Against all People, and Support for California State University Communities and Conversations." I encourage everyone to look at the resolution, as there is a robust discussion on how to come together as people.

D. Associated Students President: (by AS President Multani)

The CSSA (Cal State Student Association) meeting at Maritime discussed GI 2025 with four themes: equity, affordability, leadership, and innovation. We talked about what can be done on our campus, including holistic advising, housing strategies, etc. Statewide issues include cost of living, work opportunities for international students, financial aid, tuition increase, and course cuts, which might slow down students' progress.

NACADA is doing their reviews statewide on student advising. We are working on a referral through the I&SA committee.

The AS is also working on a resolution in support of and solidarity with the CFA. There is a worry that graduation will be pushed back, but we were assured by the CFA that the students are the top priority. We support the needs being met.

All are welcome at our Board Meeting. Please come support the public forum.

We are also discussing ways to support both our Palestinian and Israeli students, collaborating with the Wellness Center to provide safe spaces for expressions for both groups and foster a sense of community and belonging for all students.

Course cuts and availability of classes are concerning. Communication is important. I want systems that allow students to take necessary courses and be prepared for their classes in a timely manner.

Thank you for all the support on student member recruitment on committees. Many seats have been filled and I have been interviewing more students.

Through the Lobby Corps, we are also working with the Downtown Association. As the university is looking to expand the downtown area, it is important that students' voices are heard on safety and other issues. We are working with the Association as a partner. Last Friday, we received a visit by council member Torres, and we discussed issues of downtown safety and other businesses. He is looking into collaboration with students and the university to address these issues.

Questions:

[Q]: Could you talk more about the safety concerns in the downtown area?
[A]: With the Downtown Association, we talked a lot about safety, the need for more lights at night, and that is where the conversation about GroundWorks came about. They recommended this software. But a more proactive short-term measure would be more innovative lighting in the city, and we will need to talk more on a long-term plan.

[Q]: Thank you for the recognition that we (CFA) care about the students. The 31% tuition increase over 5 years is real. It is a structural disadvantage, as many students are not able to fully devote themselves to the class. Also, with increased class size students will pay more for less attention from their instructor. What are your thoughts on this trend?
[A]: I am not happy with the decision of the trustees, but this is happening. CSSA President Treseler is attending the workgroup to discuss how to proactively address issues and expand resources. We need to increase communication from the Chancellor's Office and also facilitate a better relationship between students and the Trustees.
[Comment from a student senator]: That conversation on safety was an insightful one. Opioid overdose is another growing issue here.

E. **Vice President for Student Affairs:** (by VP Day)

We are seeing shifts in student conduct that are associated with the current conflicts. The number of incidents is not high, but the qualitative nature is

becoming more concerning, and this is happening across the state and the country. We are also seeing the potential interplay between mental health challenges and the conduct. We are trying to make sure that these students get the assistance and the support that they need.

Another thing is GI 2025, which students and I had the opportunity to attend together. There is a deliberate effort to involve faculty at a deeper level, so you receive requests for information, participation, etc. as a way to get more faculty voices in that conversation. There is also a significant focus on equity gaps. We are likely to be asked to come up with specific plans.

We also had our first Fall Preview Day. We had about 2,800 RSVPs. This is like Admitted Spartan Day in fall, trying to be competitive. Please share any feedback with the Provost or Aretha Minor, our new Senior AVP.
Our Spartan Speaker Series continues to be very successful. The next one will be with Wilson Cruz. Our homecoming events were very successful this year despite the challenges.

As a part of our effort in career development, I encourage you to make a donation to our Career Closet that supports students with professional gear.

Questions:

[Q]: In relation to mental health services, there was a request to hire a tenure-track counselor faculty, which has not been filled. Is there any update on this?
[A]: We still have some things to discuss internally, but I will give an update at the next meeting.

[Q]: We have a large number of freshman classes here. Would there be a possibility to implement a core class for freshmen about conduct and how to be a part of a campus community?
[A]: I don't know if it would address what we're seeing with regard to these conduct issues. They are multi demographic and across the classification. This seems to be a broader phenomenon that relates to the experiences that people have had over the last few years. It's not just freshman students.

[Q]: Given that the holiday season is coming up, do you anticipate any fluctuations in the Pantry? Do you need any extra help to help students in this particularly difficult time?
[A]: Our pantry is strong and well supplied, but I would like to see if there are things that we might provide specifically.

[Q]: You mentioned the concerning conducts. Can you give some examples of these cases?

[A]: I have seen more cases with mental health crises, both in classroom and public spaces, that manifest in the type of behaviors that need to be addressed from conduct perspectives so that they will not continue.

[C]: I want all of you to be aware of the problem with counseling. We have no one between us and the provost. Counselor faculty are 13 strong right now, and four or five of us are tenured, but we have no one representing us who has knowledge about RTP, faculty rights, and other critical issues. We would like Academic Senate support and possibly train some of our MPPs so that they understand the position of counselor faculty at our campus.

F. Vice President for Administration and Finance: (by VP Faas)

There are two updates. First, on the safety and security in and outside the campus, since August we have had four different training activities with UPD, the cabinet, and the campus. There have been heightened activities in some other campuses and places in the country and the world, but not here. We want to be prepared if that ever happens, and the Chief is doing a wonderful job and our new Emergency Operations manager is outstanding.

Second, as an extremely educational event on Friday (11/10), there will be a presentation by Dr. Harry Edwards from 9 am at Morris Dailey Hall. We would like many students to come.

Questions:

[Q]: On the budget, what were the decisions that were made over the past years that led to the situation that we are in now? What would we need to do to avoid another structural deficit? I have heard about the structural deficit several times in my career.
[A]: One is salary increase without tuition increase and flat state funds. Another is enrollment. In previous years, we had extra funds brought by additional international and non-resident students, which were taken away when the pandemic hit. We also increased our faculty every single year. That was the right decision, but there are costs for that.

[Q]: There is an independent report and a presentation that talks about reserve funds. They say that the CSU is flush with money, contrary to the austerity that we are hearing about. You were saying that it is the system but not SJSU. Is there a reason why we are stuck with the budget we have and it cannot be increased by the Chancellor's Office?
[A]: The part of the problem is the tuition that has been flat for more than a decade. On the budget, the Chancellor's Office spread the budget across the 23 campuses even though there are specialties and concentrations and more resources could be put into those concentrated places. We are 80% tied to labor and tied to union contracts, so we are looking at course sections.

[Q]: With this budget crisis, we have seen the steady growth of MPPs. According to one estimate, there is one manager for every 100 students when we only have about one counselor for 2,300 students. Why do we have this severe imbalance? What are the priorities?

[A]: Our priority is the students, that they get a great education, graduate, and make a living.

XI.   **Adjournment:** The meeting adjourned at 5:00 p.m.

Executive Committee of the Academic Senate
Minutes of the Meeting of October 30, 2023
Clark 551, 12:00 p.m. to 1:30 p.m.

Present: Curry, Day, Del Casino, Faas, French, Hart, Kataoka, Lee, Multani,
             Sasikumar (Chair), Teniente-Matson, Wong

Absent: Baur, McKee, Sullivan-Green

Recorder: Kataoka

Chair Sasikumar called the meeting of the Executive Committee (the "Committee") to order at 12:02 pm.

I.   Approval of the Agenda

The agenda for October 30, 2023 Committee meeting was approved by acclamation.

II.   Approval of the Minutes

The minutes of the October 23, 2023 Committee meeting were approved by acclamation.

III.   Update from the Chair

The Chair reported the results of committee member selections made at the October 23 Committee meeting:

   a. The elected members of the Committee approved six faculty members to serve on the Committee on Senate Representation, one of whom will co-chair the committee.

   b. The Committee selected, by vote, Fred Cohen as the Faculty at Large member to serve on the Alquist RFP/Q Evaluation Committee.

The Committee agreed that all applicants would be notified of the results of their applications.

IV.   Update from the President

President Teniente-Matson informed the Committee that she would be in Chicago and go to the Board of Trustees meeting directly from Chicago next week.

[Q]: How was Hawai'i? (referring to the President's attendance to the Alumni Rally last week)?

[A]: It was absolutely fabulous. Football games were great and our bands traveled with the team. There were about 1000 alumni, and there were meetings with alumni and donors.

V. Approval of a new senator

The Committee approved Gita Mathur as a senator representing the College of Business. The Chair announced that Senator Mathur will serve on the Instruction and Student Affairs Committee.

VI. Nomination of the Exceptional Assigned Time Committee (EATC) members

In response to the request from the University Personnel for recommendation of one General Unit member, the Committee approved, by acclamation, to recommend Librarian Barroso Ramirez for the seat on EATC.

VII. Nomination of the Honorary Degrees Selection Committee (HDSC) members

In response to the request from VP Judy Nagai for recommendation of two faculty members, the EC selected Ranko Heindl, Associate Professor from the College of Science, and Ryan Smith, Lecturer from the College of Humanities and the Arts, to recommend for the HDSC.

VIII. Nomination of the Committee on Senate Representation (CRS) members

The Chair requested AS President Multani and President Teniente-Matson to forward the recommendations of the two student and two MPP representatives, respectively, to the Chair.

The Committee discussed the selection of the two co-chairs. A motion was made to select one Faculty and one Staff member as co-chairs. The motion was seconded and approved by vote (11-0-1).

Harish Chander (Sr. PeopleSoft Analyst Programmer) was recognized as a Staff member for the CRS. The CRS now has nine (six Faculty and three Staff) nominated members.

IX. Approval of the Naming Committee members

The Chair explained the request from the University Advancement for the Committee to approve the proposed membership of the naming committee that is charged, per the policy S14-4, to review the requested renaming of a teaching laboratory in Duncan Hall.

A member proposed that the Committee consider the procedure of implementing the policy (S14-4) to ensure that the involved parties (e.g., department chairs and college deans) would be fully informed and consulted about the contents and implications of the proposals.

The Committee decided to postpone this agenda item until more consultation and discussions are made.

X.   University Updates

a. Provost

Provost Del Casino explained about the organizational work that involves moving of the Enrollment Management (EM) into the Academic Affairs (AA) and centralizing some functions of Professional and Global Educations (PGE)

[Q]: Will it be you or the university as a whole that will be moving the EM into AA?

[A]: I think the Senior Vice President will be held accountable for making sure the metrics are hit for increased enrollment.

[Q]: You used the term "revenue neutral" while discussing the reorganization of the CPGE. How will you assess the metrics of such organizational changes?

[A]: We make the CPGE a part of the Academic Affairs program, which allows releasing funds back into the division and be invested in other things not done before. We will also cross-train people under a shared services model (e.g., an HR person in the CPGE supporting the entire division). We aim to grow the portfolios of Professional Education, Continuing Education, and Global Education. Global Education will be separated, and Ron Rogers will oversee it. Namrata Shukla will continue to supervise Professional and Continuing Education. There will be a campus search for the Senior AVP position. It is not a new position but an elevation of a position with more responsibilities.

(from President Teniente-Matson): The Budget Advisory Committee will look at shared services and efficiency to align with the enrollment management.

(from Provost Del Casino): Since the time I became the Provost, I have added only one senior level MPP in the division, and it was 100% funded by PACE funds.

[Q]: On the merger or elimination of departments on campus, what would be the criteria?

[A]: The CSU is asking for a new Master Plan with two criteria: less than 10 undergraduates or less than five graduates graduating the program. We do not have to close these programs but we have to explain why we want to keep them (e.g., Ethnic Studies). In my five years here, I have not made one recommendation to close a program; I have been consulted on many occasions and gave my opinions. The financial gain of closure is five years out. There is a pressure on how comprehensive we can be as an institution.

[Q]: Where do such consultations usually come from? Are they from a dean, a department chair, or a faculty?

[A]: It varies. Some are from program planning processes, starting conversations locally, moving up to a dean. In my time, none of the closures, mergers, nor changes have been directed from the cabinet level.

[Q]: If a program or a department proposes, can even tenured faculty be let go?

[A]: We are supposed to find a place for faculty. That's the goal. There is a possibility of an official layoff that is governed under the Collective Bargaining Agreement.

[Q]: There are concerns about the potential of closing. What steps would be taken to ensure that faculty are meaningfully consulted according to the policy?

[A]: I will follow the rules. I would provide the rationale and implications and consult everyone. S13-9 requires meaningful consultation, but what counts as meaningful consultation may vary. All you can do is to document what happened as best you can and then present it, because it is all public information about the process that one goes through.

[Comment]: Closure can be traumatic, and people have real fear when they suspect something might be happening. More communication from the Provost would reassure the campus community and reduce fear and rumors.

b. **VP Administration & Finance** – None.

c. **VP Student Affairs**

VP Day thanked Spartan Speaker Series for great experience with Wilson Cruz, then reported on ongoing effort in the context of what is happening in the Middle East and the world, including conversations with members from CAPS and ODEI as well as meetings with Jewish students, Palestinian students, and more.

d. **AS President** – None.

e. **Interim Chief Diversity Officer**

Interim CDO Lee assured that the campus members' concerns from current situations will be directly addressed by various measures.

[Q]: Do you have an update on the hiring of the CDO?

[A]: The process did not go through with the first group of finalists, so we will go back to the pool and continue the process.

f. **Statewide Senator** – None.

XI. **Policy Committees**

     a. **Curriculum and Research** – None.

     b. **Organization and Government** – None.

     c. **Instruction and Student Affairs** – None.

     d. **Professional Standards** – None.

XII. The meeting adjourned at 1:29 pm.

The minutes were taken by Associate Vice Chair Reiko Kataoka on November 2, 2023; reviewed and accepted by Senate Chair Karthika Sasikumar on November 8, 2023; and approved by the Senate Executive Committee on November 27, 2023.

SJSU 2023-2024	ACADEMIC SENATE							
12-04-2023	CONSENT CALENDAR							
2023-2024	COMMITTEE SEATS							

ADD TO VACANT SEATS								
COMMITTEE TYPE	COMMITTEE NAME	SEAT	SEAT TITLE	NAME	ZIP	PHONE	TERM ENDS	CONSENT CALENDAR
OPERATING	Graduate Studies & Research	1	Student-Graduate Student	Surya Teja Nalluri	suryateja.nalluri@sjsu.edu		2024	11/13
OPERATING	Student Fairness	6	Student	Tarentz Charite	tarentz.charite@sjsu.edu		2024	11/13
SPECIAL AGENCY	Alcohol & Drug Prevention	2	Student-Greek Life Student Representative	Nathan Connick	nathan.connick@sjsu.edu		2024	11/13
SPECIAL AGENCY	Committee on Senate Representation	A	Co-Chair	Reiko Kataoka	0093	44712	2024	11/13
SPECIAL AGENCY	Committee on Senate Representation	B	Co-Chair	Janet Sundrud	0004	41558	2024	11/13
SPECIAL AGENCY	Committee on Senate Representation	C	Faculty at Large	Julia Curry	0118	45310	2024	11/13
SPECIAL AGENCY	Committee on Senate Representation	D	Faculty at Large	Denise Dawkins	0057	41327	2024	11/13
SPECIAL AGENCY	Committee on Senate Representation	E	Faculty at Large	Behin Elahi	0080	43204	2024	11/13
SPECIAL AGENCY	Committee on Senate Representation	F	Faculty at Large	Eduardo Muñoz-Muñoz	0071	43600	2024	11/13
SPECIAL AGENCY	Committee on Senate Representation	G	Faculty at Large	Kenneth Peter	0119	45562	2024	11/13
SPECIAL AGENCY	Committee on Senate Representation	H	MPP	Patience Bryant	0007	41205	2024	11/13
SPECIAL AGENCY	Committee on Senate Representation	I	MPP	Michael Kaufman	0099	44800	2024	11/13
SPECIAL AGENCY	Committee on Senate Representation	J	Staff Member (Non-MPP)	Harish Chander	0264	47187	2024	11/13
SPECIAL AGENCY	Committee on Senate Representation	K	Staff Member (Non-MPP)	Nha-Nghi Nguyen	0120	45602	2024	11/13
SPECIAL AGENCY	Committee on Senate Representation	M	Student	Acacia Clark	acacia.clark@sjsu.edu		2024	11/13
OTHER	University Library Board	1	Student-AS President or designee	Natali Carmona Guzman	natali.carmonaguzman@sjsu.edu		2024	11/13

GENERAL ELECTIONS
2024 Calendar

Timeline	Election Events
Monday, January 22	Cover letter with instructions and petitions sent to all faculty. Senate Administrator prepares and Senate Chair distributes petitions. Senate Administrator notifies Senators with expiring terms.
Friday, February 16	Nominating petitions due in Senate Office (Clark 500).
Monday - Friday February 19 – February 23	Senate Administrator and the AVC verify signatures and the Senate Administrator prepares online ballots.
Monday, February 26	Ballot links are prepared by Senate Administrator and sent to faculty by Senate Administrator.
Friday, March 8	Voting deadline 5 p.m.
Monday - Wednesday March 11 – March 13	Senate Administrator verifies faculty and appointment times for faculty that vote with College Deans' Offices.
Thursday - Friday March 14 – March 15	Final ballot count by the Senate Administrator and AVC. (Note: If the AVC or Senate Chair are running in any of the elections, they will not be a part of that election).
Monday, March 18	Results reported to Academic Senate.

Approved: October 5, 2023
Committee on Committees

Approved: October 9, 2023

       Executive Committee

Approved:
Academic Senate

1   San Jose State University
2   Academic Senate   AS 1864
3   Professional Standards Committee
4   December 4, 2023
5   Final Reading
6   Policy Recommendation
7   Amendment B to University Policy S99-8 (Professional Responsibility)

8   Legislative History: This proposal would amend the policy on Professional Responsibility

9   Rationale: The statement of Professional Responsibility found in University Policy S99-8 has
10 not been updated in nearly a quarter of a century, while the statement(s) upon which it is based
11 have undergone some revisions in that time. In addition, in recent years many institutions of
12 higher education have begun to enact policies to describe unprofessional conduct (often
13 described as "bullying") that does not fall under any specific statutory protections, but is
14 nevertheless disruptive to the work of the university, and that undermines the environment for
15 free pursuit of scholarship. At present, SJSU does not have a formal definition of bullying in
16 University policy. This policy adds such a definition, and includes it as an example of behavior
17 that falls outside of acceptable standards for professional responsibility among faculty.

18 After feedback from the first Senate reading, three significant changes were made:

19   1. Language about respect for differing research methodology has been added to Section
20   B.3.
21   2. More specific language about what sorts of nonverbal and/or nonvocal expressions
22   would possibly be considered "bullying" was added to Section D.
23   3. Language addressing power differentials was added to Section D.
24   4. The word "faculty" was added to the title and the preamble to clarify that this policy
25   establishes professional expectations *for faculty by other faculty.*

26 Additional feedback received during the first reading included concern about the use of the term
27 "bullying" and whether the more general "other unprofessional conduct" or "other conduct of
28 concern" might be more palatable. The committee considered this, but came to the conclusion
29 that bullying, specifically, is an issue of great concern on campus, and has been for many years,
30 and since one of the goals of this amendment is to begin to address that concern, it is
31 preferable to keep the more specific language.

32 Resolved: That S99-8 (Professional Responsibility) be modified as follows:

33
34 Approved: November 27, 2023
35 Vote: 9-0-0
36 Present: Barrera, Chen, French, Kazemifar, Pendyala, Pruthi, Raman, Ruiz Blanco,
37   Smith
38 Absent: None
39
40 Financial Impact: None anticipated
41 Workload Impact: None anticipated

FACULTY PROFESSIONAL RESPONSIBILITY

43 ~~I.~~ **Statement of Professional Responsibility for Faculty**[31]

44 A. Preamble

45 Professional responsibility is the natural complement of the academic freedom essential to the
46 university's mission. Through their responsible professional conduct, faculty members[2] promote and
47 protect academic freedom. Since faculty members belong to a profession with the rights of self-
48 ~~government~~governance, they also have the obligation to establish standards of professional conduct
49 and procedures to enforce them. The following standards provide guidance for ~~many~~certain ethical
50 questions which may arise over the course of a faculty member's career, but they are not ~~intended to be~~
51 an exhaustive list. They are built upon the foundations of academic freedom; they are the ideals to
52 which all faculty members should aspire.

53 B. Faculty Responsibilities
54
55 The responsibilities of faculty members may be considered from five related, but somewhat
56 conceptually distinct, perspectives: (1) as members of an academic profession; (2) as teachers[43]; (3) as
57 colleagues; (4) as members of an academic institution; and (5) as members of a community.

58 1. As members of an academic profession, faculty members:

59 a. serve as intellectual leaders; they

60 - seek and state the truth as they see it.

61 - develop and improve their instructional and scholarly competence.

---

[31]Derived in part, from the Academic Senate of California State University proposed policy AS-2080-92/FA-I, May 7-8, 1992. Also consulted were the original sources on which AS-2080-92/FA-I was based, including earlier AAUP documents: primarily the *Statement of Principles on Academic Freedom and Tenure* (1940), the Statement on Professional Ethics (1966, revised 1987 and 2009), the *Statement of the Association's Council: Freedom and Responsibility* (1970, revised 1990).

[1]~~Derived from the *International Statement on Academic Freedom and Tenure*, 1984. Signatories include the American Association of University Professors, the American Federation of Teachers, the National Education Association, and similar groups from the United Kingdom, New Zealand, Canada, Australia, Ireland, and France.~~

[2] The faculty of the university include all those who engage in scholarly activities and/or those who directly or indirectly participate in instructional activity. Thus faculty members include professors, lecturers, teaching assistants, research assistants, coaches, counselors, librarians, and all those faculty employees under Unit 3.

[43]Teaching is meant in an inclusive sense. All those who directly or indirectly contribute to instructional activity are teachers. For example, librarians and other academically related faculty contribute to instructional activity, even in those cases where they do not engage in direct classroom instruction.

62
63   - exercise critical self-discipline and judgment in applying, extending, and transmitting knowledge.

64
65   - practice, foster, and defend intellectual honesty, freedom of inquiry and instruction, and free expression on and off the campus.

66   - promote the free and open exchange of ideas in the classroom as related to the subject matter.

67
68
69   - strive to foster a campus environment that i) supports a robust discussion of issues (including political and societal issues), ii) promotes respect for the opinions of others, and iii) encourages sensitivity to the possibility of multiple interpretations of speech and actions.

70   - do not allow their subsidiary interests to compromise their freedom of inquiry.

71   b. engage in research and other professional and creative activities; they

72   - perform their research with honesty and integrity.

73
74   - respect the ethical and legal considerations[54] that underlie their work and output, as consistent with the ethical principles and guidelines of their discipline.

75
76   - comply with guidelines governing any grant or other funds related to a research or creative project.

77
78   - strive to contribute to the body of knowledge in their discipline and to disseminate such knowledge appropriately.

79   - critically evaluate their work prior to dissemination.

80
81   - use university and other resources with integrity and consideration of the mission of the university.

82   2. As teachers, faculty members:
83
84   a. treat students fairly and respectfully; they

85
86   - assure that their evaluations of students reflect only matters relevant to the students' academic performance.

---

[54] Such ethical and legal considerations include compliance with copyright laws and not plagiarizing.

| 87 | - guard against improper disclosure of confidential information regarding students.[65] |

| 88 | - ~~insure~~ensure that their professional contacts with students are free from any exploitation, |
| 89 | harassment, or discrimination. |

| 90 | - acknowledge significant academic or scholarly collaboration with or assistance from their |
| 91 | students. |

| 92 | - adhere to published descriptions of course content and grading practices, such as those |
| 93 | contained in syllabi and course catalogs. |

| 94 | - maintain awareness of and adhere to University policies governing student rights and |
| 95 | responsibilities. |

| 96 | b. encourage the free pursuit of learning; they |

| 97 | - encourage students to make their own judgments and to express them when appropriate. |

| 98 | - allow students to take reasoned exception to or to reserve judgment about the data or views |
| 99 | offered in a course of study. |

| 100 | - refuse to tolerate exploitation, harassment, or discrimination by students in an instructional |
| 101 | setting. |

| 102 | - protect student academic freedom |

| 103 | c. exhibit and uphold the highest scholarly and ethical standards of their disciplines; they |

| 104 | - foster honest academic conduct. |

| 105 | - do not instruct, advise, or supervise students with whom they have personal or professional |
| 106 | conflicts of interest.[76] |

| 107 | d. serve as intellectual guides and advisors; they |

| 108 | - are available during reasonable, posted hours to assist students who request their intellectual |
| 109 | and academic help. |

| 110 | - utilize instructional time to help students learn course materials. |

---

[65] The confidentiality of student records and information is also governed by law and SJSU policy. See the federal Family Educational Rights and Privacy Act (often referred to as the Buckley Amendment), information available from either the SJSU Division of Student Affairs or the SJSU Office of Faculty Affairs, and University Policies S66-20 and S90-5 (and any related updates or modifications) available at the Senate Web site.

[76] For a discussion of the concept of "conflicts of interest" in the context of this Statement of Faculty Responsibility, see Section C of this policy. A separate University policy (S99-11) exists dealing with conflicts of interest for principal investigators; see the Senate Web page.

111   3. As colleagues and co-workers, faculty members:

112   a. respect and defend free inquiry even when the methodology used or the findings and conclusions
113   reached differ from their own.
114   b. show due consideration for diverse opinions.
115   c. acknowledge the contributions of others to their academic work.
116   d. seek objectivity in their professional evaluations.
117   e. do not evaluate or supervise those with whom they have personal or professional conflicts of
118   interest.[87]
119   f. avoid exploitive, harassing, or discriminatory behavior.
120   g. hold themselves and colleagues to high ethical standards and address ethical abuses when they
121   become known.

122   4. As members of an academic institution, faculty members:

123   a. observe the stated regulations of the institution that are consistent with the statement of academic
124   freedom in this document Amendment A to University Policy S99-8, and with their contractual
125   and legal obligations.
126   b. maintain the right to criticize regulations and seek their revision.
127   c. assure that their outside interests do not compromise the obligations of their primary appointment.
128   d. request a leave of absence or resign when the claims of outside interests preclude the fulfillment
129   of substantial academic obligations.
130   e. give appropriate notice of their intent to interrupt or terminate their services to the university.
131   f. share in the responsibilities for governing the university.
132   g. share in periodic review and improvement of curriculum.
133   h. cooperate in the pursuit of stated goals of one's program, department, college, or university.
134   i. help ensure that the university meets its commitment to maintain an environment that values
135   diversity and that is free from discrimination and harassment.

136   5. As members of a community, faculty members:

137   a. publicly distinguish when they speak or act as private citizens from when they do so as an official
138   representative of the university so as not to lead others to mistake them as a spokesperson for San
139   José State University or the California State University system.[98]
140   b. recognize that breaking legal and civil codes for academic gain is also an infringement of
141   professional ethics.[109]
142   c. promote conditions of free inquiry.
143   d. further public understanding of academic freedom.

144 C. Conflicts of Interest

145 *Definition*: In the context of professional responsibility, a conflict of interest is an agreement,
146 relationship, or other arrangement, be it personal or professional, formal or informal, that undermines
147 the faculty's disinterested performance of its professional duties and obligations.

---

[87]For a discussion of the concept of "conflicts of interest" in the context of this Statement of Faculty Responsibility,
see Section C of this policy.

[98] Also see California Education Code Section 89005.5.

[109] Also see California Government Code Section 8314 on unlawful use of state resources by state employees.

148   *Importance:* Students have a just expectation that they will be instructed, evaluated and supervised by
149   a disinterested faculty. Faculty members have a similar expectation that their professional and
150   academic evaluations and supervision are free from the self-interest of their peers. Maintaining
151   disinterestedness is one of the faculty's central ethical responsibilities. The disinterestedness of the
152   faculty assures both the academic integrity of the University and the faculty's academic freedom.

153   *Conflicts of interest between faculty and students:* In addition to the legal contracts existing between
154   students and the University, there is an equally important "social contract" between them and the
155   faculty, in which each fulfills its duties and obligations to the other. Many of the faculty's
156   responsibilities under this "contract" are found in Section ~~II.~~B.2. of this document. Interests that
157   conflict with those obligations include actions or requirements of the faculty that appear to be
158   grounded in private interest or gain, not in professional responsibility. Examples of conflicting
159   interests are: requiring the purchase of course materials from which an instructor makes a profit (texts
160   and other materials professionally reviewed, published, and distributed are excluded); and giving
161   academic credit for student research which the instructor puts to use for private gain or profit.

162   Other conflicts of interest may arise in view of the disproportion of influence and power between
163   faculty and students. Instructors, thus, ought not engage students in their classes or under their
164   supervision in relationships that are so personal that the presumption of professional disinterest is
165   difficult to maintain. Faculty members, for example, ought not instruct or supervise students who are
166   obligated to them financially; and faculty ought not supervise or instruct students with whom they
167   have relationships grounded in interests inconsistent with their professional responsibility and the
168   mission of the University. These conflicts of interest include but are not restricted to sexual
169   relationships.

170   A similar caveat applies, of course, to the instruction and evaluation of students who are family
171   members, since faculty disinterestedness is problematic in this case as well.

172   Exceptions to these injunctions may be made after consultation with an instructor's department chair or
173   other appropriate party, such as a supervisor or a dean. The grounds for exception must be compelling
174   (e.g., curricular or staffing restrictions in a student's chosen academic program).

175   While acknowledging that the propriety of a personal relationship between a student and an instructor
176   is indeed a sensitive issue for all involved, the faculty holds that the rights of faculty and students to
177   free association must be honored and protected in instances when professional disinterestedness is not
178   expected or required. The faculty also acknowledges that disinterestedness thrives best in an
179   atmosphere free from suspicions of favoritism, nepotism, coercion and harassment.

180   *Conflicts of interest in professional relationships:* Faculty members rightfully expect unbiased
181   evaluations of their academic and professional performance. The responsibilities of the faculty in this
182   regard are detailed in Section II.B.3. of this document. Examples of conflicts of interest here include
183   evaluating or supervising faculty who are family members or parties in relationships grounded in
184   interests (e.g., personal, professional or financial interests) that preclude disinterestedness.

185   Beyond questions of peer evaluation, the faculty must ensure that its research or comparable activities
186   are consistent with the mission of the University and with professional standards. The faculty must
187   maintain a disinterested pursuit of truth in their professional activities, one uncompromised, for
188   example, by the pursuit of fees, royalties, and other forms of compensation. Disinterestedness comes
189   into question when subsidiary concerns or private gain makes one's intellectual honesty and freedom
190   of inquiry problematic.

191	The faculty holds that the right of a faculty member to freely associate with colleagues must be
192	honored and protected in instances when professional conflicts of interest are not at issue. Following
193	the principle of disinterestedness, the faculty also recognizes that non-academic relationships between
194	faculty members may become sensitive issues when placed in the context of professional evaluation
195	and supervision (e.g., the recruitment, retention, tenure or promotion of faculty). A faculty member
196	should be excused from these duties when a potential conflict of interest exists. If it is not possible to
197	excuse a faculty member in such circumstances, the faculty member who conducts the evaluation or
198	supervision should advise his/her chair or other appropriate party (e.g., a supervisor or dean) of the
199	situation.

200 *Importance of ethical conduct in fact and appearance:* Recognizing a conflict of interest in the area of
201 faculty responsibility is often a matter of common sense; at other times it is a matter of law. But
202 beyond the ethical minimums of law and common sense, there exists a higher standard toward which
203 the faculty should strive. That is, a faculty member ought to avoid actual conflicts of interest as well as
204 the appearance of such conflicts whenever possible. This ethical standard is not born of scrupulosity.
205 Rather, it arises from the faculty's full awareness of the wide scope of thought and expression it enjoys
206 under the protection of academic freedom.

207 D. Bullying and Other Unprofessional Conduct

208 *Definition[10]:* In the context of Professional Responsibility, "other" unprofessional conduct is defined
209 as repeated unprofessional behavior that does not fall under statutory protections, including but not
210 limited to Title IX, discrimination, harassment, or retaliation. Of particular concern in this area is
211 bullying. Bullying is behavior that a reasonable person would find hostile, intimidating, offensive, and
212 unrelated to the University's legitimate instructional or research interests. Such behavior is generally
213 pervasive or severe to the extent that it makes conditions inhospitable and undermines another
214 person's ability to carry out their responsibilities to the university. A single act will typically not be
215 sufficient to qualify as unprofessional conduct or bullying, but an especially severe or egregious act
216 may so qualify. Examples of bullying could include, but are not limited to:

217 1. Abusive expression directed at another person in the workplace, such as derogatory
218 remarks that are outside the range of reasonably accepted expressions of disagreement,
219 disapproval, or critique in an academic or professional setting;
220 2. Unwanted physical contact and/or aggressive, derogatory, hateful, or otherwise
221 unprofessional nonverbal and/or nonvocal expressions;
222 3. Exclusion and/or isolation leading to harm to another person's reputation or hindering of
223 another person's work;

[10]This definition is partially derived from the following sources:

1. The CSU Chancellor's Strategic Workgroup Black Student Success Report
    (https://www.calstate.edu/impact-of-the-csu/diversity/Documents/CSU-Black-Student-Success-Workgroup-Report-2023.pdf)
2. The University of California, Berkeley definition of "bullying"
    (https://campuspol.berkeley.edu/policies/bullying.pdf)
3. The University of Wisconsin, Madison policy on Hostile and Intimidating Behavior
    (https://hr.wisc.edu/hib/principles-and-policies/) T
4. The University of New Mexico Respectful Campus Policy (http://policy.unm.edu/university-policies/2000/2240.html)
5. The California State University, Chico Policy on Campus Behavior and Violence Prevention
    (https://www.csuchico.edu/pres/em/2012/12-025.shtml)

224	4.	Sabotage of another person's work and/or impeding another person's capacity for academic expression.
225		
226	5.	The sharing of personal or private information about another person causing embarrassment, intimidation, shaming and/or humiliation.
227		
228	6.	Cyberbullying, which is the use of electronic/digital communication in any form to engage in any of the behaviors listed herein.
229		

230 *Importance*: Severe, persistent, or pervasive unprofessional behavior can undermine other faculty
231 member's performance of their professional duties and obligations with regard to the university's
232 mission, and chill the environment for free pursuit of learning. While it is often easier to recognize
233 conduct of concern when it occurs in a relationship with a power imbalance, this policy is meant to
234 specifically include bullying between individuals of perceived equal levels of power, as well.

235 E. Applicable Laws and Regulations Governing Conduct

236 Various federal and state laws and regulations apply to the university and its employees. Faculty
237 members must take responsibility for awareness of such rules and to comply with them. Many of these
238 laws and regulations are noted in this and other University policies related to faculty responsibilities (a
239 partial list is included at Section ~~E~~F below).

240 Examples of laws and regulations applicable to the university and its employees include:

241 a. California law prohibits use of state resources or the "California State University" name to
242 advocate a position regarding a candidate or ballot proposition.[11]
243 b. As a recipient of federal and state funds, and other grants, the university and its faculty involved in
244 research projects or programs may be governed by certain laws, regulations, and guidelines.
245 c. Federal and California laws dealing with non-discrimination, equal employment opportunity, and
246 affirmative action govern employment practices at SJSU and are relevant to faculty members
247 involved in retention, tenure, promotion, and similar employment decisions.
248 d. In order to protect the privacy of students, federal and California laws prohibit certain disclosures
249 of student records.

250 Faculty members may obtain assistance in gaining awareness and understanding of laws and
251 regulations that may govern their conduct from their department chair (or equivalent unit head) and the
252 Office of Faculty ~~Affairs~~Services

---

[11] See California Government Code Section 8314, California Education Code Section 89005.5, and *Stanson v. Mott*, 17 Cal.3d 206, 210 (1976). The CSU Office of General Counsel's *Handbook of Election Issues*, dated February 1997, provides general guidance to the legal background on the use of state resources in elections. This handbook is available at the Web site for this policy on Professional Responsibility. It is also available from the SJSU President's Office.

253 ~~E~~F. Additional References

254 University policies that relate to academic freedom and faculty responsibilities include:[12]

255 1. S92-12, Statement on Academic Freedom and Artistic Expression.

256 2. ~~[insert policy number]~~F12-5, Policy and Procedures for Responding to Allegations of Scientific or
257 Other Misconduct in Funded Research.

258 3. ~~[insert policy number]~~S99-11, Conflict of Interest Policy For Principal Investigators.

259 4. F97-6, Policy and Assurance for Humane Care and Use of Animals at San José State University

260 5. F90-4, Policy for Protection of Human Research Subjects; Ethics; Institutional Review Board (IRB).

261 6. S94-8, Policy on Research, Scholarship and Creative Activity; Grants; Academic Freedom.

262 7. ~~[S94-5, F95-1 (insert new policy number)~~S99-9~~]~~, Board of Professional Responsibility (BFR)—
263 provides an implementing mechanism for some of the policies described or referenced in this
264 document.

265 8. S90-5, Student Rights and Responsibilities.

266 **History**

267 S93-12, Professional Responsibility, superseded F67-17, Academic Freedom and The Common Good
268 (approved February 5, 1968), and S88-9, AAUP Statement on Professional Ethics (approved May 6,
269 1988). S88-9 superseded S67-10, Professional Ethics (approved May 11, 1967). S94-3 added the
270 explanation on conflicts of interest to S93-12 (originally added as Appendix A) and made slight changes
271 to two footnotes. S95-9 added Appendix B on conflicts of interest for principal investigators. S93-12 was
272 approved as University Policy on May 13, 1993, S94-3 was approved on April 12, 1994, and S95-9 was
273 approved on April 6, 1995.

---

[12] Faculty are encouraged to review University Policies (which are available at
http://www.sjsu.edu/senate/senatpol.htm as well as in the Academic Senate Office) to be sure they are fully aware of
the most current policies pertaining to their activities as teachers, researchers, mentors, and employees and members
of the SJSU/CSU community. Any questions about these policies or matters covered by this policy on Professional
Responsibility, or relevant federal and state laws, should be directed to the department chair, college dean, Office of
Faculty Affairs, or Academic Senate Office, as appropriate.

1	
2	**San José State University**
3	**Academic Senate** **AS 1863**
4	**Curriculum and Research Committee**
5	**December 4, 2023**
6	**First Reading**

Policy Recommendation
Credit for Prior Learning

Whereas: The California State University Chancellor's Office Executive Order EO 1036**,** Policy on Credit for Prior Learning**,** mandates that each CSU campus "shall apply toward admission eligibility and/or the degree, academic credit earned from (1) examinations, (2) learning, skills, and knowledge acquired through experience, (3) learning acquired outside formal higher education and/or (4) education, training and service provided by the Armed Forces of the United States"; and

Whereas: San José State University currently only has two policies related to credit earned from examinations, namely "Credit by Exam for Challenge Examinations" (F15-5) and "Advanced Standing by Examination" (F73-8) and their amendments (F15-11 and F83-5); and

Whereas: there is no policy addressing academic credit earned from other forms of prior learning and a new policy is needed to comply with the EO; and

Whereas: for clarity, it is desirable to combine F15-5 and F73-8 with the new policy; and

Whereas: some contents in the "Advanced Placement for Examination" section in F73-8 are no longer relevant and the rest are deemed not necessary to be specified in a university policy; be it therefore

Resolved: that F15-5, F15-11, F73-8, and F83-5 are rescinded and the following becomes university policy.

Approved: November 27, 2023
Vote: 11-0-0

38	Present:	Kourosh Amirkhani, Marc d'Alarcao, Megan Chang, Stefan
39		Frazier, Heather Lattimer, Ellen Middaugh, Richard
40		Mocarski, Scott Shaffer, Het Tikawala, Cristina Velarde, Hiu-
41		Yung Wong
42		
43	Absent:	Marie Haverfield
44		
45	Workload Impact:	University catalog and website will need to be updated.
46		Faculty subject matter expert(s) in each program will need to
47		be appointed. Faculty subject matter expert(s) will need to
48		evaluate the credibility of prior learning. The Academic
49		Disqualification and Reinstatement Review Committee may
50		need to handle additional appeal cases. The Testing Office
51		needs to administer additional assessments.
52		
53	Financial Impact:	Increase in workload in the Testing Office. Faculty who
54		develop the assessment need to be compensated. Students
55		need to pay the assessment fees. Ideally, the cost will be
56		offset by the assessment fees.

57
58
59

UNIVERSITY POLICY
Credit for Prior Learning

62

1. Background

64

As stated in the latest revised version of EO 1036 (August 22, 2023), Policy on Credit for Prior Learning, "awarding academic credit for prior learning promotes access for fair and equitable recognition of prior learning, helps support student retention and persistence, reduces time to graduation and assures quality and equity across various academic experiences." Four categories of credit for prior learning are addressed in EO 1036, including academic credit earned from (1) examinations, (2) learning, skills, and knowledge acquired through experience, (3) learning acquired outside formal higher education and/or (4) education, training and service provided by the Armed Forces of the United States.

74

75   This policy documents the procedures, criteria, and appeal processes for earning
76   academic credit from categories (1)-(4). Policies related to credit for exams are
77   inherited from the rescinded policies "Credit by Exam for Challenge Examinations"
78   (F15-11) and "Advanced Standing by Examination" (F73-8).
79
80   In this document, the general rules will be discussed followed by the policies of the
81   four categories in the order presented in EO 1036.
82
83   **2. General Rules**
84
85   Through prior learning assessment, an undergraduate student may be awarded up
86   to a total of 30 credit units (excluding AP and/or IB credits) and a graduate student
87   may be awarded up to a total of 6 credit units from the four categories of credit for
88   prior learning. Note that for graduate students, the total units earned through Open
89   University, credit transfer from institutions outside of SJSU, and credit for prior
90   learning cannot exceed 30% of the required units. Only units will be awarded (not
91   the grade) and the results will not be used in the GPA calculation.
92
93   Appeals should be submitted to the Office of Undergraduate Education for
94   undergraduate students or the College of Graduate Studies for graduate students
95   to be adjudicated by the Academic Disqualification and Reinstatement Review
96   Committee.
97
98   The objectives, policies, procedures, and bases for awarding credit for documented
99   prior learning shall be fully described in the SJSU catalog and web site.
100
101 **3. Credit for Exams -** SJSU awards credit to be applied toward the degree and/or
102 admission eligibility for students who pass a standardized examination or Credit by
103 Exam - Challenge Exam. Standardized examinations include Advanced Placement
104 (AP) Tests, International Baccalaureate (IB), and College Level Examination
105 Program (CLEP).
106
107   A. **Standardized Exam:**
108   a. General Rules
109   i.   Evaluating appropriateness of examinations is performed by
110   Chancellor's General Education Advisory Committee and the
111   current list can be found at CSU Systemwide Credit for

112   [External Examinations]. The passing score and the minimum
113   amount of credit awarded for the calculation of admission
114   eligibility and toward the degree shall be based on this list.

115   ii.   The name of the examination, student's score, and credit
116   earned shall be identified on the student's academic record.

117   iii.   Students who enter with an Associate Degree for Transfer
118   (ADT), full or partial certification in CSU General Education
119   (GE) Breadth, I-GETC, any future CSU General Education
120   requirements, certifications that apply credits earned by
121   passing standardized examinations as authorized by CSU
122   policy and set forth in Section 3.A.a.i of this policy are
123   honored.

124   iv.   Credit for passage of standardized examinations shall not be
125   awarded if
126   1.   the student has taken that examination within the
127   previous term and received a passing score,
128   2.   equivalent degree credit has been previously earned for
129   regular coursework, prior learning assessment, or other
130   instructional processes, or
131   3.   credit has been granted at a level more advanced than
132   the content level in the examination.

133   v.   Care shall be taken not to award duplicate credit because of
134   overlapping tests, college-level courses, or both. Where there
135   is partial overlap, the amount of examination credit shall be
136   reduced.

137   b. **College Level Examination Program (CLEP)** - ~~General Credit~~. The
138   college level examination program (CLEP) is designed to be a means
139   through which recognition, academic credit and advanced placement
140   may be given for less conventional forms of educational experiences.
141   Those who may have reached a university level of education in
142   certain areas through home or correspondence study, on-the-job
143   training, television courses, non-university-based online courses, or
144   other means, may take the CLEP examination and receive credit
145   toward graduation. Students who have received conventional
146   university credit for courses taken in the areas covered by the
147   examination are not eligible to receive credit through the CLEP
148   examination.
149

150	Students who complete the General Examination of CLEP with a
151	score of 500 or better will receive 30 units of advanced credit as
152	follows:
153	
154	Social Science 6 units in General Education
155	Humanities 6 units in General Education
156	Natural Science 6 units in General Education
157	Elective Credit 6 units in General Education
158	Elective Credit 6 units in the University
159	
160	Specific details of the program may be obtained from the Testing
161	Office.
162	
163	c. College Entrance Examination Board Advanced Placement Program
164	(CEEB) **Advanced Placement (AP) Program of the College Board**
165	**and International Baccalaureate (IB)** General Credit. California
166	State University, San Jose San José State University grants credit
167	toward its undergraduate degrees for successful completion of
168	examination of the Advanced Placement Program of the College
169	Board or the International Baccalaureate examination. College
170	Entrance Examination Board. Students who present scores of three
171	or better will be granted six-semester units of university credit.
172	Students who present passing scores will be eligible to receive
173	credits in accordance to the university and the chancellor's office.
174	
175	B. **Special Examination / Course Credit by Exam (CBE) - Challenge Exam**
176	**- Specific Course Credit.** Credit by examination is designed to encourage
177	a regularly enrolled student to seek university credit in courses in which the
178	person appears to be reasonably well qualified by training or experience,
179	but for which he the student has not earned credit by the usual academic
180	processes. Courses for which credit by special examination may be earned
181	are determined by the department, from those listed in the current university
182	catalog. Information about challenge examinations shall be included in
183	campus catalogs and web sites. Course credit by examination may be
184	granted as follows:
185	
186	

187	a.	CBE - Challenge exams are not permitted to generate FTES, nor
188		associated WTU (Weighted Teaching Units) workload.
189		
190	b.	For appropriate courses, available upon student request (per Title 5,
191		§40408), SJSU ~~should~~ shall provide a challenge exam.
192		
193	c.	~~Course credit by examination~~ CBE - Challenge exam will not be
194		allowed in a course in which the student has received a failing grade
195		in the same course previously attempted, or in which ~~he~~ the student
196		has unsuccessfully sought credit by examination. Students are not
197		eligible to take a CBE- Challenge exam for a particular course if that
198		course has already been taken for a letter or CR/NC grade. A "W"
199		grade shall not prevent a student from taking a CBE-Challenge
200		exam. A student may not receive credit by examination via Challenge
201		exam to remove a grade of "F," "WU", or "NC". Students shall not be
202		allowed to take a campus generated challenge examination for a
203		particular course more than once. As is current practice, if a
204		challenge exam is passed, then a grade of CR and a notation of CBE
205		shall be recorded on the transcript. Earned units (UE) must be
206		generated and these must be recorded on the SJSU transcript. Units
207		earned through challenge exams will not be counted as part of the
208		SJSU residency requirements. Only matriculated SJSU students are
209		eligible to take CBE-Challenge exams.
210		
211	d.	Where there are existing AP or CLEP or IB exams that have been
212		determined to earn General Education (GE), American Institutions
213		(AI), and/or course credit (see current SJSU Catalog for list), these
214		external exams should be used rather than campus generated
215		challenge exams. If there is a discrepancy between the units earned
216		according to the CBE website and the units assigned to the
217		articulated course at SJSU, the units found at the CBE website shall
218		be assigned.
219		
220	e.	Where there are no external AP or CLEP or IB exams equivalent to
221		SJSU courses, the determination of whether "campus-originated
222		challenge examinations" (per EO-1036) are available for a particular
223		course is determined by the department or college curriculum
224		committee, and not by individual faculty who may teach that course.

225   A list of courses allowable for CBE via challenge exams shall be
226   recommended by departments/colleges, approved by their
227   respective Dean's Offices, and maintained by the Office of
228   Undergraduate Education and College of Graduate Studies. Credit
229   by examination for 100W ~~and for 200-level graduate courses are~~ is
230   not eligible for CBE-Challenge Exams. Courses that are cross-listed
231   will be determined by the home department following consultation
232   with the other department.
233

234   f.   The Registrar's Office shall work with the College of Graduate
235   Studies and Office of Undergraduate Education ~~Office of Graduate~~
236   ~~and Undergraduate Programs and the Testing Office~~ to develop
237   reporting forms, processes, and transcript notations consistent with
238   this policy.
239

240   g.   The Testing Office will oversee registration and reporting results of
241   all campus challenge exams. The Testing Office can oversee
242   administration of the exam and will coordinate with the department
243   where needed. The Testing Office, in consultation with UE and CGS,
244   will determine the costs of administering the exams and propose a
245   fee to the Course Fee Advisory Committee. The Testing Office shall
246   establish deadlines for the test administration and work with the
247   Accessible Education Office if requested by the student. ~~Students~~
248   ~~must register for Challenge Exams with the Testing Office **no later**~~
249   ~~than 5:00 p.m., 28 days after the last day to add classes.~~
250

251   ~~h.~~   ~~The student will enroll in the course and indicate "credit by~~
252   ~~examination" in the regular registration procedure. Units of credit by~~
253   ~~examination are counted as part of the total unit load for which the~~
254   ~~student is registered in a given semester. Application for credit by~~
255   ~~examination shall be completed by the student and approved before~~
256   ~~the end of registration by the department and instructor offering the~~
257   ~~course, and by the Testing Office.~~
258

259   ~~i.~~   ~~The examination must be administered not later than the second~~
260   ~~week of instruction. The student must be notified of his success or~~
261   ~~failure by the end of the second week of instruction. If the student is~~
262   ~~successful, the grade "CR" will be reported to the Registrar at the~~

274

275

276 **4. Credit for Demonstrated Learning, Knowledge, or Skills Acquired Through**
277 **Experience (Experiential Credit Recognition)**

278

279 A. Conditions:
280   a. Students should be matriculated at SJSU at the time of awarding the
281   credit. Before academic credit becomes a part of a student's academic
282   record, undergraduate students shall complete 15 units at SJSU, and
283   graduate students shall complete 3 units in residence at SJSU.
284   b. Experiential learning has to be academically creditable and verifiable
285   through a prior learning assessment methodology.
286   c. Academic credit for learning, knowledge, or skills acquired through
287   experience shall not be used in determining eligibility for admission,
288   unless it was previously transcribed on the student's academic record.
289 B. Assessment:
290   a. Assessments for experiential credit recognition shall be created and
291   evaluated in accordance with academic standards by faculty subject
292   matter expert(s). One or more faculty subject matter experts shall be
293   appointed by the department chair or program director. Supporting
294   information may be supplied by a field supervisor and/or employer.
295   Examples of assessment methodologies include written examinations,
296   portfolios, personal interviews, demonstrations, and/or other appropriate
297   means of documentation. The individual program should establish the
298   appropriate assessment and inform the Testing Office and UE or CGS.

299		b.	The assessment of experiential credit recognition should be appropriate to the applicant's degree objectives and/or general education requirements.
300			
301			

b. The assessment of experiential credit recognition should be appropriate to the applicant's degree objectives and/or general education requirements.

c. The Testing Office will oversee registration and reporting results of all assessments of experiential credit recognition. The Testing Office can oversee administration of the assessment and will coordinate with the department where needed. The Testing Office, in consultation with UE and CGS, will determine the costs of administering experiential credit recognition and propose a fee to the Course Fee Advisory Committee. The Testing Office shall establish deadlines for the experiential credit recognition administration and work with the Accessible Education Office if requested by the student.

C. Credit and Academic record:

a. Credit shall be awarded for a specific university course or a specific requirement.

b. For students who enter with an Associate Degree for Transfer (ADT), full or partial certification in CSU General Education Breadth, and consistent with CSU policy on transfer, transcribed credit awarded for demonstrated learning, knowledge, or skills acquired through experience shall be accepted for articulation and transfer, including credits for CSU-GE breadth, CSU-IGETC, and any future CSU General Education requirements based on current system-wide articulation guidance.

c. The student's academic record shall identify the specific course or category of degree requirement for which the student has received credit for demonstrated learning, knowledge, or skills acquired through experience.

5. **Credit for Prior Learning Acquired Outside of Traditional Higher Education**

A. Eligibility:

a. Students can earn academic credit for the completion of learning acquired outside traditional higher education based on recommendations provided by organizations that conduct evaluations of training offered by employers or the military. Examples of such organizations are the National College Credit Recommendation Service (NCCRS) and the American Council on Education (ACE).

b. Students can also earn academic credit for other learning outside of traditional higher education that utilizes learning assessment methods

		such as portfolio assessment, attempted independently or as part of a
337		such as portfolio assessment, attempted independently or as part of a
338		course, and industry-recognized credentials. Examples of industry-
339		recognized credentials are listed in the ACE National Guide.
340	c.	SJSU shall accept and award course credit as recommended by ACE

337   such as portfolio assessment, attempted independently or as part of a
338   course, and industry-recognized credentials. Examples of industry-
339   recognized credentials are listed in the ACE National Guide.

340   c. SJSU shall accept and award course credit as recommended by ACE
341   National Guide to College Credit for Workforce Training, as appropriate
342   for a student's academic objectives which is determined by the
343   department chair or program director-appointed faculty subject matter
344   expert(s).

345 B. Credit:

346   a. Credit shall be awarded for a specific university course or a specific
347   requirement.

348   b. For students who enter with an Associate Degree for Transfer (ADT), full
349   or partial certification in CSU General Education Breadth, and consistent
350   with CSU policy on transfer, transcribed credit awarded for learning
351   acquired outside of traditional higher education shall be accepted for
352   articulation and transfer, including credits for CSU-GE breadth, CSU-
353   IGETC, and CalGETC based on current system-wide articulation
354   guidance.

6. Credit for Education, Training and Service Provided by the Armed Forces of the United States

A. Scope:

This section pertains to education, training, and service completed during military service but not at one of the many U.S. Armed Forces institutions that are institutionally accredited to offer associate, bachelor's, master's, and doctoral degrees. Education completed at one of those institutions should be evaluated in the same manner as other institutionally accredited colleges and/or universities.

B. Credit:

    a. Students shall be granted undergraduate or graduate credit for learning acquired through education, training, and service provided by the Armed Forces of the United States as recommended by the American Council on Education (ACE) Military Guide. Such credit shall be applied as appropriate towards the completion of students' academic programs based on the number of units recommended by ACE in The Military Guide.

b. Credit shall be awarded for a specific university course or a specific requirement.

c. For students who enter with an Associate Degree for Transfer (ADT), full or partial certification in CSU General Education Breadth, and consistent with CSU policy on transfer, transcribed credit awarded for education, training, and service provided by the Armed Forces of the United States shall be accepted for articulation and transfer, including credits for CSU-GE breadth, CSU-IGETC, and any future CSU General Education requirements based on current system-wide articulation guidance.

d. Completion of basic military training (boot camp) may be used to satisfy Area E in the university's general education requirements, Title 5, Section 40405.1(A)(5). However, satisfaction of Area E in this manner does not exempt students from completing health courses required to earn a teacher credential.

e. When assigning academic credit for the Defense Language Proficiency Test (DLPT), three lower division semester hours for language shall equate to three semester units (or their quarter equivalent) in CSU GE Breadth or CalGETC Subarea C2. Moreover, the ACE National Guide should be followed.

C. Documentation and Academic Record

a. Both the completed military courses and the schools at which the work was completed must be documented on Community College of the Air Force (CCAF) transcripts or Joint Services Transcripts (JST).

b. The objectives, policies, procedures, and bases for the awarding of credit for documented prior learning shall be fully described in the campus catalog and web site.

c. Credit earned for education, training, and service in the U.S. Armed Forces shall be clearly identified in the student's academic record.

d. Acceptable documentation for awarding DLPT GE or Course Credit includes:
   i. Official Defense Language Institute Foreign Language (DLIFLC) Transcripts
   ii. Official Joint Services Transcripts (JST)
   iii. Defense Manpower Data Center (DMDC) DLPT Examinee Results
   iv. DA Form 330 Language Proficiency Questionnaire

1 **SAN JOSÉ STATE UNIVERSITY**
2 **Academic Senate** **AS 1860**
3 **Organization and Government Committee**
4 **November 27, 2023**
5 **Final Reading**
6
7 # Policy Recommendation
8 Amendment to Senate Constitution, Section II.2 and Senate Bylaws -
9 Section 1.3

10 **Rationale**

11 San Jose State University's (SJSU) Constitution and By-laws govern eligibility to serve
12 on the university's Academic Senate (Senate). As currently written, Section II.2 of the
13 Constitution stipulates that university administration representatives must include "four
14 (4) academic deans, at least two of whom shall be deans of colleges." Additionally,
15 SJSU Academic Senate by-law 1.3 stipulates that four deans must serve on the senate.

16 In spring 2023, the Provost submitted a referral (O&G-S23-2) to the Senate which was
17 assigned to the Organization and Governance Committee (O&G). The Provost
18 requested that the language pertaining to eligibility to serve on the Senate in Section
19 II.2 of the Constitution and By-law 1.3 be amended to expand eligibility to any member
20 of Academic Affairs leadership. The Provost's reasoning was that expanding eligibility to
21 members of the Academic Affairs leadership beyond only college deans will result in a
22 more diverse pool of eligible candidates to serve on the Senate. In the course of our
23 review, O&G has found precedent for equivalent classification between deans and other
24 personnel in Academic Affairs, specifically Associate Vice Presidents (AVPs).

25 Language found in other SJSU policies establishes that AVPs are   defined as
26 equivalent to a dean. For example, SJSU Policy S16-8 clearly identifies deans and
27 equivalent positions in Section 1.1 which describes "**deans** and **all other associate**
28 **vice president** or **equivalent** positions." Additionally, SJSU Policy S06-3 establishes
29 the equivalency of college deans "to all other associate vice president or equivalent
30 positions."

31 Precedent exists for classifying positions other than college dean (such as associate
32 vice president) as equivalent to deans for the purposes of serving on the Senate. O&G
33 concludes that the Provost's request to expand eligibility to serve on the Senate would
34 be appropriate as to AVPs or equivalent positions from Academic Affairs leadership as
35 this is supported by other SJSU policies and is likely to be a net positive step.

36 There is a second piece to this referral that was not included in the original referral.
37 During the Provost's 8.28.23 meeting with O&G to discuss the referral, the Provost
38 stated that he was willing to move one of the four Academic Affairs Senate seats to the
39 Division of Research and Innovation (DRI). Currently, personnel from DRI are not
40 eligible to serve on the academic senate. In the past, an AVP from the Office of
41 Research was able to serve because they were in the Academic Affairs division, but

42   recent changes to the organization of divisions at SJSU eliminated eligibility for
43   research personnel.

44   For a number of years prior to 2014, oversight and management of research at SJSU
45   resided in the Office of Graduate Studies and Research (OGSR). OGSR was a part of
46   the Academic Affairs division under the supervision of the provost. The provost,
47   president, and presidential cabinet members decided to create the Office of Research in
48   Academic Affairs, overseen by an associate vice president of research (AVP). In 2014,
49   OGSR was reorganized into two distinct entities: College of Graduate Studies and
50   Office of Research.

51   Between 2014 and 2019, SJSU leadership continued to take steps to strengthen the
52   university's research and scholarship/creative activity (RSCA) portfolio. In 2019,
53   university leadership again changed the organization and management of RSCA activity
54   at SJSU by removing the Office of Research from Academic Affairs and moving it to a
55   university level office, the Division of Research and Innovation managed by a Vice
56   President of Research and Innovation (VPRI).

57   During the period in which the Office of Research was housed within the Division of
58   Academic Affairs, the AVP of Research was eligible to serve on the SJSU Academic
59   Senate as a representative of Academic Affairs leadership. For many years, AVP of
60   Research Pamela Stacks served on the senate representing a voice for RSCA. In 2019,
61   when the Division of Research and Innovation (DRI) was launched, the AVP of
62   Research previously housed in Academic Affairs, became the VPRI in the DRI, and lost
63   eligibility to serve on the Senate because of the move out of Academic Affairs. Since
64   2019, RSCA representation in the senate has been absent. Provost Del Casino
65   suggested that moving one of his Academic Affairs Senate seats over to the DRI was
66   an equitable and inclusive action that did not upset the balance of Senate
67   representation (which would necessitate senate expansion) and returned a Senate seat
68   to a representative of research at SJSU.

69   **RESOLVED** that the SJSU Constitution and By-laws be amended, as follows, to
70   expand eligibility to serve as a senator on the SJSU Academic Senate to any member
71   of Academic Affairs leadership in the position of Dean, Associate Vice President or
72   other equivalent position, and;

73   **RESOLVED** that one (1) Senate seat from the Academic Affairs division shall be
74   relocated to the Division of Research and Innovation, to be filled by the Vice President
75   of Research and Innovation, ex officio.

76

77

78

Policy Recommendation

Recommended Amendments to SJSU Constitution and By-laws of the Academic Senate

SJSU Constitution, Section II

Section 2. Administration representatives shall consist of the President, the Provost, the Vice President for Administration and Finance, the Vice President for Student Affairs, the Vice President for Research and Innovation, and the Chief Diversity Officer, ex officio; and ~~four~~ three (3) ~~(4)~~ representatives from Academic Affairs (deans, academic vice provosts, associate vice provosts, and/or associate vice presidents, or equivalent), two of whom must be ~~academic deans, at least two of whom shall be~~ deans, to be selected in a manner agreed upon by the aforementioned representatives of Academic Affairs for staggered two-year terms.

SJSU Senate By-laws

1.3 The number of faculty senators must be twice the number of senators who are not faculty members [currently 18: Three (3) representatives from Academic Affairs two of whom must be deans ~~Deans (4),~~ AS President and students (7), the President and VPs (6) ~~(5)~~, an Emeritus Representative (1), and an Alumni Representative (1)].

Approved: 11.27.23

Vote: 8-0-0

Present: Andreopoulos, Baur, Chierichetti, Gambarin, Jochim, Lee, Long, Muñoz-Muñoz

Absent: Johnson, Wright

Financial impact:

There are no foreseeable financial impacts from this proposed amendment.

Workload impact:

Restoring a senate seat to the VPRI will create additional workload for the VPRI. O&G anticipates that the VPRI will be required to fulfill responsibilities consistent with other university administrators serving on the senate.

1	San Jose State University	
2	Academic Senate	AS 1861
3	Professional Standards Committee	
4	December 4, 2023	
5	First Reading	

<div align="center">

6   Policy Recommendation
7   Amendment A to University Policy F17-3
8 (Selection and Review of Department Chairs and Directors)

</div>

9   Legislative History: This proposal would amend the policy on Selection and Review of
10   Department Chairs and Directors

11   Rationale: In recent years, the increasing tendency of Department Chair Review Committees to
12   use surveys administered by the Office of Institutional Research and Strategic Analytics has led
13   to compression of the review schedule, in some cases resulting in reviews that are not
14   completed prior to the end of the current chair's term. In consultation with the University Council
15   of Chairs and Directors and the Deans, Professional Standards has determined that the timely
16   completion of the Chair's review is important both for a Chair's decision about whether to seek
17   an additional term, and timely review of current Chairs is also important for department faculty
18   when considering the candidates for nomination to Department Chair. In consultation with the
19   Office of Institutional Research and Strategic Analytics as well as the UCCD and Deans, the
20   proposed amendment would expand (and more explicitly define) the timeline for review of
21   Department Chairs and nomination elections. In addition, numerous clarifications have been
22   incorporated to the policy, including more explicit references to applicable sections of the
23   CSU/CFA Collective Bargaining Agreement.

24   Resolved: That F17-3 (Selection and Review of Department Chairs and Directors) be modified
25   as follows:

26
27   Approved: November 27, 2023
28   Vote: 9-0-0
29   Present: Barrera, Chen, French, Kazemifar, Pendyala, Pruthi, Raman, Ruiz Blanco,
30   Smith
31   Absent: None

32
33   Financial Impact: None anticipated
34   Workload Impact: None anticipated

SAN JOSÉ STATE UNIVERSITY ONE WASHINGTON SQUARE SAN JOSÉ, CA 95192

F17-3, University Policy, Selection and Review of Department Chairs and Directors

Legislative History:

On December 11, 2017, the Academic Senate approved the following policy recommendation presented by Senator Peter for the Professional Standards Committee. This replacement of S14-8 incorporates the voting procedures for nominating Department Chairs and Directors that were formerly only available in a separate policy. The need to consult two separate policies each time a department nominates a Chair has led to confusion and procedural errors in the past. In addition, the policy has been reformatted for easier use and numerous corrections and clarifications have been incorporated at the suggestion of the University Council of Chairs and Directors and the Deans. Among those changes is a reordering of the policy to align chronologically with the stages of a Chair's nomination, election, evaluation, and possible removal.

Rescinds: S14-8

Approved and signed by Mary A. Papazian President, San José State University on December 20, 2017.

UNIVERSITY POLICY
Selection and Review of Department Chairs and Directors

Resolved: That S14-8 be rescinded and replaced with the following policy, effective immediately for all new nominations and reviews.

Rationale: This revision began with a referral from Organization and Government regarding the consolidation of voting procedures for Chairs that became necessary as the Department Voting Rights policy was revised. Next, a version was vetted before UCCD last year which actively participated in crafting some of the changes. We additionally received two rounds of suggestions and amendments from the Deans— most of which were accepted and incorporated. This revision appeared for a first reading on March 13, 2017 and for a final reading on April 10, 2017, but was pulled from the April 10 meeting to allow time for additional consultation with the Provost. The Provost appeared before Professional Standards on September 25 and relayed two concerns. The committee has responded to both concerns and it is our understanding that the policy language is now considered acceptable.

Following questions that occurred on the Senate floor at a final reading on November 20, the policy was postponed to allow for revisions that would clarify voting procedures for the various categories of faculty. This version incorporates the "friendly" amendments that arose from the floor on November 20 and adds provision

72   *3.8 to clarify how different categories of faculty vote. Much of this language is*
73   *imported directly from the Voting Rights Policy, but there is greater clarity for defining*
74   *the voting procedures for joint appointments and for FERP and PRTB faculty*
75   *(Articles 29 and 30 of the CSU/CFA Agreement.)*

76   *Approved:*   *November 6, 2017*

77   *Vote:*   *10-0-0*

78   *Present:*   *Chin, He, Marachi, Hamedi-Hagh, Kauppila, McKee, White, Peter, Donahue,*
79   *Kimbarow*

80   *Absent:*   *none*

81   *Reapproved with amendments shown: December 6, 2017*

82   *Vote:*   *9-0-0 email vote*

83   *Present:*   *Chin, He, Marachi, Hamedi-Hagh, Kauppila, McKee, White, Peter, Kimbarow*

84   *Absent:*   *Donahue*
85

86   *Financial Impact:*   *No direct impacts. It is possible that this policy, by clarifying process, could*
87   *result in some savings.*

88   *Workload Impact:*   *No direct impacts, although the clarification of methods for selection and*
89   *review of department chairs could potentially prevent some time consuming*
90   *failures of process.*

91

POLICY RECOMMENDATION
Selection and Review of Department Chairs and Directors

1. INTRODUCTION

    1.1. Preamble

    Department Chairs are the leaders of communities of faculty as well as the most important stewards of the mission of the University at the local level. Their effectiveness depends upon the continual support of the faculty they represent. The selection of a Department Chair is therefore the most important collective decision of department faculty. This policy is designed to assure that Chairs are chosen and reviewed in a manner that assures their continual legitimacy and effectiveness as they carry out the numerous functions assigned to them by university policies and the Collective Bargaining Agreement.

    1.2. Definitions

        1.2.1. Throughout this policy, the term "Chair" refers both to Chairs of Departments and Directors of Schools, while the term "Department" refers both to Departments and to Schools.

        1.2.2. Departments elect a "nominee" to be department Chair; the President appoints a nominee to become Chair. Hence department elections are a nomination process with the outcome of choosing a "Chair nominee" and are called "nomination elections."

        1.2.3. The terms "Professor" and "Associate Professor" are also understood to include the equivalent titles in faculty disciplines that use alternative names, such as librarians and counselors.

        1.2.4. This policy uses the generic term "chair" to refer collectively to all categories of chairs regardless of the manner of nomination and appointment. When there is a need for greater differentiation, the policy will refer to "acting chair" and "interim chair" as defined later in the policy, and "regularly appointed chair" to refer to a chair who has been nominated by the department and appointed by the President for the standard four-year term.

2. QUALIFICATIONS

    Chairs should preferably be Professors but may be Associates, and should have earned rank and tenure prior to the time their appointment to Chair ~~would~~ becomes effective. Exceptions should only be made in rare instances and for compelling reasons.

3. DEPARTMENT NOMINATING PROCESS

    Every four years, the department faculty shall identify a nominee for Department Chair by secret ballot vote following these procedures. These are also the procedures for departments to recommend candidates for the role as acting Chair (in section 10 below.)

129   3.1. The Chair's job description should be developed by the Dean in consultation with
130   the Department, and include the fraction of assigned time to be provided to the Chair.

131   3.2 Charging the Department. Deans and departments should communicate about
132   ~~transitions~~ the nomination process as early as possible ~~to allow for a collegial and~~
133   ~~orderly process~~. The Dean should attend a Department meeting at the beginning of the
134   nomination process (no later than the tenth week of the current chair's final full
135   semester) to ~~provide~~ present this policy, the Chair's job description and fraction of
136   assigned time, and to explain the process for nominating a Chair. ~~The Chair's job~~
137   ~~description—which should include the fraction of assigned time to be provided to the~~
138   ~~Chair--should be developed by the Dean in consultation with the Department.~~

139   If following the charge, the Department proceeds immediately to a department meeting
140   as per section 3.4 below, then all persons who are not members of the Department
141   should depart at that time, unless specifically invited to remain by ~~the~~ a majority vote of
142   the faculty present.

143   3.2. College Election Committee. The College will create a College Election Committee
144   that will consist of three individuals: 1) The Dean or the Dean's designee, 2) a member
145   of the College RTP committee (chosen by the committee from a department other than
146   the one holding the nomination election), and 3) one tenured faculty member from the
147   department (chosen by the department tenured and tenure track faculty ~~from among~~
148   ~~those department faculty who are not candidates~~.) who will be excluded from candidacy
149   for nomination to be department chair. In departments with three or fewer tenured faculty
150   members, the department may choose a faculty member from another department within
151   the College to be the third member of their College Election Committee.

152   3.3. Responsibilities of the College Election Committee. The College Election Committee
153   ~~shall see that the department is informed of the requirements of this policy~~ (1) shall
154   inform the department of this policy's requirements, (2) ~~(with the help of Faculty Affairs)~~
155   ~~interpret and explain the policy to the department when questions arise,~~ shall count and
156   certify the department's votes, (3) ~~and shall see that the results are delivered~~ deliver the
157   results of the department's voting to the President and to the Department in ~~the~~ all
158   appropriate formats, and (4) shall (with the assistance of Faculty Services) interpret and
159   explain this policy to the department if any questions arise after the results are
160   distributed.

161   ~~3.4. Charging the Department. The Dean (or, at the Dean's option, the College Election~~
162   ~~Committee) should attend a Department meeting at the beginning of the nomination~~
163   ~~process to provide this policy and the Chair's job description and fraction of assigned~~
164   ~~time, and to explain the process for nominating a Chair. If following the charge, the~~
165   ~~Department proceeds immediately to a department meeting as per the section below,~~
166   ~~then all persons who are not members of the Department should depart before~~
167   ~~deliberations begin, unless specifically invited to remain by the majority vote of the~~
168   ~~faculty present.~~

169   3.~~5~~4. Department meeting. A meeting shall be held to begin the election of a nominee to
170   serve as Department Chair. The department may determine the nature and medium of
171   the meeting according to its own preferences, but the meeting must be open to all faculty
172   in the department and publicized a minimum of one week in advance.

173 3.~~6~~5. Decision ~~on~~ to seek permission for an external search. The department may
174 decide at this stage, through normal voting procedures, to seek permission to search for
175 an external chair (as per section 4.1 below) instead of proceeding immediately with a
176 normal nominating election. ~~Should~~ If permission ~~be~~ is denied, the department should
177 proceed with the normal process to nominate a department Chair.

178 3.~~7~~6. Faculty may suggest names of any tenured or tenure-track faculty member[1] to
179 appear on the ballot for the nominating election. All ~~N~~nominated persons ~~shall~~ must
180 accept or decline their nomination. All ~~C~~candidates will be given the opportunity to make
181 statements and ~~take~~ answer questions from department faculty.

182 3.~~8~~7. Voting for Chair Nominees.

183 3.~~8~~7.1. Tenured and tenure track faculty members have ~~a~~ one full vote in the
184 department to which they are permanently assigned, but no vote in a
185 department to which they are temporarily assigned. Tenured and tenure
186 track faculty holding joint appointments shall vote only in the department
187 which holds the majority of their permanent assignment or, if equal, in the
188 department that is responsible for their tenure. Tenured and tenure track
189 faculty members on an approved leave retain their voting rights.

190 3.~~8~~7.2. Faculty participating in the Faculty Early Retirement Program (FERP)[2][1] or
191 the Pre-Retirement Reduction in Time Base Program (PRTB)[3][2] shall have
192 a proportional vote equal to their annualized time base (i.e, 1⁄2, 1⁄4)
193 regardless of their academic assignment in a given semester, through the
194 last semester of their teaching appointment.

195 3.~~8~~7.3. Lecturers have departmental voting rights in proportion to their assignment
196 in a department. Proportional voting rights of lecturers may fluctuate with
197 fall and spring appointments. Lecturers on an approved partial leave retain
198 the proportional voting rights of their teaching assignment. Those on full
199 leave relinquish their voting rights.

200 3.~~8~~7.4. Faculty suspended under article 17 (Temporary Suspension) of the CBA
201 retain their voting rights.

202 3.~~8~~7.5. Voting rights of any faculty member are suspended for any semester in
203 which the individual holds a full-time administrative (i.e. MPP) or other full-
204 time non-faculty position within the university.

205 3.7.6 Faculty on reassigned time engaged in administrative duties remain Unit 3
206 faculty and retain their voting rights.

[1]See CFA/CSU Agreement 20.30: Department chairs shall normally be selected from the list of tenured or probationary faculty employees recommended by the department for the assignment.

[2][1]See CFA/CSU Agreement Article 29. FERP employees are limited by contract to 50% of their previous time base.

[3][2] See CFA/CSU Agreement Article 30. PRTB employees are reduced by contract to 2/3, 1⁄2, or 1/3 of their previous time base.

207   3.~~8~~7.~~6~~7. Visiting Professors or Interim or Acting Chairs from outside the
208   department ~~may~~ do not vote in a Chair nomination election.

209   3.~~8~~7.~~7~~8. Qualified faculty on approved leaves should be provided a means to vote
210   in a chair nomination election. However, no faculty member may grant
211   their vote by "proxy" or other assignment to another individual.

212   3.~~9~~8. The nominating election. Faculty ~~may then~~ must vote by secret ballot on all
213   candidates proposed and willing to serve. Secret ~~b~~Balloting must be available for a
214   minimum of 5 working days and provide the opportunity for individuals to abstain.

215   3.~~9~~8.1. If there is ~~just~~ only one candidate, secret balloting must still occur, with ~~a~~
216   the choices provided to "recommend" or "do not recommend" the candidate.

217   3.~~9~~8.2. If there are two or more candidates, secret balloting will provide a choice
218   between the candidates and ~~a~~ the choice "do not recommend any of the
219   candidates."

220   3.~~9~~8.3. If an election with three or more candidates fails to produce a majority for
221   any one candidate, there ~~shall~~ must be a second round of secret balloting between
222   ~~those~~ the two candidates who received the most votes in the first round.

223   3.~~10~~9. Counting the votes. The college election committee will meet to count votes. The
224   candidates will be notified of the time and place of the count at least one
225   business day in advance, and each may send one observer (a person other than
226   themselves). The committee is responsible for an accurate count and review of
227   all submitted ballots. The committee ~~will~~ must assure that the balloting was
228   secret, that all votes ~~are~~ entered in the correct category, and that proper
229   proportions are applied. The results shall be certified (signed) by each member of
230   the college election committee.

231   3.1~~1~~0. Forwarding the results of the nominating election. Only the name of a candidate
232   who receives a majority of votes cast by the tenured and probationary faculty
233   shall be recommended to the President via the College Dean as the nominee of
234   the department.[34] The names of candidates who were not recommended by the
235   department, together with all vote totals, shall also be forwarded to the President
236   to provide context for the recommendation. This shall include a statement of all
237   votes, broken down into two groups ~~categories~~ – votes by tenured/tenure track
238   faculty and votes by lecturers -- including the actual number of votes cast in each
239   category.

240   3.1~~2~~1. Distributing the results. The department voting results shall also be distributed to
241   the department's faculty ~~from the relevant department~~. If the final vote total in
242   either group ~~category~~ of votes as described in paragraph 3.10 ~~(tenured and~~
243   ~~probationary, lecturers)~~ contains a fraction, it shall be rounded to ~~help~~ preserve
244   anonymity.

245   3.1~~3~~2. Second round nomination elections. If a department is unable to nominate a Chair
246   by a majority vote of the eligible probationary and tenured faculty, it may continue

---

~~34~~See CFA/CSU Agreement 20.30.

247   to try to select ~~obtain~~ a nominee by repeating the process if ~~they~~ department faculty
248   are willing and the Dean determines that there is sufficient time. Otherwise the
249   situation will be resolved via section 6 "Failure to Obtain..."

250   4. EXTERNAL SEARCHES

251   4.1. Request for an external search. Department faculty may request an external search
252   for department chair. An external search is a search in which candidates from
253   outside San José State University are invited to apply to be hired as a tenured
254   faculty member and as department Chair. ~~Department faculty may request an~~
255   ~~external search for department chair.~~ Any department request for an external
256   search ~~should~~ must ~~take the form of~~ be supported by a majority vote of the
257   department's eligible to vote faculty (following ~~normal~~ the procedures for department
258   voting rights as outlined in University Policy S17-6). Such requests are not
259   automatically granted.

260   4.2. Procedures for an external search. Successful completion of an external search for
261   a department Chair requires coordination of two separate tasks: (1) the appointment
262   of a new faculty member in accordance with the appointment policy and (2) the
263   recommendation to the President of a Chair nominee in accordance with this policy.
264   To expedite the successful conclusion of such a search, departments may combine
265   ~~some~~ procedures that are common to both processes as outlined below.
266   Departments should determine which of these three alternatives they will use by
267   majority vote (following the normal procedures for department voting rights), and
268   they must do so prior to the start of a search. Whichever method the department
269   adopts, the recruitment committee must conform to the normal requirements of the
270   appointments policy.

271   4.2.1. Departments may designate all tenured and tenure track faculty as ~~a~~ the
272   recruitment committee ~~"of the whole"~~ so that the appointment
273   recommendation and the nomination recommendation are coterminous.
274   When this method is chosen, the recruitment committee ~~of the whole~~ must
275   provide lecturers with the opportunity to provide confidential feedback on the
276   search prior to final recommendations. A department may only use this
277   method when there are more tenured faculty than probationary faculty. If it
278   chooses this method, the normal prohibition of faculty serving on a personnel
279   committee evaluating faculty of higher rank is suspended.

280   4.2.2. Departments may use separate processes for the appointment and for the
281   nomination functions associated with an external search for a department
282   Chair. Using this method, a smaller recruitment committee makes a
283   recommendation under the normal appointment policy. Then the department
284   as a whole votes to endorse or not to endorse the recommendation of the
285   recruitment committee. For each candidate, the department's endorsement
286   must specify whether or not that candidate is acceptable as a Chair. If more
287   than one candidate is acceptable, the~~n the~~ department must rank them in
288   order of preference. The department's endorsement serves to nominate a
289   candidate to be Chair, but should be accompanied by the recruitment
290   committee's report to justify the appointment of the candidate. In the event of
291   conflict between the recommendation~~s~~ of the recruitment committee and the

292 department's endorsement of that recommendation, the department makes
293 the final Chair recommendation as to who to nominate as its Chair, but may
294 only select a nominee nominate from among those candidates deemed to be
295 acceptable finalists by the recruitment committee. When this method is
296 chosen by a department, time must be budgeted to allowed for these
297 procedures to take place at the conclusion of the external search.

298 4.2.3. Departments may choose to delegate their prerogative right to nominate a
299 Chair exclusively to their recruitment committee.

300 4.3. In conformity with the Appointments policy, an external nominee for Chair shall be
301 reviewed and must receive a favorable recommendation for tenure from the
302 appropriate personnel committee of the department before the appointment can be
303 completed.

304 5. APPOINTMENT

305 5.1. The President appoints and removes the Department Chair in consultation with the
306 Provost, College Dean, and department faculty. The term of the Department Chair
307 appointment is normally four years.

308 5.2. When a department follows the procedures of this policy to successfully elect a
309 Chair Nominee, the President shall -- except in rare instances and for compelling
310 reasons—appoint that individual to serve as Department Chair.

311 5.3. Technical Administrative details concerning the appointment of a Chair
312 (appointment letters, salary adjustments, etc.) will be coordinated by the Office of
313 the Provost.

314 6. FAILURE TO OBTAIN CHAIR NOMINEES AS DESCRIBED IN SECTIONS 3
315 (Nominations), 8 (Reappointment), and 10 (Acting)

316 Departments may be unable to successfully conclude a normal nomination for
317 Department Chair. This could be the case in a department with no senior leadership
318 qualified to be Chair, or no willing candidates. If a department fails to reach consensus
319 (majority vote of the tenured and probationary faculty) following a normal nomination
320 process (Section 3), the Dean shall consult with the faculty at a department meeting to
321 determine the best course of action. This could be either (1) the nomination of an interim
322 or acting Chair, (2) initiation of an external search, (3) extension of a prior interim
323 appointment, or (4) the nomination of a non-departmental interim Chair as per the
324 relevant sections of this policy.

325 6.1. External Search. An external search may be requested as per section 4 of the
326 policy, although such requests are not automatically granted.

327 6.2. Extended interim Chairs. If there has been a failure to reach consensus, and an
328 interim Chair is serving and was not a candidate for Chair, the interim Chair's
329 service may be extended by six months to allow time for the department to find
330 more permanent solutions. Normally, a department should not have to operate
331 under interim leadership for more than one year. The extension of an interim

332   appointment beyond one year should be avoided ~~if possible~~. If this occurs the
333   Organization and Government Committee of the Academic Senate shall inquire into
334   the reasons for the situation.

335   6.3   Non departmental interim Chairs. In extreme cases, and only when all of the
336   aforementioned measures fail, the President may appoint a**n** SJSU faculty member
337   from outside the department to serve as interim Chair, after consultation with the
338   College Dean and department faculty. External departmental interim Chairs are
339   subject to all the normal limits provided in section 9. Consultation with the
340   department faculty is normally done by the Provost and Dean soliciting advice at a
341   department meeting.

342   ~~6.4. Extended interim Chairs. The extension of an interim appointment beyond one year~~
343   ~~should be avoided if possible. If this occurs the Organization and Government~~
344   ~~Committee of the Academic Senate shall inquire into the reasons for the situation.~~

345   7. REVIEW OF DEPARTMENT CHAIRS

346   7.1. Timing of Normal Review: The Dean shall initiate the formal review of each
347   Department Chair no earlier than during the Chair's sixth semester in office and no
348   later than the beginning of the Chair's seventh semester in office ~~during the fourth~~
349   ~~year of an incumbent's term~~, unless the incumbent states that ~~he/she~~ they will not
350   be a candidate to continue as Chair beyond the fourth year.

351   7.2. Early Review: Department faculty may initiate a formal review of the Department
352   Chair by submitting a petition to the Dean, provided that at least one academic year
353   has passed since the Chair's appointment or previous review. The petition shall
354   state simply that "The undersigned faculty call for a prompt review of our
355   Department Chair." If the petition is signed by department faculty totaling more than
356   50% of the eligible to vote department faculty ~~department electorate~~, the College
357   Dean will initiate a formal review of the Department Chair. The petition should
358   preferably be delivered ~~early enough~~ to permit the review to be completed before
359   the end of the current semester, but an early review must ~~should always~~ be
360   completed within 40 duty days from receipt of the department's petition. To
361   determine if the petition exceeds the 50% threshold, all ~~the~~ signatures of ~~both~~
362   tenure/tenure track faculty and lecturers will be counted, with the signatures of
363   lecturers weighted according to the proportion of their appointment. The Dean will
364   announce to the department the number of signatures and whether the petition
365   exceeds the threshold, but will keep the petition itself and the signed names
366   confidential from the incumbent chair.

367   7.3. Appointment and Composition of Review Committee: College Deans shall
368   determine the timing of reviews of Department Chairs. Such review shall begin no
369   earlier than during the Chair's sixth semester in office and no later than the
370   beginning of the Chair's seventh semester in office. ~~At the beginning of the fourth~~
371   ~~year of the Department Chair's term, u~~Under the direction of the College Dean, the
372   tenured and tenure-track department faculty shall elect from its ranks a peer review
373   committee to evaluate the Department Chair's performance[5][4]. The members of the
374   review committee are excluded from being the department's nominee for chair. In
375   departments with insufficient tenured or tenure-track members to populate the

[4][5]See CFA/CSU Agreement Article 15

376 review committee, the department may supplement the review committee with
377 external faculty members. The review committee, in consultation with the College
378 Dean, will determine the procedures and scope of the review.

379 7.4. Criteria for Review: The review committee, in consultation with the College Dean,
380 shall specify the criteria for evaluating the incumbent's job performance. The
381 principal criteria shall be derived from the job description that was provided to the
382 Chair at the time of appointment to Chair. The incumbent shall be asked to examine
383 the criteria developed and to make such comments or suggestions as may seem
384 advisable.

385 7.5. Procedures for Review: The review committee, in consultation with the College
386 Dean, shall develop procedures for conducting the review. The procedures shall be
387 designed to secure appropriate information and appraisals of performance from as
388 many persons as may be feasible who are knowledgeable of the incumbent's
389 performance. If he/she so desires, the incumbent shall be given an opportunity to
390 provide the review committee with a self-evaluation based upon the criteria
391 developed by the committee. The opinions and judgments received by review
392 committees, the deliberations and reports of such committees, and any
393 accompanying materials, shall be confidential.

394 Professional Standards, in consultation with the University Council of Chairs and
395 Directors, the Council of Deans, the Center for Faculty Development, and
396 Institutional Research and Strategic Analytics, will develop a set of guidelines that
397 may be used by departments to help develop procedures for review.

398 7.6. Report of the Review Committee: At the conclusion of its evaluative activities, the
399 review committee shall prepare a written report embodying its findings and
400 conclusions. The This report of the review committee shall include a statement of
401 strengths found and improvements desired in the incumbent's performance with
402 respect to the evaluative criteria. All raw data collected for review shall accompany,
403 but not be part of, the review committee's summary narrative. Before forwarding the
404 final report to the College Dean, the review committee shall:

405 7.6.1. Provide a draft copy of the narrative portion of the report to the incumbent;

406 7.6.2. Provide the incumbent with an opportunity to meet with the review committee
407 in order to discuss the report;

408 7.6.3. Provide the incumbent with the opportunity to submit to the committee a
409 written statement which shall become part of the report to the College Dean.

410 The review committee shall forward its final report to the College Dean no later than
411 the end of the Chair's seventh semester in office. The College Dean will discuss the
412 findings with the Department Chair no later than in the first month of the Chair's final
413 semester and will report in general to the department faculty. On completion, the
414 final report from the review committee, additional evaluation by the College Dean,
415 and any response from the Department Chair will be forwarded to the Provost.

416	7.7. Confidentiality. The members of the review committee, college dean, and officers of
417	the University shall hold in confidence data received by the review committee, its
418	report, and accompanying materials. The members of the review committee shall
419	sign a confidentiality statement.

420 8. REAPPOINTMENT OF A DEPARTMENT CHAIR

| 421 | In order to serve one or more subsequent terms, the Department Chair must proceed |
| 422 | through the review process and regular nominating process. |

423 9. SELECTION OF AN INTERIM CHAIR

424	An interim appointment occurs when a Department Chair's position has or will be
425	vacated and there is insufficient time or it is otherwise impractical to complete the regular
426	nomination process explained in Section I (Nominations). The interim Chair serves only
427	as long as required to complete the appointment of a regularly appointed chair.

428	9.1. Appointment procedure. The President may make interim appointments after
429	consultation with the College Dean and department faculty, normally by soliciting
430	advice from as many faculty as possible at a department meeting called for this
431	purpose.

432	9.2. Interim Chair requirements. Interim appointments should normally be a member of
433	the department in which they will serve and they should be tenured faculty members
434	(see section 6 for exceptions.)

435	9.3. Transition to a regularly appointed Chair. While overseeing all the complex tasks of
436	the department, the interim Chair's ultimate responsibility is to prepare the
437	department for an orderly transition to a regularly appointed Chair. The interim Chair
438	should serve until a regularly appointed Chair takes office, normally before the
439	beginning of the next academic year when taking office in the summer or Fall, or by
440	the beginning of the following Spring semester when taking office in the Spring. If
441	the department cannot transition to a regularly appointed Chair within one year, the
442	situation should be resolved under section 6 (Failure to Obtain) of this policy.

| 443 | 9.4. Technical details concerning the appointment of an interim Chair (appointment |
| 444 | letter, salary adjustments, etc.) will be coordinated by the Office of the Provost. |

445 10. SELECTION OF AN ACTING CHAIR

446	An acting appointment occurs when a Department Chair is on a temporary absence
447	(illness, vacation, or leave) but is expected to return within a year. If the absence is less
448	than one month, the Dean, in consultation (if possible) with the continuing Chair may
449	determine that there is no need for an acting Chair. Otherwise, an acting Chair is
450	appointed and serves only until the regularly appointed Chair returns.

451	10.1. Planned need for acting Chair. When the short-term absence of a Chair can be
452	anticipated, the Department should nominate an Acting Chair using the procedures
453	outlined in section 3 (normal nomination.)

454   10.2. Sudden need for acting Chair. When there is insufficient time or it is otherwise
455   impractical to complete the regular nomination process explained in section 3, an
456   Acting Chair should be designated using the procedures outlined in section 9
457   (interim.)

458   10.3. Limit on length of service. An Acting Chair should not serve more than one full
459   academic year, and possibly the summer before or after the academic year. A
460   Chair who is absent for more than one year should be replaced.

461   10.4. Technical details concerning the appointment of an acting Chair (appointment
462   letter, salary adjustments, etc.) will be coordinated by the Office of the Provost.

463 11. REMOVAL OF DEPARTMENT CHAIR

464 In rare circumstances it may become necessary to remove a Department Chair prior to the
465 expiration of the four-year term. There are two possible situations in which a Chair may be
466 removed.

467   11.1. Administrative removal. The administrative removal of a Chair previously
468   recommended by the faculty of a department is a very serious matter, and should only
469   be undertaken for compelling reasons. A Chair will be given an opportunity to meet
470   with the Provost and Dean to defend their record prior to removal. Following removal,
471   the President or Provost should meet with the Dean and the faculty assembled in a
472   department meeting to announce the action and solicit advice on the transition.
473   Replacement of the Chair should be initiated according to the procedures in sections 3
474   or 9 of this policy.

475   11.2 Faculty initiated removal. Faculty may not initiate the removal of their Chair unless a
476   formal review has been completed within the previous six months. (They may initiate
477   such a review as per 7.2 of this policy.) Following the conclusion of any faculty-initiated
478   early review, the department will vote to determine if their Chair should be removed
479   recalled. A removal recall vote will follow the same procedures as a vote to
480   recommend a Chair nominee as described in section 3 of this policy, save only that it
481   requires a vote of 2/3 of the tenure/tenure track faculty to forward a recommendation to
482   the President that the Chair be removed, with the votes of lecturers also reported as
483   per the above procedures. If removed, replacement of the Chair should be initiated
484   according to the procedures in sections 3 or 9 of this policy.

1
2 **San José State University**
3 **Academic Senate**   **AS 1862**
4 **Curriculum and Research Committee**
5 **December 4, 2023**
6 **Final Reading**
7
8   **Policy Recommendation**
9   **Amendment C to University Policy S19-3**
10   **University Writing: Writing Requirements/ Guidelines,**
11   **University Writing Committee**
12
13   **Amendment C: S19-3, University Policy, University Writing:**
14   **Requirements/Guidelines, University Writing Committee**
15
16   **Whereas:** Per updated [CSU policy](#) on the Graduation Writing Assessment Requirement
17   (GWAR), GWAR is not required for graduate students by CSU; and
18
19   **Whereas:** Achieving satisfactory graduate-level proficiency in writing skill is essential
20   for professional and leadership development in every discipline; and
21
22   **Whereas:** The requirement of writing proficiency varies across disciplines and the
23   design of writing assessment may involve significant domain expertise; and
24
25   **Whereas:** Faculty in every program are deemed to be the experts in their field to decide
26   the most suitable writing assessment for their disciplines by aligning with a set of
27   guidelines developed by the College of Graduate Studies (CGS) and University Writing
28   Committees (UWC) in consultation with Graduate Studies and Research (GS&R); and
29   be it further
30
31   **Resolved:** That the following amendment to section 2 of S19-3 be adopted.
32
33
34   Approved: November 27, 2023
35
36   Vote: 11-0-0

37
38   Present: Kourosh Amirkhani, Marc d'Alarcao, Megan Chang, Stefan
39   Frazier, Heather Lattimer, Ellen Middaugh, Richard
40   Mocarski, Scott Shaffer, Het Tikawala, Cristina Velarde, Hiu-
41   Yung Wong
42
43   Absent: Marie Haverfield
44
45   Workload Impact: Departments who provide an alternative writing assessment to
46   satisfy the writing requirements will need to devote resources to design and execute the
47   assessment and evaluate its effectiveness. CGS, UWC, and GS&R will need to review
48   the proposals. GWAR class numbers and sizes might change if many departments opt
49   for providing an alternative writing assessment plan.
50
51   Financial Impact: The design and execution of some alternative writing assessments
52   might require release time for the faculty-in-charge. GWAR class FTES might be
53   reduced.
54
55
56
57
58
59
60
61
62
63
64
65
66
67
68
69
70
71
72
73
74
75

UNIVERSITY POLICY
University Writing: Requirements/Guidelines
University Writing Committee (UWC)
(from https://www.sjsu.edu/senate/docs/S19-3.pdf)

1. **Graduation Writing Assessment Requirement (GWAR), undergraduate level. [unchanged]**

2. **Graduation Writing Assessment Requirement (GWAR), graduate level.**
   a. Every department (or equivalent unit) responsible for a graduate degree program shall include a course that satisfies GWAR in the program requirements and overall units unless they have an approved alternative writing assessment (section 2.d). If a student's GWAR is fulfilled as described in section 2.b, and the mechanism of fulfillment reduces the number of units the student completes in the degree, the required units shall be made up with a departmentally-approved course, so that the unit count for the program is identical regardless of a student's pathway for completion of the GWAR.
   b. Fulfillment of the GWAR shall be a requirement of classified graduate students as a condition necessary for advancement to candidacy for the award of the graduate degree. Master's and doctoral degree requirements may be considered separately. Fulfillment of the GWAR shall be established by:

      i. Satisfactory completion of a course approved by the College of Graduate Studies of at least three graded units in which a major written report is required. The course should be completed prior to advancement to candidacy; or
      ii. Approval by the department and College of Graduate Studies of a professional publication written in English for which the candidate was a primary author; or
      iii. Completion of a master's or doctoral program with a substantive writing requirement at an accredited university in which the primary language of instruction is English unless a department requires additional documentation of writing proficiency; or

| 111 | | | iv. | Satisfactory completion of an alternative writing assessment as |
| 112 | | | | described in 2.d. |

c. Courses proposed to satisfy the graduate-level GWAR must be approved by the College of Graduate Studies. Courses will use guidelines developed by the College of Graduate Studies in consultation with Graduate Studies and Research and University Writing Committees. The College of Graduate Studies shall review and recertify these courses at the time of the course's home Department's Program Planning Process. Approved courses may be recommended for withdrawal by the Dean of the College of Graduate Studies if sufficiently high standards have not been maintained or the course has otherwise become deficient. The University Writing Committee (UWC) shall be consulted for advice at the request of the College of Graduate Studies.

d. Departments with graduate programs may develop an alternative writing assessment to satisfy the GWAR in place of an approved course. The alternative writing assessment must be designed to ensure that every student graduating with a graduate degree from the program has achieved satisfactory graduate-level proficiency in writing according to disciplinary standards, as determined by the evaluating department. Such alternative writing assessments (e.g., series of assignments across courses, or a portfolio developed over the course of the graduate program) must include a mechanism to assess the student's writing proficiency and a process whereby a student who does not meet the standard can work to meet the standard. Alternative writing assessments will align with a set of guidelines developed by the College of Graduate Studies (CGS) and the University Writing Committee (UWC) in consultation with the Graduate Studies and Research (GS&R). Proposals for an alternative writing assessment should be submitted to CGS, who will seek review by the UWC before determining whether to approve the proposal. Alternative writing assessments, once approved, are reviewed and recertified at the time of the home department's program planning process. Satisfactory completion of an alternative assessment shall be reported to the Graduate Admissions and Program Evaluations office for use as part of candidacy and graduation review.

146   **3. University Writing Committee (UWC) Charge and Membership [unchanged]**
147