

SAN JOSE STATE UNIVERSITY ACADEMIC SENATE

2015/2016

Agenda

October 5, 2015, 2:00 pm – 5:00 pm

Engineering 285/287

I. Call to Order and Roll Call –

II. Approval of Minutes-

Senate Minutes of September 14, 2015

III. Communications and Questions

- A. [illegible]
- B. [illegible]

IV. State of the University Announcements:

- A. [illegible]
- B. [illegible]
- C. [illegible]
- D. [illegible]
- E. [illegible]
- F. [illegible]

V. Executive Committee Report

- A. [illegible]
- Exec. Minutes of August 31, 2015
- Exec. Minutes of September 21, 2015

B. [illegible]

C. [illegible]

Approval of the Election Calendar for 2016

VI. Unfinished Business –

VII. *Drops in Online*

(Reading)

Policy Recommendation, Academic Integrity (First

[illegible]

**Engineering 285/287
Academic Senate**

SAN JOSE STATE UNIVERSITY

2 p.m. – 5 p.m.

2015/2016 Academic Senate

MINUTES

Hsu, Beyersdorf, Clements, and Cuellar.

Chair Kimbarow recognized the Senate Administrator, Eva Joice, and informed all new Senators that they could go to Eva with any questions they might have.

Last year the Senate passed 12 new policies including the Retention-Tenure-Promotion (RTP), Writing Skills, Library, Probation and Disqualification, Priority Registration, and Sound Level policies. However, the most popular policy of a

Student success is a priority for the university and we are seeing progress, but there is still work to be done. SJSU will be moving forward with searches this year, so that when the new president is selected those searches will be ready to be completed as well.

President Martin looks forward to a great year working with the Senate.

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

A. Vice President of Administration and Finance–

The Interim VP of Administration and Finance (VPAF), Josee Larochelle, announced that fiscal year 15-16 started off really well with the Governor enacting the state budget on June 24, 2015 before the July 1, 2015 start date and that is always a good thing. One of the most important things is that the state fully funded the CSU support budget. Due to the increased budget, SJSU has been able to fund additional items this year. For the campus, this means increased enrollment growth and capital outlay funds, as well as degree audit funding. Interim VP Larochelle is also working on finalizing the budget book. More information will be available soon.

Interim VP Larochelle reported, “the new capital financing framework for the CSU is a challenge and an opportunity for SJSU and the CSU. In FY 14-15, the Governor transferred responsibility for our infrastructure and capital outlay to the CSU and the campuses. What this means is that we’re responsible for our buildings. As you have seen we have built new student buildings using student fees, such as the new Student Wellness Center, and the Student Union renovation project. However, we have not had a new academic building in a long time. There was a renovation of SPX, but beyond that we have not had an infusion of funds to completely renovate our old academic buildings. Under President Martin’s leadership, we have been able to get a Science replacement building on our five-year capital plan that was presented to the Board of Trustees last week. We have significant planning that has to occur for that.

A Title IX Coordinator has been hired, Diana Epp. An email was sent to the campus today. Also, the staff representative to the Presidential Search Advisory Committee was elected by the staff and she is Hyon Chu-Yi Baker.”

Questions:

Q: Degree audit funding used to be one-time funding, has that changed?

A: Yes.

Q: When is the Student Union going to be completed?

A: Excellent question. Right now we are planning to open the renovated portion in Spring 2016.

Q: What does it mean to get the Scien

questions for those new to the campus.

Student Affairs will match the \$250,000 that Associated Students invests in student organizations this year. In addition, Student Affairs will provide over 100 certificates to each college for a student to take a faculty member to coffee at no cost. This will help faculty and students get engaged.

Questions:

Q: Do you know if any of our students are affected by the fire in Lake County?

A: We have not heard of any, but the recent fire in the apartment building in downtown San José affected seven of our students and they lost all of their possessions. Prior to the next day, Student Affairs had relocated them to the residence halls and gotten them set up with student aid, and replaced all their books.

C. Associated Students President –

Associated Students (AS) had their retreat a few weeks ago and identified three goals for this year. First, AS will focus on restructuring their Senate to allow for student representation from every college. The second goal is to have cohesive advocacy. AS will be focusing on being a team.

The last goal is to improve communication with students and increase their knowledge of what AS does and the services they offer.

The Child Development Center run by AS was recently recognized by First Five California as one of the most prestigious child development centers in Silicon Valley.

AS handed out 15,000 Clipper Cards to students to cover their transportation. In Addition, the AS marketing department gave out over 1,000 Spartan Squad T-Shirts at the football game.

AS is currently searching for a new Director of Intercultural Affairs.

AS is preparing for Homecoming week. The search for a Homecoming King and Queen is very gender inclusive this year and SJSU may end up having a King and King, or Queen and Queen, etc.

Kelsey Brewer, our student trustee, will be visiting the campus and also serving on the Presidential Advisory Search Committee for San José State University.

D. Vice President for University Advancement –

VP Lanning announced that he grew up in San José, CA and this is his home. He does not plan on going anywhere soon and hopes to give some stability to

Board of Trustees, but they still have not interacted with the CSU since last year and are fully intent on having curriculum on the books for the Fall 2016 semester (i.e., essentially telling us that the horse has left the barn).

Another issue under consideration by Academic Senate: CSU (ASCSU) is background checks for all new employees. The issue is once the background check is done who makes the decision as to whether something that happened say five years ago matters for the position the person is applying for? Many details of implementation are unclear.

The CSU Statewide Senate is considering support for a request for an additional Board of Trustees member who would be an emeriti faculty member, but at the same time the CSU Statewide Senate is also thinking of asking for another regular faculty trustee. It is unlikely the Governor would sign off on legislation for both.

Issues surrounding the budget include the 2% compensation pool which is putting the CSU in a position where we won't be able to compete with our sister schools (CCC, UC). There are also continuing issues surrounding tenure density.

The Chancellor was asked if open presidential searches are permissible, and the Chancellor responded that open searches are permissible if the final three candidates all say yes, otherwise not.

There are also still some concerns about the quality of shared governance across campuses with many campuses e

SJSU has hired a lot of new administrators in Academic Affairs as well. Thanks to Lynda Heiden, we started a new on board program for them as well.

There is a new staff professional development program. Academic Affairs is allocating about \$60,000 this Fall, and will do another call for proposals this spring.

V. Executive Committee Report –

A. Executive Committee Minutes –

Exec. Minutes of June 22, 2015 – No questions.

Exec. Minutes of July 13, 2015 – No questions.

Exec. Minutes of July 21, 2015 –

Q: What is the benefit of having term limits on any position at SJSU, especially the Faculty Athletics Representative (FAR)?

A: University Policy F05-2 states, “The term of the office shall be three years and may be renewed once with approval of the President in consultation with the Academic Senate Executive Committee.” There will be a policy recommendation coming from O&G to the October 2015 Senate meeting regarding the FAR. The reason for term limits is to give other people the opportunity to serve in these positions.

Exec. Minutes of August 10, 2015 – No questions.

Exec. Minutes of August 24, 2015 – No questions.

B. Consent Calendar –

AVC Backer presented the consent calendar. **The Senate voted and the consent calendar was approved as amended.**

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) –

Senator Peter presented *AS 1577, Policy Recommendation, Adjusting the Timing of Performance Reviews During the Transition to the New System for Retention, Tenure, and Promotion (RTP), Amends S15-7 (RTP Procedures) (Final Reading)*. RTP), Amends S

approved (46-0-1).

resolution include the complete removal of the waiver programs, and challenge exams will be run through the testing office.

Questions:

Q: Could you explain the procedure of how the exam goes from the instructor to the testing office, etc.

A: Over the summer, C&R met all the pertinent players including AVP Anagnos, Marian Sofish, etc. The old way was that students had to register for the course and then the department chair submitted the paperwork to the Registrar. The new way is

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

Senator Kaufman presented *AS 1581, Policy Recommendation, Instructor Drops in Online Courses (First Reading)*.

This is an amendment to the existing policy on drops from classes. The existing policy, S05-12, talks about the procedures for a faculty member to drop a student from a class for not showing up, but does not give any procedures for dropping a student from an online class. This amendment will add wording that talks about ways you can establish a student is attending an online class. There are three ways listed here a student can prove attendance including completing a class assignment, informing the instructor of their intent to continue in the class, or having logged three or more hours of time on the learning management system.

Questions:

Q: Could not completing a co or prerequisite be a reason for dropping a student?

A: I believe not having satisfied co or prerequisites is already a reason you can drop a student from a class, but it may not be in the specific wording of this policy. I&SA will look into this.

Q: Is the three hours of learning management system time activity or just logged on time?

A: The policy says “of logged time.” However, it also says with “verifiable activity.”

Q: What is the timeline for the online classes, is it an assignment done within a week? There are no timelines given.

A: This is part of the difficulty, we do not have a good definition of an online class. I suppose we could include completing the first assignment in whatever timeframe is proposed by the instructor.

A: For the College of Engineering students, we have to submit our unofficial transcripts to the professors and if you do not meet the prerequisites, they drop you immediately.

Q: In my experience as a chair, the faculty members often complain that the student

Sixteen WASC team members came to the campus from all over California. They were here for three days. They had 25 meeting sessions in those three days and met with over 90 people from the campus. They met with faculty, staff, and students in separate groups. There were 42 lines of inquiry SJSU had to address. SJSU then got seven years of accreditation.

SJSU did receive some commendations. WASC appreciated our mid-level staff leadership. WASC recognized our budget situation and issues. They also recognized that we had started early work on our five core competencies. SJSU was also the first cohort to be accredited under this new system. In fact, in 2013 the WASC handbook came out and we were accredited in 2014.

WASC will be coming back in Spring 2017. SJSU will have a mid-cycle review in Spring 2019. Then an offsite interview in 2021. Then the WASC accreditation visit will happen in Spring 2022.

WASC pointed out two problem areas and they include; our leadership issues and our campus climate. Each of these elements will be in our special report.

SJSU had to submit lots of data to WASC on GE and our progress in core competencies. The WASC Steering Committee laid out a schedule for our core competencies.

WASC provided us with the Commission Action Letter which is four pages long, and the Team Report which is 50 pages long. There are about 30 areas for us to address and about 39 criteria to review. SJSU needs to create a living document that lists areas we need to address and the progress we've made each year and keep a table of who is working on what.

There is a WASC Steering Committee meeting on October 16, 2015. WASC wanted Student Affairs to be more involved in assessment, so SJSU will be sending some of the Student Affairs staff to assessment training as we go through the process.

Another area SJSU needs to work on is increasing the presence of University Learning Goals (ULGs). These were passed over two years ago by the Senate. The ULGs have been posted on the SJSU website. However, they need to be pushed out to the campus to make them come to life. In the College of Education, Sami Monsur got the Dean to pay for post-its with the ULGs on them and they plastered the walls of Sweeney Hall with them.

The WASC Steering Committee is also working to get Deans and Chairs training on how to write their WASC reports before they have to do them in the next few years. WASC also wants the core competencies assessed near graduation.

SJSU managed to increase the response rate to the National Survey of Student Engagement (NSSE) by 10%. This gave SJSU access to reports by college, department, and program. You can see how much writing the students are doing in your department, etc.

Student Success and Campus Climate are areas we continue working on. SJSU has to show the effect on students rather than the number of students that showed up. SJSU also has to show WASC that our action plans are being accomplished.

There are so many great things happening on campus, but we are not coordinating our efforts. The WASC Steering Committee hopes a living document will allow SJSU to track who is working on what so our efforts can be coordinated.

Over the next few years SJSU needs to support and develop the core competencies in GE and assessment. WASC would like us to assess all five core competencies close to graduation.

The Senate also needs to revisit the WASC Steering Committee composition and charge going forward, and also develop and promote University Learning Goals (ULGs).

Questions:

Q: How common is it for WASC to issue another visit in two years?

A: It is not that uncommon, but may be due to our circumstances e.g. governance issues last year.

Q: What is the Senate's role in addressing shared governance issues brought by WASC?

A: The hiring of the new President and the working relationship will be watched closely by WASC.

IX. New Business –

Election of two Faculty to the Presidential Selection Advisory Committee

Statements were presented by Senator Pat Backer, Dr. Noelle Brada-Williams, Senator Craig Clements, Senator Lynda Heiden, and Dr. Camille Johnson. **The Senate voted by secret ballot and Senator Heiden and Dr. Camille Johnson were elected.**

X. Adjournment – The meeting adjourned at 4:55 p.m.

Consent Calendar 2015 2016
October 5, 2015

Policy Committees

COMMITTEE	NAME	UNIT	TERM	NOTES
Organization & Government	Bernd Becker	General Unit	2016	

Operating Committees

COMMITTEE	NAME	UNIT	TERM	
Institutional Review Board—Human Subjects	Mark Van Selst	At Large Seat (Humanities & the Arts)	2016	
Institutional Review Board—Human Subjects	Jim Duza	Physician or licensed health professional	2016	
International Programs and Students Committee	Tricia Ryan Foust			A

Executive Committee Meeting Minutes
ADM 167, Noon to 1:30 p.m.
August 31, 2015

Present: Kimbarow, Peter, Martin, Frazier, Lanning, Shifflett, Heiden, Feinstein, Kaufman, Backer, Larochele, Blaylock, Amante (12:04 p.m.), Mathur

Absent: Lee

1. Approval of Executive Committee Minutes of August 24, 2015. A motion was made and seconded to approve the minutes. The committee voted and the minutes were approved (13-0-0).
2. A motion was made and seconded to approve the consent calendar dated August 31, 2015. The committee voted and the consent calendar was approved (14-0-0).
3. Vacant committee seats go at-large after the third week of school effective September 10th.
4. The committee clarified its position regarding participation in committee meetings via teleconference. Concerns regarding members not physically present include: possible objection to voting remotely or by email, confidentiality, reliability of teleconferencing technology and the additional burden on the chair to ensure teleconferencing is setup and maintained during the meeting. It was noted that the Executive Committee does not permit members to participate in meetings remotely and that Senate nominating petitions specify that all Senators must be available for meetings.

A referral was made to the Organization and Government Committee to review and possibly amend the bylaws and standing rules regarding this issue. In the meantime, a motion was made and seconded that teleconferencing or web-conferencing will not be permitted in lieu of attendance at that meeting. The committee voted and the motion passed (13-1-0).

5. The Provost requested that the Academic Senate begin the process to setup search committees for the Vice President of Administration and Finance, and the Chief Diversity Officer. [Post-meeting further discussion between the Executive Committee and the President's Office confirmed that the CDO search was extended from last year and as such the search committee will continue as previously appointed. Should any vacancies arise the positions will be filled per standard Senate appointment procedures.
6. Policy Committee Updates:
 - a. Organization and Government Committee (O&G):
O&G will be bringing several policies to the Senate at the September 14, 2015 meeting including Strategic Planning, the Budget Advisory Committee, and changing the charge of the Undergraduate Studies Committee. O&G is also

conducting elections with the help of the Senate Office. Election results are due to the Senate Office by close of business on September 11, 2015. The Senate will then vote and elect two from the five faculty representatives at the September 14, 2015 Senate meeting.

8. The committee discussed reports that are due to the Senate and Executive Committee during the academic year and how to fit those reports into the Senate schedule given the number of resolutions that are coming before the Senate this year. Several options were discussed including the possibility of adding additional Senate meetings to the Fall and Spring specifically for reports. The committee will discuss this further at the next Executive Committee meeting.

Dr. Camille Johnson will give a WASC update at the September 14, 2015 Senate meeting. At the October 5, 2015 Senate meeting, Interim VP Larochelle will give the University Budget Report and Provost Feinstein and Marne Genes will give the Academic Affairs Budget Presentation.

9. The meeting adjourned at 1:30 p.m.

**Executive Committee Meeting Minutes
ADM 167, Noon to 1:30 p.m.
September 21, 2015**

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

Absent: Backer

1. Approval of Executive Committee Minutes of August 31, 2015. A motion was made and

9. Policy Committee Updates:

- a. Organization and Government Committee (O&G):
O&G will be bringing several policies to the Senate at the October 5, 2015 meeting including revisions to the Strategic Planning Policy, creation of a Budget Advisory Committee, revisions to the FAR policy, changes to the Board of General Studies (BOGS) membership and charge, and changes to the Writing Requirements Committee.
- b. The Curriculum and Research Committee (C&R):
C&R is working on several referrals including a review of and modification to the Program Planning Guidelines, a review and modification to the minor policy, Internship and Service Learning, and the Credit by Exam policy.
- c. Professional Standards Committee (PS):
PS had two amendments to the RTP policies signed by Interim President Martin this week. PS is hosting a workshop with Faculty Affairs on September 28, 2015, for departments that need to redo their guidelines. PS and Faculty Affairs will continue to host a series of workshops throughout the year. PS and Faculty Affairs are still testing platforms for online Dossiers. Those faculty members that choose to be evaluated under the old system may have to continue with the paper Dossier.
- d. Instruction and Student Affairs Committee (I&SA):
I&SA is currently reviewing the drop policy for online classes, and the Final Exams policy.

I&SA has several referrals they are working on including the Greensheet Policy, Mandatory

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**SAN JOSÉ STATE
UNIVERSITY**

Academic Senate Office
ADM 176, 0024

GENERAL ELECTIONS
2016 Calendar

Timeline	Election Events

Approved: September 25, 2015
Committee on Committees

Approved: September 28, 2015
Executive Committee

Approved: _____
Academic Senate

92 2 students (undergraduate or graduate) who have satisfied the Written Communication II
93 requirement, one of which shall, preferably, have experience with ESL learning.
94

95 E. 2 Recruitment and Appointment of Members

96
97 Faculty members will serve a 3-year term with the possibility of renewable for one additional 3-
98 year term if selected. Student members will serve a renewable 1-year term. Recruitment to
99 serve on the Writing Requirements Committee will be done through the normal Committee on
100 Committees process for the seats designated for faculty members and students. When there are
101 multiple applications for a seat the Executive Committee of the Academic Senate will select
102 individuals to serve. In considering potential WRC members, attention should focus on the
103 person's experience and engagement in activities related to student writing.
104

105 E.2.a Interim Appointments.

106
107 When a seat will be vacant for no more than 1 semester (e.g., sabbatical) an interim appointment
108 can be made following normal committee on committee processes. Any seat that will be vacant
109 for a year or more will require a replacement for the remainder of the term associated with that
110 seat.
111

112 E.2.b Replacing Members

113
114 If a member is absent from three regularly scheduled committee meetings in an academic year,
115 the chair of the WRC may request that the Associate Vice Chair of the Senate initiate action to
116 recruit a replacement. If a member repeatedly does not perform assigned committee duties, the
117 chair of the WRC may request that the Associate Vice Chair of the Senate initiate action to
118 recruit a replacement.

1 San Jose State University
2 Academic Senate
3 Organization and Government Committee
4 October 5, 2015
5 First Reading

AS 1578

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7 Policy Recommendation
8 Revision to SJSU Strategic Planning Policy
9

Legislative History: Rescinds S09-6 (our current strategic pla

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Approved: 9/28/15

Vote: 8-0-0

Present: Grosvenor, Mathur, Curry, Gleixner, Shifflett, Elmiaari, Beyersdorf, Becker

Absent: Laker

Financial Impact: Costs associated with the facilitation of meetings and materials related to a variety of communication strategies are expected.

Workload Impact: An increase is expected for a strategic planning support staff person and individuals and groups tasked with (a) the planning and implementation of meetings and events, (b) leadership responsibilities in the planning and implementation of initiatives associated with the strategic plan, and (c) evaluation and reporting responsibilities related to the strategic planning process and its outcomes.

1. Strategic Planning Steering Committee

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93 1 Graduate Student
94 1 Staff
95 1 SJSU Alumni Board Member
96 1 Tower Foundation Board Member

97
98 Support Staff (not members):
99

- 100 • President’s Chief of Staff: to provide logistical and administrative support for the SPSC.
- 101 • Director Institutional Effectiveness and Analytics: to provide support to the committee as
- 102 needed with respect to data gathering and/or reporting.

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104

105 **1.2.1 Recruitment and Appointment of Members**

106

107 Each member will initially serve a 3-year term renewable for one additional 3-year term.
108 Recruitment of applicants to serve on the SPSC will be done through the normal Committee on
109 Committees process for the seats designated for a dean, chair, faculty member, staff member and
110 student. Recommendations for an alum member will be solicited from the SJSU Alumni Board.
111 Recommendations for a community member will be solicited from the SJSU Tower Board.
112 When filling initial appointments, the Associate Vice Chair of the Senate will stagger the terms
113 to insure continuity over time for a majority of the committee. When there are multiple
114 applications for a seat the Executive Committee of the Academic Senate will select individuals to
115 serve. In considering potential SPSC members attention should focus on the person’s skills and
116 experience in these areas: strategic planning, assessment, engagement of individuals and groups.

117

118 1.2.2 Interim Appointments.

119

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

124

125 1.2.3 Replacing Members

126

127 If a member is absent from three regularly scheduled committee meetings, the chairs of the SPSC
128 may request that the Associate Vice Chair of the Senate initiate action to recruit a replacement.
129 If a member repeatedly does not perform assigned committee duties, the chairs of the SPSC may
130 request that the Associate Vice Chair of the Senate initiate action to recruit a replacement.

131

132 **1.3 Responsibilities of the Strategic Planning Steering Committee**

133

134 The co-chairs of the strategic planning steering committee will schedule and preside at meetings,
135 prepare agendas, propose and maintain time-lines for its activities, assign responsibilities to
136 members as needed, and take responsibility for the effective operation of the SPSC.

137

138 1.3.1 Plan, initiate and take part in conversations about strategic planning goals and priorities for
139 the University with the campus, groups and individuals having a leadership role on campus (e.g.,
140 Academic Senate, Deans, Chairs, President, President’s Cabinet, Students), and external
141 communities. Representatives are tasked with facilitating an inclusive dialogue among the entire
142 SJSU community. While this clearly involves listening to groups and individuals actively
143 engaged in leadership roles on campus, the strategic planning steering committee should
144 especially seek input from those who are not often consulted or involved in such processes. The
145 task of engaging diverse voices in an ongoing manner is critical for establishing and
146 implementing effective planning and evaluation processes.
147

227 Each person taking the lead for a goal will be responsible for planning and implementing
228 strategies, monitoring progress, and collecting performance measures related to their goal. Each
229 lead can form working groups and engage the help of other units and individuals as needed.
230 Each spring, leads will prepare a report for the strategic planning steering committee regarding
231 activities and accomplishments for the previous year.
232

233 **2.7 Monitoring the Strategic Plan**

234

235 The SPSC will regularly review the University's progress on established goals and the strategic
236 planning process overall.

237

238 The SPSC will obtain information from the budget advisory committee so that advice can be
239 conveyed to the President regarding the alignment of campus resources to the strategic plan.

240

241 Each year, the SPSC will prepare, in consultation with the president, a summary report that will
242 be widely distributed.
243

1 San Jose State University
2 Academic Senate
3 Organization and Government Committee
4 October 5, 2015
5 First Reading

AS 1579

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7 Policy Recommendation
8 Budget Advisory Committee
9

10 Legislative History: Rescinds SM-S03-1 (which placed the Budget Advisory Committee in rotation with

- 151 1.3.3 Participate in the review of the accomplishment of finance goals across divisions and other
152 appropriate units in the context of accountability with respect to the proper use of funds.
153
- 154 1.3.4 Advise the President regarding the timing and content of annual budget calls.
155
- 156 1.3.5 Advise the President during the fiscal year regarding significant or unanticipated events that have a
157 significant effect upon campus budget allocations.
158
- 159 1.3.6 Advise the President regarding the content and format for reporting annual budget data to the
160 campus community in a thorough and consistent manner such that annual changes in the budget are easily
161 tracked and understood.
162
- 163 1.3.7 Provide annual recommendations to the President regarding the proposed budget allocations across
164 the University's several divisions in line with the University Strategic Plan.
165
- 166 1.3.8 Receive reports related to enrollment targets and yield and contribute to discussions on proposed
167 budget allocations.
168
- 169 1.3.9 Review, analyze, and advise the President regarding significant budget actions external to the
170 campus that could impact the University's Operating Fund; e.g., the initial CSU budget proposal and the
171 Governor's May Revise.
172
- 173 1.3.10 Provide information to the Strategic Planning Committee regarding the alignment of campus
174 resources with the strategic plan.
175
- 176 At the conclusion of each academic year the Vice Chair of the Senate will complete the summary report
177 required of all special agencies and communicate, at an appropriate level of detail, information related to
178 the Budget Advisory Committee's work directly to the Senate.
179

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- 202 Self Support Operations & Funds
- 203 • Continuing Education Reserve Fund
- 204 • Student Health
- 205 • University Housing
- 206 • University Parking
- 207 • Capital Outlay & Deferred Maintenance
- 208 • Intercollegiate Athletics
- 209 • Lottery
- 210 • Student Fees (e.g., Student Success, Excellence, & Technology Fee)

211

Auxiliary Organizations

- 213 • Associated Students
- 214 • Research Foundation
- 215 • Spartan Shops, Inc.
- 216 • Student Union, Inc.
- 217 • Tower Foundation

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220 **3.0 Policy Modifications**

221

222 Following implementation, if modifications to this policy appear needed the Vice Chair of the Senate will
223 provide the Academic Senate Chair with the Budget Advisory Committee’s suggestions. The Chair of the
224 Academic Senate will then refer the recommendation(s) out to the appropriate policy committees for
225 timely review and subsequent action.

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8 **Policy Recommendation**
9 **Credit by Exam for Challenge Examinations**

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11 **Background** SJSU has no campus policy governing Credit by Exam (CBE)- Challenge
12 Exams. Current practices are not in line with most other CSU campuses or
13 with guidelines given by the Chancellor’s Office. CSU Executive Order
14 1036, Article 1.1 addresses “Campus-Originated Challenge Examinations”
15 stating that “Students who pass campus-originated challenge
16 examinations... shall earn credit toward the degree.”

17
18 The Office of Academic Programs & Faculty Development of the CSU
19 Chancellor’s Office has informed the individual campuses that “challenge
20 exams” should generate Earned Units toward graduation, but should never
21 generate FTES (Full Time Equivalent Students). SJSU is among the 11 of
22 23 CSU Campuses not following these CSU Guidelines. The rationale is
23 that students receive no instruction when challenging a course, and FTES
24 is generated as a measure of faculty instructional time.

25
26 **Justification** Currently, SJSU students may earn credit by exam- challenge exams in two
27 different ways. The color coding shows in **green** where we are complying
28 with CSU policy, and in **red** where our campus is out of compliance.

29
30 **Current Practice**

Type of Exam	Administered by	Earned Units toward graduation	Course registration required & FTES generated	Student fee
AP, CLEP, & IB	External Testing Services	Yes	No	Paid externally, unless administered by the SJSU Testing Office
“Challenge Exam” (to	Individual faculty or departments	Yes	Yes *	Course registration required; may

SJSU course)				require sizable tuition fees
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* Only the AP (Advanced Placement), CLEP (College Level Examination Program), and IB (International Baccalaureate) Exams comply with EO-1036 and guidance from the Academic Programs Division of the Chancellor’s Office.

This policy proposes to administer “challenge exams” that do not generate FTES, but which do earn credit toward graduation. In table form, this policy will not modify the row associated with external examinations, but will modify the “challenge exams” as shown.

Proposed Policy

Type of Exam	Administered by	Earned Units toward graduation	Course registration required & FTES generated	Student fee
AP, CLEP, & IB	External Testing Services	Yes	No	paid externally, unless administered by the SJSU Testing Office

“Challenge Exam” (to SJSU course)

Departments or the Testing Office on

54 the SJSU transcript. Units earned through challenge exams will not be counted as part of
55 the SJSU residency requirements. Only matriculated SJSU students are eligible to take
56 CBE-Challenge exams.

- 57
- 58 B. **Where there are existing AP or CLEP or IB exams** that have been determined to earn
59 General Education (GE), American Institutions (AI), and/or course credit (see
60 <http://info.sjsu.edu/static/catalog/cbe.html>), these external exams should be used rather
61 than campus generated challenge exams. If there is a discrepancy between the units
62 earned according to the CBE website and the units assigned to the articulated course at
63 SJSU, the units found at the CBE website shall be assigned.
- 64
- 65 C. **Where there are no external AP or CLEP or IB exams equivalent to SJSU courses,**
66 the determination of whether “campus-originated challenge examinations” (per EO-1036)
67 are available for a particular course is determined by the department or college
68 curriculum committee, and not by individual faculty who may teach that course. A list of
69 courses allowable for CBE via challenge exams shall be recommended by
70 departments/colleges, approved by their respective Dean’s Offices, and maintained by
71 the Office of Graduate and Undergraduate Programs. Credit by examination for 100W
72 and for 200-level graduate courses are not eligible for CBE-Challenge Exams. Courses
73 that are cross-listed will be determined by the home department following consultation
74 with the other department.
- 75
- 76 D. The Testing Office will oversee registration and reporting results of all campus challenge
77 exams. The Testing Office can oversee administration of the exam and will coordinate
78 with the department where needed. The Testing Office will determine the costs of
79 administering the exams and propose a fee to the Course Fee Advisory Committee.
80 Students must register for Challenge Exams with the Testing Office **no later** than 5:00
81 p.m., 28 days after the last day to add classes.
- 82
- 83 E. The Registrar’s Office shall work with the Office of Graduate and Undergraduate
84 Programs and the Testing Office to develop reporting forms, processes, and transcript
85 notations consistent with this policy.
- 86
- 87

88 **Approved (C&R):** September 21, 2015

89 **Vote:** 9-0-0

90 **Present:** Buzanski, Bacich, Clements, Heil, Mathur, Matoush, Schultz-Krohn, Sibley,
91 Stacks

92 **Absent:** Anagnos, Backer, Coopman

93

94 **Curricular Impact:** The net effect may be more students taking (and passing) courses with
95 CBE- Challenge Exams. This in turn would lead to the freeing up of seats
96 in classrooms, more timely graduation for those who pass the CBE-
97 Challenge exams, and more access to enrollment of new students if the
98 CBE- Challenge Exam students graduate more quickly.

99

100 Financial Impact: As former challenge exams generated FTES and the proposed CBE-
101 Challenge exams will not do so, these CBE exams could reduce campus
102 FTES, though the effect is not anticipated to be very large.

103

104 Workload Impact: There will be an initial staff and administrative workload associated with the
105 creation of new reporting forms and processes consistent with this policy,
106 primarily affecting the Registrar's Office and the Office of Graduate and
107 Undergraduate Programs. Systematizing the administration of SJSU CBE-
108 Challenge exams could reduce faculty and staff workload.

1 SAN JOSE STATE UNIVERSITY
2 Academic Senate
3 Instruction & Student Affairs Committee
4 October 5, 2015
5 Final Reading

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6
7 Policy recommendation:
8 Establishing a committed presence in a class
9

10
11 Background: University policy S05-12 set the guidelines and some procedures for a
12 refund schedule for students when they drop a class as well as for use of
13 the “W” symbol on transcripts. According to that policy, instructors are
14 permitted to drop students from in-person classes if they did not attend
15 the first class meeting. Since that time, however, online classes have

1 **SAN JOSE STATE UNIVERSITY**
2 **Academic Senate**
3 **Instruction & Student Affairs Committee**
4 **October 5, 2015**
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AS 1582

7 **Policy Recommendation**
8 **Academic Integrity**
9

10 Legislative history: Rescinds S07-2

11
12 Background: S07-2 laid out the University's Policy on Academic Integrity. Since that
13 time, it has been determined that

14
15 academic sanctions for infractions of academic integrity have been
16 imposed in inconsistent ways across campus;
17 student misconduct often goes unreported, resulting in a lack of
18 university knowledge, input, and oversight and an inability of the
19 university to recognize patterns of conduct;
20 no formal grade appeal process currently exists for accused
21 students who are found not responsible in the student conduct
22 process or whose cases are dismissed.

23
24 Partly for these reasons, the University has not been in complete
25 compliance with CSU executive orders on academic integrity (E.O. 1037,
26 1068, and 1098). This policy addresses the problems.

27
28 Resolved: That the attached be implemented as policy, rescinding S07-2.

29
30 Rationale: There is a need for faculty members to report all instances of academic
31 misconduct and provide a complete record of accused students' academic
32 performance; equal treatment demands it. The University can gain
33 awareness of patterns of infraction only if it has a record of student
34 infractions.

35
36 Student rights must also be upheld. Currently, student conduct violations
37 and faculty academic sanctions are reviewed by the Office of Student
38 Conduct and Ethical Development (SCED). When SCED reaches a finding
39 in favor of the student – either the finding of not responsible or a lack of
40 evidence of the violation – the faculty member may appeal the decision to
41 the Board of Academic Freedom and Professional Responsibility
42 (BAFPR).
43

**SAN JOSE STATE UNIVERSITY
POLICY ON ACADEMIC INTEGRITY**

62
63
64
65
66
67
68

The university emphasizes responsible citizenship and an awareness of ethical choices inherent in human development. Academic honesty and fairness foster ethical standards for all those who rely on the integrity of the university, its courses, and its degrees. University degrees are compromised and the public is defrauded if faculty

- 143 1.1.3 submitting work simultaneously presented in two courses without
144 prior approval of both course instructors or by the departmental
145 policies of both departments;
146
- 147 1.1.4 using or consulting sources, tools, or materials prohibited by the
148 instructor prior to or during an examination;
149
- 150 1.1.5 altering or interfering with the grading process;
151
- 152 1.1.6 sitting for an examination by a surrogate or as a surrogate;
153
- 154 1.1.7 any other act committed by a student in the course of his or her
155 academic work that defrauds or misrepresents, including aiding
156 others in any of the actions defined above.
157

186 ownership rights of all submitted work shall remain with the work's author and not with
187 the plagiarism-detection service.

188
189 **3.0 SANCTIONS**

190
191 There shall be two major classifications of sanctions that may be imposed for violations
192 of this policy: academic and administrative. Academic sanctions are actions related to
193 coursework or grades and are determined by the faculty member. Administrative
194 sanctions are actions that address a student's status on campus and are determined by
195 SCED. Academic sanctions and administrative sanctions may be imposed
196 simultaneously.

197
198 **3.1 ACADEMIC SANCTIONS**

199
200 Faculty members are responsible for determining academic sanctions. Faculty
201 members may find it helpful to consult with their department chair or school
202 director, senior faculty members, or the director of SCED in consideration of
203 appropriate academic sanctions. Such sanctions shall be proportional to the
204 offense. The academic sanction is usually a form of "grade modification." Before
205 sanctions can be employed, the faculty member must have verified the
206 instance(s) of academic dishonesty by personal observation or documentation.
207 The faculty member is expected to maintain in confidence notes and
208 communications between the student and the faculty member as they may be
209 relevant in subsequent disciplinary proceedings or any subsequent legal actions.

210
211 Recommended academic sanctions include

- 212
213 3.1.1 oral reprimand;
- 214
215 3.1.2 repetition of the assignment with sufficient change in instructions
216 such that none of the original assignment can be utilized;
- 217
218 3.1.3 lower grade on the evaluation instrument;
- 219
220 3.1.4 failure on the evaluation instrument;
- 221
222 3.1.5 reduction in course grade;
- 223
224 3.1.6 failure in the course;
- 225
226 3.1.7 recommendation of additional administrative sanctions (SCED to
227 review for possible violations of the Student Conduct Code).
- 228

229 Faculty Discretion

230

231 Incidents involving the careless or inept handling of quoted material that
232 fall short of the definitions of cheating or plagiarism, as defined in Items
233 1.1 and 1.2 of this policy, may be dealt with at the discretion of the faculty
234 member concerned.

235

236 The faculty member also has the discretion and obligation to determine
237 whether specific acts by a student fall under the description in 1.1.7.

238

239 **3.2 ADMINISTRATIVE SANCTIONS**

240

241 As stipulated in Executive Order 1098 (Student Conduct Procedures), violations
242 of the Student Conduct Code (Title 5 of the California Code of Regulations
243 Section 41301), including cheating or plagiarism in connection with an academic
program, may warrant expuls

allegation. Faculty members should make their best effort to meet with the student in person, but if that is not

310 guaranteed due process, including the right to be informed of
311 the nature of the evidence supporting the charges and to
312 the faculty member, SCED, or other decision makers.
313 statements and evidence on behalf of the student
314 policy is not intended to deny the right to appeal of
315 appropriate university channels.

317 5.2 ~~Students who are disciplined by a faculty member shall~~
318 ~~on a case-by-case basis, in support of~~
319 ~~instructing the student on the appropriate~~
320 ~~proportionate discipline.~~
321 ~~recommend a discipline that is~~
322 ~~shall be made in accordance with the~~

323 5.3 If upon review by SCED, the student

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3 Curriculum and Research Committee
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7
8 **Policy Recommendation**
9 **Internships and Service Learning**

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

16 Whereas Both internships and service learning have been recognized as two of ten
17 "High-Impact Educational Practices" (HIPs) by the Association of American
18 Colleges & Universities (AAC&U) (<https://www.aacu.org/leap/hips>); and by the
19 CSU as well; and
20

21 Whereas SJSU provides significant opportunities for Service Learning through the Center
22 for Community Learning & Leadership (CCLL), and extensive opportunities for
23 internships in many departments (the majority of SJSU departments offer either
24 service learning or internships), all of which are credit bearing and are therefore
25 covered by Executive Order 1064; and
26

27 Whereas An ad hoc committee with representation and input from three university
28 divisions, Administration and Finance (Contracts and Purchasing; and Risk
29 Management), Student Affairs (Career Center), and Academic Affairs (CCLL and
30 Undergraduate Studies) worked for 2 years on the development of this policy and
31 University-Organization Agreement (UOA), and a larger ad hoc committee (IFAC,
32 Internship Faculty Advisory Committee) created in Fall 2014, including additional
33 representation from the seven academic colleges, has given final input on all
34 aspects of this policy and the UOA; therefore be it
35

36 Resolved That a University-Organization Agreement (UOA) be created, consistent with the
37 CSU system requirements, and legally overseen and maintained by SJSU
38 Contracts and Purchasing; and be it further
39

40 Resolved That the student's individual Learning Plan (LP) and Participation Guidelines
41 (PG) be created to insure that the non-SJSU learning site, the faculty member
42 coordinating and overseeing the internship or service learning, and the students
43 involved all agree about the nature of the academic requirements and expected
44 outcomes for the internship or service learning course; and be it further

45

46 Resolved That the outcomes of the LP and PG relate to the course learning outcomes or
47 the program learning outcomes; and be it further
48

49 Resolved That full implementation of UOA, LP, and PG documents; and training as
50 necessary be developed and overseen by the Center for Community Learning
51 and Leadership (CCLL) on behalf of the Office of Graduate and Undergraduate
52 Programs; and be it further
53

54 Resolved That all learning sites be entered into the CSU database in a timely fashion
55 consistent with the development of this system-wide database, and the training of
56 SJSU faculty and staff with its implementation;
57

58 Resolved This policy is effective Fall 2016.
59

60 Approved (C&R): September 28, 2015
61 Vote: 9-1-0
62 Present: Anagnos, Bacich, Backer, Buzanski, Clements, Coopman, Heil, Mathur,
63 Sibley, Stacks
64 Absent: Matoush, Romero, Schultz-Krohn
65

66 Curricular Impact: This policy will bring SJSU into compliance with the governing CSU
67 Executive Order. It will also establish procedures to document that credit-
68 bearing internships and service learning courses have established
69 learning goals.
70

71 Financial Impact: Very closely tied to the Workload Impact.
72

73 Workload Impact: Workload will involve time spent orienting students to these requirements;
74 time spent in coordination with organizations, SJSU C&PS, and the
75 students in handling/processing the required forms (LP, PG, UOA); and
76 time spent maintaining updated information on the status of these forms
77 and our partnering organizations.
78

79 Workload impact will be closely tied to the following factors:
80 - the number of students enrolled in a given department's
81 internship program
82 - the total number of organizations at which the department's
83 students are interning
84 - what percentage of the organizations that a department is
85 working with already have a nonexpired UOA on file
86 - to what extent new organizations in the process of signing a
UOA request changes/amendments to their agreements 8rRtf 9.83iCledTw 16. -

91
92

purchase orders and generate requisition numbers for each new UOA,
before sending them to C&PS.

1 San José State University
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6

AS 1585

7 Policy Recommendation
8 Updating the Board of General Studies Membership, Charge, and Responsibilities
9

10 Legislative History: Rescinded S02-7 and S96-9 which covered the structure and procedures for
11 the Board of General studies. The language of S02-7 said "Resolved: that University Policy S96-
12 9 be amended and replaced as follows", however the record shows S02-7 as having modified
13 rather than rescinding S96-9.
14

- 15
- 16 Whereas: Assessing each of five core competencies at the university level is required by
17 WASC, and
- 18 Whereas: SJSU needs to develop methods and procedures for assessing each of the core
19 competencies, and
- 20 Whereas: The Board of General Studies (BOGS) assess the breadth and depth of understanding
21 of the curricula and courses where the core competencies are developed, and
- 22 Whereas: A request has been made to review membership of the BOGS along with who
23 should chair this committee, and
- 24 Whereas: Addition of the Director of Assessment to BOGS could facilitate the work of this
25 committee, and
- 26 Whereas: Recently substantial changes have been made to our General Education program
27 (see 2014 Guidelines for General Education [GE], American Institutions [AI], and
28 the Graduation Writing Assessment Requirement [GWAR]) in part to (a) respond
29 to Executive Order 1100 (EO-1100) governing GE, and to (b) define categories
30 for double counting in the major to help high-unit degree programs comply with
31 the CSU's 120 unit degree program requirement, and
- 32 Whereas: Sections of S02-7 are outdated, therefore be it
- 33 Resolved That S96-9 and S02-7 be rescinded and replaced with the information provided in
34 this policy recommendation.
35

36 Rationale: In the process of working on two separate referrals that impact S02-7, it was noted
37 that additional items in S02-7 need updating and that S96-9 had been superseded by S02-7.
38 O&G discussed (on 8/24) combining referrals related to S02-7 into one policy recommendation
39 replacing S02-7. The first referral pertained to the assessment of core competencies. The second
40 item was related to BOGS membership. The referral focused on the need to update S02-7
41 with respect to duplication of content in the 2014 Guidelines references to CSU executive order
42 1100, assessment, and deletion of sections no longer relevant. Hence, this policy
43 recommendation provides an update of University Policy with respect to the membership,
44 charge, and responsibilities of BOGS and keeps the content of this policy distinct from
45 information in the 2014 Guidelines for GE, AI, and GWAR.
46

Board of General Studies Membership, Charge, and Responsibilities

92
93
94

1. Board of General Studies

95 Executive order 1100 (which superseded EO 1065) provides guidance on a range of issues
96 including implementation and governance pertaining to CSU General Education Breadth
97 Requirements. Specifically, section 6.2.3 notes that “each campus shall have a broadly
98 representative standing committee, a majority of which shall be instructional faculty, and which
99 shall also include student membership, to provide appropriate oversight and to make
100 appropriate recommendations concerning the implementation, conduct and evaluation of these
101 requirements.”

1.1 Charge

103 BOGS Solicits courses and curricular proposals designed to satisfy GE, AI, and GVAR
104 requirements from all colleges and departments in the University; reviews, approves, and
105 authorizes courses and curricular proposals for purposes of GE, AI, and GVAR; and evaluates
106 the courses and curricula it has approved according to procedures described in the 2014
107 Guidelines. The Board approves modifications requested by degree programs in accordance with
c003 Tc -.001 desc(12sfy GE, AI, and GVARizes courses and1 sbe ins Bus -1.s TD .0003 Tc -.001 de

132 1.2.1.4 Selection by each college curriculum committee shall be based on interest,
133 competence, and experience in the General Education curricula; the statements prepared
134 by departmental nominees shall be considered.

135 1.2.1.5. Faculty shall serve three-year staggered terms. When a full-term vacancy is to
136 be filled, or a vacancy for an unexpired term of more than one year, applications shall be
137 solicited from the college, and election held as provided above.

138 1.2.1.6. Vacancies of one year or less shall be filled for the balance of the unexpired
139 term. The college curriculum committee in consultation with the Dean shall select a
140 member to fill the vacancy. Consideration shall be given to, among others, those who
141 applied for the last vacancy for which college-wide solicitation was required.

142 1.2.1.7. A faculty member of the Board may be granted a leave for one semester. A one
143 semester interim appointment may be made as provided in 1.2.1.6.

144 1.2.1.8. If a college is unable to elect a faculty member to the Board, then the position
145 will be filled for one year by the college curriculum committee in consultation with the
146 Dean.

147 1.2.1.9. Student appointments should be made on the basis of interest, experience in the
148 General Education curriculum, and a scholastic record of academic excellence. Student
149 members of the Board shall be appointed by the Provost in consultation with the elected
150 members of the Executive Committee and the Associated Students President.

151 1.2.1.10. Student appointees shall serve one year and may seek independent study
152 credit by working with the Chair of BOGS.

153
154 1.2.2 The Chair shall be a faculty member with at least one year of service on the Board.
155 College faculty representatives through a vote shall select the chair from among those with
156 continuing appointments before the end of the spring semester for the subsequent year.

157
158 1.2.3 Ex officio members will be non-voting members with the exception that in the case of ties,
the AVP or his/her designee to the committee may select the chair.
159

174 1.3.4 The Board, in consultation with the appropriate college deans and department
175 chairpersons, shall provide for and approve modifications to requirements requested by degree
176 programs in accordance with the 2014 Guidelines.

177 1.3.5 The Board shall consider petitions from programs for relief from the fifty-one semester
178 hour General Education requirements. Petitions shall be approved whenever the total number of
179 units required for purposes of formal accreditation of the program, plus the units required for
180 General Education, exceed the maximum number of units that are required for the degree
181 under Trustee regulations.

182 1.3.6 Policy proposals affecting General Education curricula shall be brought to the Academic
183 Senate by the Curriculum and Research Committee. The Organization and Government
184 Committee shall present policy proposals relating to charge, membership, and responsibilities of
185 BOGS.

186 1.3.7 Annually, early in Fall Semester, the Board shall present to the Senate (through Curriculum
187 and Research Committee) a report on its activities for the preceding academic year.

188 1.3.8 The Board shall, in consultation with the Director of Assessment and the Director for
189 Institutional Effectiveness and Analytics, develop and implement strategies for the periodic
190 evaluation of these core competencies: Information Literacy, Written Communication, Oral
191 Communication, Critical Thinking and Quantitative Reasoning. There are policy or senate
192 management implications that emerge, BOGS will bring recommendations to the senate via the
193 Curriculum & Research Committee for referral to a policy committee as needed.

194 1.3.9 In accordance with the 2014 Guidelines, BOGS is responsible for the assessment and
195 continuing certification of GE courses.

196 1.4 Procedures

197 The following shall apply to the proceedings of BOGS:

198 1.4.1 Meetings of the Board shall be open to the campus community, except in cases where
199 BOGS elects to conduct votes in closed session.

200 1.4.2 Departmental representatives (normally course coordinators and chairs/directors) shall be
201 invited in a timely manner by BOGS to attend all Board meetings at which their course(s) will be
202 discussed.

203 1.4.3 If the Board denies certification of a new course, it shall provide the course coordinator
204 with written feedback, explaining the reasons for denial. If the Board recommends to the
205 Curriculum and Research (C&R) Committee that a course be decertified, it shall provide C&R
206 and the course coordinator with written feedback explaining the reasons for the recommended
207 decertification. For both new and continuing certification, the Board may not raise in subsequent
a policy [() ueboth 7 ef6 set47(nobolicpjecGS w)]TJ 1 1.75 0 TD .0004 Tc -80021 Twndatnity, excthr

210 1.4.4 If the Board proposes guidelines regarding criteria for certification or continuing
211 certification in addition to those prescribed by University policy, these guidelines shall be
212 submitted to the Curriculum and Research Committee for policy review and will subsequently be
213 made available to all course coordinators.

214 The Board may make additional rules for the conduct of its proceedings, but they must be
215 consistent with University policy.

216 2. Subsequent Review

217 The Academic Senate, in AY 2019-2020, should direct the Board of General Studies to conduct
218 the next full review of the Guidelines for GE, AI, and GWAR.

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- 47 Proposed Changes (to section VI.A.4 of S08-7):
 48
 49 Delete Associate Dean of Graduate Studies
 50 Add Associate Dean of Research
 51 Make the IRB Coordinator Seat ex officio - voting
 52 Modify physician seat to reflect the need for a Kinesiological Consultant with a term of 'as
 53 needed'
 54 Add a section VI.A.4.e that reads:
 55 Recruitment and Appointment of Members.
 56 x (1) Each faculty member serves a 3-year term renewable for one additional 3-year
 57 term. Student and community members serve one year terms. Recruitment of faculty
 58 and student members to serve on IRB-HS will be done through the normal
 59 Committee on Committees process for those designated for faculty and student
 I.dw9R members.

93 1 Faculty, General Unit
94 1 Faculty, Humanities & the Arts
95 1 Faculty, Science
96 2 Faculty, Social Sciences
97 1 Student
98 1 Community-at-large (1 year appointment)
99 1 Physician or Licensed Health Professional
100 1 Physician (Kinesiological Consultant) (term: as needed)
101 1 Prisoner Advocate (term: as needed)
102

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AS 1587

7 Senate Management Resolution
8 Dissolving the Heritage, Preservation & Public History Committee
9

10 Legislative History and Background: S05-5 created the Heritage, Preservation & Public History
11 Committee with a charge to “advise the Senate and the President and propose resolutions and
12 policies as appropriate with regard to preserving buildings, sites, papers and other items related
13 to SJSU’s history. SM-S09-1 changed the membership to remove the SJSU History Webmaster.
14 The referral to the O&G committee in March 2013 noted that the chair of the Committee on
15 Committees and the chair of the Heritage, Preservation & Public History Committee were having
16 difficulty finding individuals to serve in the 11 open seats at the time.
17

- 18 Whereas: The Heritage, Preservation & Public History Committee has not been engaged in
19 much activity in recent years; and
20 Whereas: The Heritage, Preservation & Public History Committee voted this fall to dissolve
21 the committee; therefore be it
22 Resolved: That the Heritage, Preservation & Public History Committee be dissolved
23 effective with the approval of this resolution, and be it further
24 Resolved: That S08-4 (Campus Planning Board) be modified to add a third item (2.c) to the
25 Campus Planning Board’s responsibilities as follows: As needed provide advice
26 to the President on matters relating to historical buildings and grounds.
27

28 Rationale: Minutes from the 2013 O&G meeting with the chair of the Heritage, Preservation
29 & Public History Committee noted challenges for the committee: lack of participation, type of
30 participation, lack of financial support, no champion, no significant action items or substance.
31 The question was raised at that time about dissolving the committee. The referral (which
originated with the committee chair) to the O&

44 Approved: 9/28/15
45 Vote: 8-0-0
46 Present: Grosvenor, Math~~C~~Curry, Shifflett, Elmiaari, Gleixner, Becker, Beyersdorf
47 Absent: Laker
48
49
50 Financial Impact: None
51 Workload Impact: None
52

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2 Academic Senate
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AS 1588

7 Policy Recommendation
8 Revision: Faculty Athletics Representative Policy
9

10 Legislative History: Rescind F05-2 which is our current policy regarding the faculty athletics
11 representative.

12
13 Articles 4, 5 and 6 of the NCAA Constitution recognize the involvement of faculty athletics
14 representatives in the organization, legislative authority and legislative process of the NCAA and
15 the important role of faculty athletics representatives in the local institutional control of
16 intercollegiate athletics programs. Specifically, the NCAA Manual indicate the following:

- 17 • Each member institution is required to appoint a faculty athletics representative.
18 [Constitution 6.1.3]
- 19 • Qualifications of those who may serve as faculty athletics representatives are described in
20 Constitution 6.1.3: A member institution shall elect an individual to serve as faculty athletics
21 representative. An individual so designated after January 12, 1989, shall be a member of the
22 institution's faculty or an administrator who holds faculty rank and shall not hold an
23 administrative or coaching position in the athletics department. Duties of the faculty athletics
24 representative shall be determined by the member institution.
- 25 • The faculty athletics representative is recognized as the representative of the institution and
26 its faculty in the relationship between the NCAA and the local campus. [Constitution 4.02.2]

27
28
29 Whereas: The NCAA Constitution requires that all member institutions designate a Faculty
30 Athletics Representative (FAR), and

31 Whereas: The Coalition on Intercollegiate Athletics (COIA), in addressing the faculty role
32 in campus athletics governance, noted that faculty must engage their academic
33 perspective to help ensure that the institutional investment in athletics remains in
34 the interest of the primary academic mission of the institution', and

35 Whereas: There is a need to clarify provisions in F05-2, therefore be it

36 Resolved: That F05-2 be replaced by this policy, and be it further

Resolved: That the attached policy be adopted

47 significant benefit to the University. There is a need to clarify the open-ended nature of this
48 provision. In addition, more information, not included in F05-2, is needed with regard to the
49 charge and responsibilities of the FAR.

50
51 Approved: 9/28/15

52 Vote: 8-0-0

53 Present: Grosvenor, Mathur, Oy, Shifflett, Beyersdorf, Becker, Gleixner, Elmiaari

54 Absent: Laker

55

56 Financial Impact: None expected.

57 Workload Impact: No change from current situation.

58

59

60 1. Faculty Athletics Representative Charge

61

62 To ensure the academic integrity of the athletic program, to serve as an advocate for student-
63 athlete well-being, represent faculty perspectives on all aspects of intercollegiate athletics
64 program, and to play a part in maintaining institutional control of the athletics program.

65 Particularly important components of this charge include informing the athletics department of
66 faculty concerns and conferring on academic/athletic matters with administrators,
67 faculty, students and/or alumni. The FAR will be actively engaged in the four domains
68 identified in the NCCA FAR report: academic/compliance/rules interpretation, student-athlete
69 well-being, and administrative responsibilities

70 (http://www.ncaa.org/sites/default/files/FAR_STUDY_Report_final.pdf; pg. 15).

71

72 2. Faculty Athletics Representative Responsibilities

73

74 2.1 Take an active role in assuring the academic integrity of the athletic program and welfare of
75 the student-athlete.

76 2.2 Review proposed competition schedules to monitor student-athlete time demands
77 and bring concerns to the Athletics Board.

78 2.3 Monitor the academic performance of student athletes and teams. Report results to the
79 President's Chief of Staff. Work cooperatively and constructively with coaches, faculty, and
80 students to assist student athletes in their academic pursuits.

81 2.4 Take an active role in assuring that appropriate academic services and university resources
82 are available to student athletes.

83 2.5 Provide advice to the President that reflects the values of the faculty and which is rooted in
84 the academic ethic of the institution (NCAA FAR handbook).

85 2.6 Update the President on all matters and incidents involving compliance.

86 2.7 Work closely with the Athletic Director, the AVP for Student Academic Success Services,
87 and the Athletic Student Success Services Center to review and evaluate the academic and
88 general support services for student athletes.

89 2.8 Work with the AVP for Student Academic Success Services, the Athletic Student Success
90 Services Center, faculty, and coaches to facilitate nominations for academic awards and
91 scholarships available through our athletic conference, the NCAA, and other organizations.

92 2.9 Participate in student-athlete orientation meetings and exit interviews.

138 applicants to serve as the Faculty Athletic Representative will be done through the normal
139 Committee on Committees process. All full time tenured faculty interested in the FAR position
140 will be required to submit a 1-page application detailing their experiences and qualifications to
141 serve as SJSU's FAR. All applications will be forwarded to the Executive Committee of the
142 Senate and the Athletics Board for review. In review of applicants considerations should include
143 (a) the candidate must be a tenured full professor, (b) the candidate should have prior successful
144 faculty leadership experience related to intercollegiate athletics, (c) there should be no
145 conflict of interest, and (d) the candidate should have experiences and skills likely to enhance
146 their effectiveness as SJSU's FAR.

147
148 Each group will forward its recommendations to the President's Chief of Staff who will arrange
149 for the individuals nominated to be interviewed by the Chair of the Academic Senate, Chair of
150 the Athletics Board, and the Chief of Staff. The President shall make the appointment from the
151 finalists that result from the interview process.

152
153 3.2.1 Reappointment of a FAR. Reappointment should not be automatic.
154 Reappointment for one three-year term would be appropriate in cases where

181 4.1 FAR-elect responsibilities. Confer and work with the outgoing FAR the semester before
182 assuming their role as FAR. To facilitate a smooth transition, efforts should be directed toward
183 gaining a solid understanding of and ability to assume their FAR responsibilities.

184
185 4.2 FAR-elect term. A FAR-elect serves for one semester as FAR-elect followed by a 3-year
186 term as SJSU's FAR.

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Resources used in development of this policy:

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- NCAA FARA Handbook: <http://farawebsite.org/what-is-a-far/fara-handbook/>
- FAR Association Website: <http://farawebsite.org/welcome-to-farawebsite-org/about-fara/about-fars/>
- COIA Report: Campus Athletics Governance: The Faculty Role (2004):
<http://sites.comm.psu.edu/the/wp-content/uploads/sites/6/2014/07/Campus-Athletics-Governance-2004.pdf>

Academic Affairs Division Budget Briefing October 5, 2015

Marna Genes, AVP for Academic Budgets & Planning

I am pleased to provide this report on the Academic Affairs Division 2015 budget. My presentation will be limited to the base Operating Fund budget, which is where the significant budget changes occurred.

The division's base budget increased 8% over last year, mostly due to compensation adjustments and funding for enrollment increases.

Academic Affairs Division Base Operating Fund Budget Changes

Overview of New Base Funds

Compensation Adjustments. The \$4.3M compensation adjustments shown above include actions that took effect in 2014 (\$3.2M) and 2015 (\$1.0M). The first phase of campus-wide faculty equity adjustments took effect July 1, 2015 and totaled ~\$600k.

Enrollment Funding. The university's enrollment plan increased by 841 full-time equivalent students (FTES) this year. 726 FTES are considered

New Target FTES and Funding by Residency

Please refer to the enclosed document that details 2015 resource allocations to the colleges. The document includes a full explanation of the basis for college enrollment (and other) funding, as well as the method used to determine college FTES allocations.

Other Adjustments The Provost may make adjustments to college budgets when funding levels are at odds with division goals. This year, he allocated \$352,425 in base funding to the Lucas College of Business (LCOB) to support faculty hiring. When the Budget Model was adopted, LCOB's base faculty budget decreased nearly 7% on a per FTES basis while budgets for all other colleges increased by at least 1%.

The \$44k adjustment to CASA's budget was a through allocation from the university.

behavior to predict the course enrollment patterns of the current student body. There is a document here that explains ICLM in detail: http://www.sjsu.edu/provost/budget/enrollment_management/

The table below shows the percent of FTES achieved by college and by residency in 2014-15. Note that these are Goal FTES, which includes Target FTES (base budget only) plus additional FTES that are planned.

Percent of 2014-15 FTES Goal Achieved by College and Residency

The results were good. Resident student FTES levels are controlled by the Chancellor's Office, and reaching 99.7% of our Goal in total was a perfect ending to the year. The university has been increasing nonresident enrollment in the past few years and results were strong last year, exceeding the Goal by more than 30%. It is important to note that nonresident enrollment does not impact our

and the Council of Chairs and Directors passed resolutions that specifically addressed a desire to adjust these allocations each year to reflect enrollment changes and to provide inflationary increases. At the same time, there was a desire to provide the colleges with flexibility to determine the best use of these resources across their curricula. Between 2012 and 2014-15, no adjustments were made to the legacy base budget for Miscellaneous Course Fees. Some new allocations were made, but the base remained unchanged. With the division's new authority, an allocation method was developed that intends to balance flexibility with the desire to adjust these funds each year for changing enrollment levels and for inflation.

The following table shows the result of these adjustments by college. The enrollment adjustment is essentially a catch-up adjustment for enrollment changes since 2012. Going forward, enrollment based adjustments should be more moderate. Inflation adjustments will follow the Higher Education Price Index (HEPI) adjustments made to all SSETF funds. College deans have the authority to determine the allocation of SSETF Course Support funds to their departments. The use of these funds is limited to activities that support direct instruction.

College	SSETF Course Support Budgets		
	2014/15	2015/16	Net Change
Applied Sciences & Arts	\$ 232,568	\$ 228,635	\$ (3,933)
Lucas College of Business	491,552	591,035	99,483
Lurie College of Education	3,095	2,839	(256)
Davidson College of Engineering	161,203	272,190	110,987
Humanities & Arts	508,102	511,597	3,495
Science	345,724	382,364	36,640
Social Sciences	5,535	5,968	433
Total	\$ 1,747,779	\$ 1,994,628	\$ 246,849

Each year, there might also be additional funds available resulting from unused enrollments and lapsing funds. These funds will be used for instructional equipment replacement, and/or large equipment maintenance and repair costs.

Thank you for your time, and I look forward to answering your questions at the meeting on Monday.

Given the impact of changing the basis for instructional FTEF, the Marginal Cost of Instruction will remain at 2012/13 rates until a college exceeds that rate. At that time, the new higher rate will be used. It will take some time for the Marginal Cost of Instruction to reach 2012 levels. Even with the large numbers of new faculty planned for the next few years, their impact will not be fully reflected in the Marginal Cost of Instruction until they are teaching full course assignments. Moving forward, my office will provide a projected Marginal Cost of Instruction for each college when faculty recruitment requests are made to determine their affordability, for both the colleges and the division in whole. In the meantime, if a college is carrying out instruction at a lower cost than provided by the 2012 rates, the effect accrues to the college. With that said, the goal is to increase tenure-track faculty in the classroom, and to contain activities that compete with this goal. The Budget Model supports this.

Strategic Considerations:

- x Increases in tenure density in the classroom will increase the Marginal Cost of Instruction
- x Increases in faculty salaries, as seen with recent compensation programs, will increase the Marginal Cost of Instruction
- x Increases in assigned time unrelated to direct teaching (e.g., additional advising and committee assignments) will reduce the Marginal Cost of Instruction
- x Colleges that can teach using a less costly model than the 2012 rates are doing so by

can be found on the Provost’s website. Details of the staff equity plan should be announced soon. The \$2.6 million for compensation adjustments shown in Table 2 reflects 2014-15 adjustments only. The details of the 2015-16 campus-based equity adjustments are currently being compiled and will be included in the final Academic Affairs Division Budget Plan document, which is published in the fall.

FTES Allocations and Enrollment Funding

The 2015-16 enrollment plan includes 3% growth in resident FTES, and nearly 40% growth in non-resident FTES.

The Chancellor’s Office assigns resident enrollment targets to each campus. This year’s Target of 22,201 FTES increased by 453 FTES over last year (2.1%). CSU policy, resident enrollments should fall between 99% and 103.5% of the Target assigned by the Chancellor’s Office, and the 2015-16 enrollment plan for 22,908 resident FTES will place us safely within that range (103.2%).

Presidents have the authority to establish the Target for non-resident students. We have a plan to grow non-resident enrollments to 15% of total FTES by 2021; we are currently at about 11%. The 2015-16 enrollment plan includes 40% growth in non-resident FTES. It is important to note that our non-resident enrollment growth did not impact our resident enrollment. In 2014-15, non-resident enrollments totaled 2,532 FTES last year, far surpassing the target of 1,927 FTES. Table 3 shows the 2015-16 total enrollment plan.

Table 3 – Total SJSU 2015-16 Enrollment Plan (FTES)

Resident Status	2015-16 Plan	2014-15 Plan	Change
Resident FTES	22,908	22,835	3.2%
Non-resident FTES	2,695	1,927	39.8%
Total FTES	25,603	24,762	3.4%

These 25,603 FTES are distributed across the colleges using the Induced Course Load Matrix (ICLM) model, which predicts enrollments for each college based on historical course-taking patterns. For details about the ICLM, please go to: http://www.sjsu.edu/provost/docs/ICLM_Explained-12014.pdf. The “Other” category shown below includes courses, mainly UNVS courses, administered by Graduate and Undergraduate Programs (GUP). The funding for these courses is provided to GUP via a separate mechanism. Table 4 shows the distribution of FTES to the colleges and compares it to last year.

Table 4– 2015-16 College FTES Distribution

College	2015-16	2014-15	Change
Applied Sciences & Arts	3,801	3,841	(40)
Lucas College of Business	2,955	2,758	197
Lurie College of Education	1,389	1,407	(18)
Davidson College of Engineering	3,634	3,002	632
Humanities & Arts	4,768	4,816	(48)
Science	4,293	4,156	137
Social Sciences	4,703	4,712	(9)
Other	60	70	(10)
Totals	25,603	24,762	841

The University's budgeted enrollment plan includes "Target" FTES, and "Goal" FTES. Target FTES are tied to the division's base funding. Goal FTES drive one funds each year. The 841 net FTES increase shown in Table 4 is made up of 726 Target FTES and 115 Goal FTES. The distribution is shown below in Table 5

Table 5–2015-16 Incremental Target and Goal FTES Adjustments

College budgets are adjusted annually for these changes in FTES. Per the Budget Model adopted last year, adjustments for Target FTES are made based on the Marginal Cost of Instruction. The Marginal Cost of Instruction is discussed fully later in this document. Table 6 shows the distribution of new Target FTES and associated base funding.

Table 6–New Target FTES and Base Funding

Goal

Table 7– Changes to Goal FTES and Funding

College	Resident	Non-resident	Total	\$2600/Resident	Marginal Cost	Total One-time
Applied Sciences & Arts	(56)	16	(40)	\$ (145,600)	\$ 58,512	\$ (87,088)
Lucas College of Business	30	29	59	78,000	97,614	175,614
Lurie College of Education	(23)	5	(18)	(59,800)	17,445	(42,355)

Resident Goal FTES decreased this year by 180 in order to comply with the CSU mandate to stay within 99% to 103.5% of the target established by the Chancellor. In recent years, SJSU has enrolled upwards of 106% of the resident Target. Last year's resident enrollment ended at 104.8% of the Target. As noted earlier in this document, the 2015 enrollment plan resulted in about 103.2% of Target.

As with last year, there will be no downward adjustment to 2015-16 resources if a college falls short of their Total FTES. When a college exceeds their Total FTES, additional funds will only be provided when the excess was due to nonresident enrollment.

Other Adjustments

Each year, I may make adjustments to college budgets when funding levels are at odds with goals. This year, I have allocated \$352,425 in base funding to the Lucas College of Business to support faculty hiring. When the Budget Model was adopted, COB's base faculty budget decreased nearly 7% on a per FTES basis while budgets for other colleges increased by at least 1%.

I have provided additional FTES to the College of Applied Sciences & Arts. Dean Schutten time to evaluate the issues around recent enrollment declines. ICLM determined 3,643 FTES for CASA, and I have allocated 3,801 FTES with associated resources. These were included in the Final FTES allocations sent to you on May 15 by AVP Genes.

After the May 15 "Final" FTES allocations were sent, the Chancellor's Office increased SJSU's resident FTES Target by 200. Subsequently secured 160 additional resident Goal FTES to address enrollment demand in LCOB (80 FTES) and to expand sections in Science (80 FTES) to support graduation rate improvements. One-time funding at \$2,600 was provided to those colleges for the additional FTES, and they are included in Table 7 and Attachment 1.

Two other adjustments were made to college budgets 2015-16. CASA received \$44,521 in base funding from the University for facility rental charges paid to the Student Union (Kinesiology program). This allocation has been made on an annual basis for many years, and it was finally decided to put the funding in CASA's budget. The College of Science received \$50,000 in replacement of division CERF (Continuing Education Revenue Fund) funding for Moss Landing. The transaction was merely a fund swap, not an increase in funding, and was necessitated to comply with CERF policy.

the division's new authority, an allocation method was developed that intends to balance flexibility with the desire to adjust these funds each year for changing enrollment levels and for inflation.

Attachment 3 shows the result of these adjustments. The enrollment adjustment is essentially a catch up adjustment for enrollment changes since 2012. Going forward, enrollment based adjustments should be more moderate. Enrollment based allocations are based on both Target and Goal FTES, so there are both base (Target) and onetime (Goal) budget adjustments. College deans have the authority to determine the allocation of SSETF.

2015-16 Target & Goal FTES, and Budget Adjustments
 SJSU Provost's Office - August 3, 2015

	CA Res	Non-Res	Total	CA Res	Non-Res	Total	CA Res	Non-Res	Total	CA Res	Non-Res	Total	CA Res	Non-Res	Total	Change
CASA	-	-	-	3,795	145	3,940	3,530	130	3,660	3,663	138	3,801	3,647	111	3,758	43
Soc Sci	-	-	-	4,799	225	5,024	4,200	180	4,380	4,500	203	4,703	4,494	191	4,685	18
Others	-	-	-	59	(6)	53	73	(6)	67	66	(6)	60	44			





SSETF COURSE SUPPORT ADJUSTMENT FOI

Goal: Provide annual enrollment and HEPI adjustments, per Senate and UCCD Resolutions

2014/15 Bas Budget	2011/12 FTE [1]	2015/16 Target FTE	Enrollment Change [2]	Enrollment- Adjusted Bas	Plus 3% HEPI New Base	Course Support per
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